



Curriculum Alignment with

North Carolina Foundations for Early Learning and Development

Grade: **Ages 25 to 36 months** - Adopted: **2013**

CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-1:	Children show curiosity and express interest in the world around them.
CLARIFYING OBJECTIVE	APL-1g:	<p>Discover things that interest and amaze them and seek to share them with others.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
CLARIFYING OBJECTIVE	APL-1h:	<p>Show pleasure in new skills and in what they have done.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
CLARIFYING OBJECTIVE	APL-1i:	<p>Watch what others are doing and often try to participate.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend</p>

		<p>or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-2:	Children actively seek to understand the world around them.
CLARIFYING OBJECTIVE	APL-2f:	<p>Seek more information about people and their surroundings (“study” an object carefully, stare for long moments, and become absorbed in figuring out a situation).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

CLARIFYING OBJECTIVE	APL-2g:	<p>Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p>
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		<p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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CLARIFYING OBJECTIVE	APL-2h:	<p>Communicate what they want to do or know using gestures, facial expressions, or words (ask "What dat?").</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Play and Imagination
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-3:	Children engage in increasingly complex play.
CLARIFYING OBJECTIVE	APL-3i:	<p>Try to involve other children in play.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes</p>

		and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions
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CLARIFYING OBJECTIVE	APL-3j:	<p>Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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CLARIFYING OBJECTIVE	APL-3i:	<p>Communicate about what is happening during pretend play (“He eating,” point to a picture on a communication board when feeding a toy baby with a spoon; “Now go work,” after putting on shoes and necktie).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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STRAND / ESSENTIAL STANDARD		Play and Imagination
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-4:	Children demonstrate creativity, imagination, and inventiveness.
CLARIFYING OBJECTIVE	APL-4e:	<p>Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, tries to stack bears).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and</p>

		<p>imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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CLARIFYING OBJECTIVE	APL-4f:	<p>Pretend to be somebody or something other than themselves.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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CLARIFYING OBJECTIVE	APL-4g:	<p>Pretend one object is really something different (use Legos® as food while stirring a pot).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p>
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Risk-Taking, Problem-Solving, and Flexibility
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-5:	Children are willing to try new and challenging experiences.
CLARIFYING OBJECTIVE	APL-5g:	<p>Explore freely without a familiar adult nearby.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

CLARIFYING OBJECTIVE	APL-5h:	<p>Try out new skills in a familiar environment (learns to climb steps and then try to climb ladder to the slide).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring</p>
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		Skill: 3.2 Shows purpose and coordination when interacting with people and objects
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CLARIFYING OBJECTIVE	APL-5i:	<p>Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, “I can do it.”).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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CLARIFYING OBJECTIVE	APL-5j:	<p>Want to do things their own way (say “Me do it!”), push an adult’s hand away if the person is trying to help).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Risk-Taking, Problem-Solving, and Flexibility
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-6:	Children use a variety of strategies to solve problems.

CLARIFYING OBJECTIVE	APL-6h:	<p>Try a variety of strategies to get what they want or solve a problem.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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CLARIFYING OBJECTIVE	APL-6i:	<p>Use language to obtain help to solve a problem (tell adults, “My car broke.”).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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CLARIFYING OBJECTIVE	APL-6j:	<p>Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use, pile blocks on a towel and drag them across the floor when there are too many to carry).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-7:	Children demonstrate initiative.
CLARIFYING OBJECTIVE	APL-7e:	<p>Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

		2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time
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CLARIFYING OBJECTIVE	APL-7f:	<p>Show increasing interest in performing tasks independently (put on jacket and tries to zip it up).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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CLARIFYING OBJECTIVE	APL-7g:	<p>Show and/or tell others what they have done.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-8:	Children maintain attentiveness and focus.
CLARIFYING OBJECTIVE	APL-8f:	<p>Focus on a person or a hands-on activity for a short period of time (participate in singing a song, stay focused long enough to build a block tower).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use</p>

		<p>materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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CLARIFYING OBJECTIVE	APL-8g:	<p>Keep working on interesting activities with other things going on around them.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-9:	Children persist at challenging activities.
CLARIFYING OBJECTIVE	APL-9d:	<p>Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p>

		<p>Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p> <p>2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-1:	Children demonstrate a positive sense of self-identity and self-awareness.
CLARIFYING OBJECTIVE	ESD-1h:	<p>Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, “I help Daddy!”).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>

CLARIFYING OBJECTIVE	ESD-1i:	<p>Use their own name or a personal pronoun to refer to themselves (I, me, and mine).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-2:	Children express positive feelings about themselves and confidence in what they can do.
CLARIFYING OBJECTIVE	ESD-2g:	<p>Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p>

		<p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
CLARIFYING OBJECTIVE	ESD-2h:	<p>Explore the environment independently to satisfy their own interests (seek out toy or favorite materials).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
CLARIFYING OBJECTIVE	ESD-2i:	<p>Show confidence in their abilities through actions and/or language (try to lift a heavy object, say, "I'm strong!").</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
CLARIFYING OBJECTIVE	ESD-2j:	<p>Attempt to reach goals without help from others (push adult away, say "Me do it myself!").</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult</p>

		support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time
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CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self with Others
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-3:	Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.
CLARIFYING OBJECTIVE	ESD-3i:	Form close relationships with their primary caregivers and other familiar adults. <u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts

CLARIFYING OBJECTIVE	ESD-3j:	Seek help from trusted adults when upset (when fearful or having difficulty with something). <u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
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CLARIFYING OBJECTIVE	ESD-3k:	Are less likely to get upset when primary caregiver is with them. <u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
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CLARIFYING OBJECTIVE	ESD-3l:	Use words to influence caregivers' behavior (ask for help, talk about something they want the adult to do). <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations
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CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self with Others
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-4:	Children form relationships and interact positively with other children.
CLARIFYING OBJECTIVE	ESD-4f:	Show affection or preference for particular children (spontaneously hug, want to play, call other child a friend).

		<p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
CLARIFYING OBJECTIVE	ESD-4g:	<p>Remember and use names of familiar playmates.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
CLARIFYING OBJECTIVE	ESD-4h:	<p>Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me.").</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring</p>

		<p>Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress</p> <p>Monitoring Skill: 17.2 Follows one-step directions</p>
CLARIFYING OBJECTIVE	ESD-4i:	<p>Participate in play with other children.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress</p> <p>Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress</p> <p>Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress</p> <p>Monitoring Skill: 17.2 Follows one-step directions</p>
CLARIFYING OBJECTIVE	ESD-4j:	<p>Show positive emotion and turn taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress</p> <p>Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress</p> <p>Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress</p> <p>Monitoring Skill: 17.2 Follows one-step directions</p>

CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self with Others
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-5:	Children demonstrate the social and behavioral skills needed to successfully participate in groups.
CLARIFYING OBJECTIVE	ESD-5e:	<p>Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>

CLARIFYING OBJECTIVE	ESD-5f:	<p>Adjust their behavior to fit different situations (tiptoes near a sleeping baby, use a quiet voice inside, runs outside).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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CLARIFYING OBJECTIVE	ESD-5g:	<p>Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
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CLARIFYING OBJECTIVE	ESD-5i:	<p>Wait for a short time to get what they want (a turn with a toy, a snack), with guidance and support.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>
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CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Learning about Feelings
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-6:	Children identify, manage, and express their feelings.

CLARIFYING OBJECTIVE	ESD-6h:	<p>Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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CLARIFYING OBJECTIVE	ESD-6i:	<p>Communicate to make needs known.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
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CLARIFYING OBJECTIVE	ESD-6j:	<p>Manage emotions and control impulses with guidance and support (Say "I don't like that!" instead of hitting; wait by door instead of running ahead when excited to go out).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
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CLARIFYING OBJECTIVE	ESD-6k:	<p>Display emotional outbursts less often.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
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CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Learning about Feelings
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-7:	Children recognize and respond to the needs and feelings of others.
CLARIFYING OBJECTIVE	ESD-7f:	<p>Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>

CLARIFYING OBJECTIVE	ESD-7g:	<p>Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?").</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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CLARIFYING OBJECTIVE	ESD-7i:	<p>Recognize facial expressions or actions associated with different emotions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Physical Health and Growth
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-1:	Children develop healthy eating habits.
CLARIFYING OBJECTIVE	HPD-1i:	<p>Try new foods.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>

CLARIFYING OBJECTIVE	HPD-1m:	<p>Feeds themselves using utensils and hands.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p>
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CLARIFYING OBJECTIVE	HPD-1n:	<p>Accept or refuse food depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, and ask for seconds of favorite food).</p> <p><u>Progress Monitoring Skills</u></p>
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		<p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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CLARIFYING OBJECTIVE	HPD-1o:	<p>Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Physical Health and Growth
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-2:	Children engage in active physical play indoors and outdoors.
CLARIFYING OBJECTIVE	HPD-2h:	<p>Develop strength and stamina by spending moderate periods of time playing vigorously.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p>

CLARIFYING OBJECTIVE	HPD-2i:	<p>Show satisfaction with new active skills and strengths (ask others to watch them, say, “I’m big and strong!”).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p>
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CLARIFYING OBJECTIVE	HPD-2j:	<p>With guidance and support, transition from active to quiet activities.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p>
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CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Motor Development
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-4:	Children develop the large muscle control and abilities needed to move through and explore their environment.
CLARIFYING OBJECTIVE	HPD-4h:	<p>Move their arms and legs to complete a task (kick, jump, step, pedal, push away).</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
CLARIFYING OBJECTIVE	HPD-4i:	<p>Move through the world with a variety of movements and with increasing independence (run, jump, pedal).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
CLARIFYING OBJECTIVE	HPD-4j:	<p>Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
CLARIFYING OBJECTIVE	HPD-4k:	<p>Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, and walk up and down steps).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and</p>

		<p>endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
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CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Motor Development
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-5:	Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
CLARIFYING OBJECTIVE	HPD-5g:	<p>Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>

CLARIFYING OBJECTIVE	HPD-5h:	<p>Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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CLARIFYING OBJECTIVE	HPD-5i:	<p>Use tools that require finger and hand control (large paintbrush, measuring cups, switches, and shovel).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Self-Care
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-6:	Children develop awareness of their needs and the ability to communicate their needs.
CLARIFYING OBJECTIVE	HPD-6e:	Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be

		<p>physically active).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
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CLARIFYING OBJECTIVE	HPD-6f:	<p>Soothe themselves when needed (find a quiet area for alone time, look at book before nap).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
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CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Self-Care
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-7:	Children develop independence in caring for themselves and their environment.
CLARIFYING OBJECTIVE	HPD-7f:	<p>Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show an interest in toileting).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p>

CLARIFYING OBJECTIVE	HPD-7g:	<p>Feeds themselves with a spoon.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p>
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CLARIFYING OBJECTIVE	HPD-7h:	<p>Help with meal and snack routines.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes</p>
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		<p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Safety Awareness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-8:	Children develop awareness of basic safety rules and begin to follow them.
CLARIFYING OBJECTIVE	HPD-8f:	<p>Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>

CLARIFYING OBJECTIVE	HPD-8g:	<p>Increase self-control over their impulses (reminds self not to touch something; wait for adult vs. running ahead).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
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CLARIFYING OBJECTIVE	HPD-8h:	<p>With guidance, recognize and avoid situations that might cause harm.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-1:	Children understand communications from others.
CLARIFYING OBJECTIVE	LDC-1h:	Respond when others talk to them, using a larger variety of words or signs. <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations
CLARIFYING OBJECTIVE	LDC-1i:	Respond to gestures, facial expressions, tone of voice, and some words that show emotions. <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words
CLARIFYING OBJECTIVE	LDC-1j:	Follow two-step directions with visual cues if needed ("Pick up the paper and put it in the trash." "Get your cup and put it on the table."). <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-2:	Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.
CLARIFYING OBJECTIVE	LDC-2g:	Engage in short dialogues of a few turns. <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
CLARIFYING OBJECTIVE	LDC-2h:	Ask questions or use verbal or nonverbal cues to initiate communication with another.

		<p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-3:	Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CLARIFYING OBJECTIVE	LDC-3b:	<p>Answer simple questions ("What is she doing?" "What happened to the bear in the story?").</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p>

CLARIFYING OBJECTIVE	LDC-3c:	<p>Use simple sentences or questions to ask for things (e.g., people, actions, objects, and pets) or gain information.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-5:	Children describe familiar people, places, things, and events.
CLARIFYING OBJECTIVE	LDC-5b:	<p>Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>

CLARIFYING OBJECTIVE	LDC-5c:	<p>Use dramatic play to act out familiar scenes and events, and imitate familiar people.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-6:	Children use most grammatical constructions of their home language well.
CLARIFYING OBJECTIVE	LDC-6e:	<p>Communicate in short sentences that follow the word order of their home language.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>

CLARIFYING OBJECTIVE	LDC-6f:	<p>Combine two and three words.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-7:	Children respond to and use a growing vocabulary.
CLARIFYING OBJECTIVE	LDC-7h:	<p>Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs
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CLARIFYING OBJECTIVE	LDC-7i:	<p>Participate in or repeat familiar songs, chants, or rhymes.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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CLARIFYING OBJECTIVE	LDC-7j:	<p>Show they understand many new vocabulary words and a variety of concepts (big and little, in and out).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-8:	Children develop interest in books and motivation to read.
CLARIFYING OBJECTIVE	LDC-8i:	<p>Listen for short periods of time to storybooks, informational books stories, poetry, songs and finger plays.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-9:	Children comprehend and use information presented in books and other print media.
CLARIFYING OBJECTIVE	LDC-9d:	<p>Chime in on a repeated line in a book while being read to by an adult.</p> <p><u>Progress Monitoring Skills</u></p>

		2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes
CLARIFYING OBJECTIVE	LDC-9e:	<p>Pretend to read familiar books from memory; repeat familiar phrases while looking at a book.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>
CLARIFYING OBJECTIVE	LDC-9h:	<p>Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-10:	Children develop book knowledge and print awareness.
CLARIFYING OBJECTIVE	LDC-10e:	<p>Hold a book upright, turn some pages front to back (but not always in the right order), close book, and say, “done” or “the end.”</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
CLARIFYING OBJECTIVE	LDC-10f:	<p>Demonstrate understanding of the need for and the uses of print (pretend to read a “grocery list” during play; say, “I want chicken” when looking at a menu).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>
CLARIFYING OBJECTIVE	LDC-10g:	Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; say, “That means light” when looking at a symbol of a light bulb located over the light switch).

		<u>Progress Monitoring Skills</u> 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name) 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms
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CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-11:	Children develop phonological awareness.
CLARIFYING OBJECTIVE	LDC-11c:	Participate in rhyming games. <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes

CLARIFYING OBJECTIVE	LDC-11e:	Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-13:	Children use writing and other symbols to record information and communicate for a variety of purposes.
CLARIFYING OBJECTIVE	LDC-13b:	Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil). <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress

		Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects
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CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-14:	Children use knowledge of letters in their attempts to write.
CLARIFYING OBJECTIVE	LDC-14a:	<p>EMERGING</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>

CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-15:	Children use writing skills and conventions.
CLARIFYING OBJECTIVE	LDC-15c:	<p>Explore a variety of tools that can be used for writing.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>

CLARIFYING OBJECTIVE	LDC-15d:	<p>Scribble and/or imitate an adult's marks with markers, crayons, paints, etc.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
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CLARIFYING OBJECTIVE	LDC-15e:	<p>Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Construction of Knowledge: Thinking and Reasoning
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-1:	Children use their senses to construct knowledge about the world around them.
CLARIFYING OBJECTIVE	CD-1e:	<p>Explore objects and materials physically to learn about their properties.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

CLARIFYING OBJECTIVE	CD-1g:	<p>Express knowledge gathered through their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Construction of Knowledge: Thinking and Reasoning
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-2:	Children recall information and use it for new situations and problems.
CLARIFYING OBJECTIVE	CD-2i:	<p>Show they remember people, objects, and events (tell about them, act them out, and point out similar happenings).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress</p>

		Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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CLARIFYING OBJECTIVE	CD-2n:	Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent). <u>Progress Monitoring Skills</u> 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Construction of Knowledge: Thinking and Reasoning
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-3:	Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.
CLARIFYING OBJECTIVE	CD-3e:	Talk about what they and other people want or like. <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met

CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Creative Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-4:	Children demonstrate appreciation for different forms of artistic expression.
CLARIFYING OBJECTIVE	CD-4e:	Express pleasure in different forms of art (calls something “pretty,” express preferences, choose to look at book of photographs or listen to music again). <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments

CLARIFYING OBJECTIVE	CD-4f:	Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). <u>Progress Monitoring Skills</u>
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		<p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Creative Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-5:	Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.
CLARIFYING OBJECTIVE	CD-5i:	<p>Recreate familiar scenes using play materials, language, and actions.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

CLARIFYING OBJECTIVE	CD-5j:	<p>Experiment and create art with clay, crayons, markers, paint, and collage materials.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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CLARIFYING OBJECTIVE	CD-5k:	<p>Make up simple nonsense songs, sign, chant, and dance (sing “la-la-la-la” on two pitches, twirl around and fall down, “march” by lifting knees high).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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CLARIFYING OBJECTIVE	CD-5l:	<p>Express ideas and feelings through music, movement, and dance.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group</p>
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		music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-7:	Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).
CLARIFYING OBJECTIVE	CD-7c:	Put self into categories based on age, gender, and physical characteristics (“I’m a girl.” “I have long hair.”). <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name) 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers

CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-8:	Children identify and demonstrate acceptance of similarities and differences between themselves and others.
CLARIFYING OBJECTIVE	CD-8b:	Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics. <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others

		<p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-9:	Children explore concepts connected with their daily experiences in their community.
CLARIFYING OBJECTIVE	CD-9a:	<p>Use play to communicate what they know about their community (pretend to go to the store, pretend to be a police person).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-10:	Children show understanding of numbers and quantities during play and other activities.
CLARIFYING OBJECTIVE	CD-10g:	<p>Attempt to chant or recite numbers, but not necessarily in the correct order.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five</p>

CLARIFYING OBJECTIVE	CD-10i:	<p>Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group</p>
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-11:	Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.
CLARIFYING OBJECTIVE	CD-11d:	<p>Group objects into categories (cars with cars, plates separated from cups).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>

CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-12:	Children identify and use common shapes and concepts about position during play and other activities.
CLARIFYING OBJECTIVE	CD-12e:	<p>Respond to and begin to use words describing positions (in, on, over, under, etc.).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

CLARIFYING OBJECTIVE	CD-12f:	<p>Name or match a few shapes.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>
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CLARIFYING OBJECTIVE	CD-12g:	<p>Stack or line up blocks that are the same shape.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square) 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-13:	Children use mathematical thinking to solve problems in their everyday environment.
CLARIFYING OBJECTIVE	CD-13a:	<p>Use observation and emerging counting skills (1, 2, 3) during play and other daily activities.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five</p>

CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Scientific Exploration and Knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-14:	Children observe and describe characteristics of living things and the physical world.
CLARIFYING OBJECTIVE	CD-14c:	<p>Participate in the care of living things with guidance and support (water plants, help to feed classroom pet).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>

CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Scientific Exploration and Knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-15:	Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.
CLARIFYING OBJECTIVE	CD-15f:	<p>Investigate differences between materials (sand, water, goop, moving air).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2</p>

		Begins to explore and investigate the properties of mud, sand, and soil
CLARIFYING OBJECTIVE	CD-15g:	<p>Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups)</p>
CLARIFYING OBJECTIVE	CD-15h:	<p>Notice changes in materials when mixing and manipulating (paint, Play-Doh®, food ingredients).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

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