



Curriculum Alignment with

North Dakota Early Learning Standards

Grade: **Ages Birth to 12 months** - Adopted: **2018**

CONTENT STANDARD		Domain I: Approaches to Play and Learning (Birth to 9 months)
BENCHMARK		Emotional and Behavioral Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 1.	Child manages feelings and emotions with support of familiar adults. (0-36 months)
INDICATOR		Engages with familiar adults for calming and comfort, to focus attention, and to share joy.
INDICATOR		Looks to others for help in coping with strong feelings and emotions. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:

INDICATOR		Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation, to handle strong feelings and emotions. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:
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CONTENT STANDARD		Domain I: Approaches to Play and Learning (Birth to 9 months)
BENCHMARK		Emotional and Behavioral Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 2.	Child manages actions and behavior with support of familiar adults. (0-36 months)
INDICATOR		Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.
INDICATOR		Participates in and follows everyday routines with the support of familiar adults. <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:

INDICATOR		Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult's hand when crossing the street. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:
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CONTENT STANDARD		Domain I: Approaches to Play and Learning (Birth to 9 months)
BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 3.	Child maintains focus and sustains attention with support. (0-36 months)
INDICATOR		Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.
INDICATOR		Maintains engagement in interactions with familiar adults and children. <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to

		play: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers:
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INDICATOR		Chooses to join in activities or pays attention to tasks and activities that are self-initiated. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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INDICATOR		Maintains focus and attention on a simple task or activity for short periods of time. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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CONTENT STANDARD		Domain I: Approaches to Play and Learning (Birth to 9 months)
BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 4.	Child develops the ability to show persistence in actions and behavior. (0-36 months)
INDICATOR		Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.
INDICATOR		Persists in learning new skills or solving problems. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 47- Demonstrates problem-solving skills:

INDICATOR		Continues efforts to finish a challenging activity or task with support of an adult. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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CONTENT STANDARD		Domain I: Approaches to Play and Learning (Birth to 9 months)
BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 5.	Child demonstrates the ability to be flexible in actions and behavior. (0-36 months)
INDICATOR		Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.
INDICATOR		Adjusts to changes in routines or usual activities when informed ahead of time by adults. <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:

INDICATOR		Makes common, everyday transitions that are part of a daily schedule.
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		<u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
INDICATOR		Shows flexibility in problem solving by trying more than one approach. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
CONTENT STANDARD		Domain I: Approaches to Play and Learning (Birth to 9 months)
BENCHMARK		Initiative and Curiosity
GRADE LEVEL EXPECTATION	IT-APL 6.	Child demonstrates emerging initiative in interactions, experiences, and explorations. (0-36 months)
INDICATOR		Initiates interactions with familiar adults through expressions, actions, or behaviors.
INDICATOR		Engages others in interactions or shared activities. <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
INDICATOR		Attempts challenging tasks with or without adult help. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
INDICATOR		Shows eagerness to try new things. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
CONTENT STANDARD		Domain I: Approaches to Play and Learning (Birth to 9 months)
BENCHMARK		Initiative and Curiosity
GRADE LEVEL EXPECTATION	IT-APL 7.	Child shows interest in and curiosity about objects, materials, or events. (0-36 months)
INDICATOR		Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.
INDICATOR		Experiments with different ways of using new objects or materials. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
INDICATOR		Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

		<p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
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CONTENT STANDARD		Domain I: Approaches to Play and Learning (Birth to 9 months)
BENCHMARK		Creativity
GRADE LEVEL EXPECTATION	IT-APL 8.	Child uses creativity to increase understanding and learning. (0-36 months)
INDICATOR		Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.
INDICATOR		<p>Pays attention to new or unusual things.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>

INDICATOR		<p>Shows willingness to participate in new activities or experiences.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
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CONTENT STANDARD		Domain I: Approaches to Play and Learning (Birth to 9 months)
BENCHMARK		Creativity
GRADE LEVEL EXPECTATION	IT-APL 9.	Child shows imagination in play and interactions with others. (0-36 months)
INDICATOR		<p>Emerging Skills</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>

CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Relationships with Adults
GRADE LEVEL EXPECTATION	IT-SE 1.	Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. (0-36 months)
INDICATOR		Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.
INDICATOR		<p>Shows emotional connection and attachment to familiar adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>

INDICATOR		Turns to familiar adults for protection, comfort, and getting needs met.
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		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Relationships with Adults
GRADE LEVEL EXPECTATION	IT-SE 2.	Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. (0-36 months)
INDICATOR		Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.
INDICATOR		Engages in and may initiate behaviors that build relationships with familiar adults. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Relationships with Adults
GRADE LEVEL EXPECTATION	IT-SE 3.	Child learns to use adults as a resource to meet needs. (0-36 months)
INDICATOR		Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.
INDICATOR		Shows preference for familiar adults when in distress. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Relationships with Other Children
GRADE LEVEL EXPECTATION	IT-SE 4.	Child shows interest in, interacts with, and develops personal relationships with other children. (0-36 months)
INDICATOR		Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.
INDICATOR		Shows increasing interest in interacting with other children. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

INDICATOR		Shows preference for particular playmates, such as greeting friends by name. <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
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CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Relationships with Other Children

GRADE LEVEL EXPECTATION	IT-SE 5.	Child imitates and engages in play with other children. (0-36 months)
INDICATOR		Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.
INDICATOR		Uses multiple strategies, such as imitating or responding, in order to enter play with other children. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:

INDICATOR		Engages in extended play with other children with a common focus. <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
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INDICATOR		Engages in simple cooperative play with other children. <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
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CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	IT-SE 6.	Child learns to express a range of emotions. (0-36 months)
INDICATOR		Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing, or through facial expressions, body movements, or gestures, often to elicit a response from a familiar adult.
INDICATOR		Expresses a variety of emotions through facial expressions, sounds, gestures, or words. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:

INDICATOR		Uses words to describe some feelings or emotions that reflect an awareness of other people's emotions. <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:
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		Infants: 19- Uses nonverbal communication for a variety of purposes:
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CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	IT-SE 7.	Child recognizes and interprets emotions of others with the support of familiar adults. (0-36 months)
INDICATOR		Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.
INDICATOR		Recognizes feelings and emotions of others. <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:

INDICATOR		Responds to feelings and emotions of others with support from familiar adults. <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
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CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	IT-SE 8.	Child expresses care and concern toward others. (0-36 months)
INDICATOR		May cry when another child cries.
INDICATOR		Shows care and concern for others, including comforting others in distress. <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:

INDICATOR		Responds to needs of others and tries to help others with simple tasks. <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
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CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	IT-SE 9.	Child manages emotions with the support of familiar adults. (0-36 months)
INDICATOR		Quiets or stops crying when held and gently rocked or talked to by a familiar adult.
INDICATOR		Uses different ways to calm or comfort self when upset. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control: Infants: 16- Develops relationships with peers:

INDICATOR		<p>Responds positively to emotional support from adults and other children.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>
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CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	IT-SE 10.	Child shows awareness about self and how to connect with others. (0-36 months)
INDICATOR		Learns about self by exploring hands, feet, body, and movement.
INDICATOR		<p>Shows awareness of self, including own body, abilities, thoughts, and feelings.</p> <p><u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p>

INDICATOR		<p>Shows awareness of others as having thoughts and feelings separate from own.</p> <p><u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:</p>
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CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	IT-SE 11.	Child understands some characteristics of self and others. (0-36 months)
INDICATOR		Listens and responds by quieting, smiling, or cooing when name is said to child or when it is used in conversation with a familiar adult.
INDICATOR		<p>Recognizes own name.</p> <p><u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p>

INDICATOR		<p>Identifies some physical characteristics of self.</p> <p><u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p>
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INDICATOR		<p>Recognizes some similarities and differences between self and others.</p> <p><u>Progress Monitoring Skills</u> Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity</p>
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CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	IT-SE 12.	Child shows confidence in own abilities through relationships with others. (0-36 months)
INDICATOR		Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.
INDICATOR		Show confidence in increasing abilities. <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:

CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	IT-SE 13.	Child develops a sense of belonging through relationships with others. (0-36 months)
INDICATOR		Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.
INDICATOR		Identifies self as a member of a family. <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:

INDICATOR		Points to or names self and other familiar people, such as in photos or pictures. <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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CONTENT STANDARD		Domain III: Language, Communication, and Literacy (Birth to 9 months)
BENCHMARK		Language – Attending and Understanding
GRADE LEVEL EXPECTATION	IT-LC 1.	Child attends to, understands, and responds to communication and language from others. (0-36 months)
INDICATOR		Attends to verbal and nonverbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.
INDICATOR		Shows comprehension of simple sentences, such as by listening to and following one-or two-step directions. <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

CONTENT STANDARD		Domain III: Language, Communication, and Literacy (Birth to 9 months)
BENCHMARK		Language – Attending and Understanding
GRADE LEVEL EXPECTATION	IT-LC 2.	Child learns from communication and language experiences with others. (0-36 months)
INDICATOR		Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.
INDICATOR		Acts on descriptions provided by others about people, objects, or events. <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

INDICATOR		Demonstrates interest and understanding when participating in language activities or games. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:
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CONTENT STANDARD		Domain III: Language, Communication, and Literacy (Birth to 9 months)
BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	IT-LC 4.	Child uses non-verbal communication and language to engage others in interaction. (0-36 months)
INDICATOR		Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.
INDICATOR		Initiates and responds in conversations with others. <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

INDICATOR		Engages in simple conversations by expressing own feelings, thoughts, and ideas to others. <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
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CONTENT STANDARD		Domain III: Language, Communication, and Literacy (Birth to 9 months)
BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	IT-LC 5.	Child uses increasingly complex language in conversation with others. (0-36 months)

INDICATOR		Explores sounds common in many languages, such as "ma-ma" or "ba-ba."
INDICATOR		Refers to past or future events in conversation with others. <u>Progress Monitoring Skills</u> Infants: 40- Understands the passage of time and how events are related:

CONTENT STANDARD		Domain III: Language, Communication, and Literacy (Birth to 9 months)
BENCHMARK		Language – Vocabulary
GRADE LEVEL EXPECTATION	IT-LC 7.	Child understands an increasing number of words used in communication with others. (0-36 months)
INDICATOR		Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.
INDICATOR		Shows understanding of the meaning of common words used in daily activities. <u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

INDICATOR		Attends to new words used in conversation with others. <u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 20- Uses increasingly complex spoken language:
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CONTENT STANDARD		Domain III: Language, Communication, and Literacy (Birth to 9 months)
BENCHMARK		Language – Vocabulary
GRADE LEVEL EXPECTATION	IT-LC 8.	Child uses an increasing number of words in communication and conversation with others. (0-36 months)
INDICATOR		May use signs or verbalizations for familiar people or objects.
INDICATOR		Shows understanding of the meaning of common words used in daily activities. <u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

INDICATOR		Attends to new words used in conversation with others. <u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 20- Uses increasingly complex spoken language:
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CONTENT STANDARD		Domain III: Language, Communication, and Literacy (Birth to 9 months)
BENCHMARK		Language – Emergent Literacy
GRADE LEVEL EXPECTATION	IT-LC 9.	Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs. (0-36 months)
INDICATOR		Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.
INDICATOR		Repeats simple familiar rhymes or sings favorite songs. <u>Progress Monitoring Skills</u>

		<p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 25- Organizes, represents, and builds knowledge of quantity and number:</p> <p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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INDICATOR		<p>Retells familiar stories using props.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 44- Uses dramatic play to express creativity:</p>
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CONTENT STANDARD		Domain III: Language, Communication, and Literacy (Birth to 9 months)
BENCHMARK		Language – Emergent Literacy
GRADE LEVEL EXPECTATION	IT-LC 10.	Child handles books and relates them to their stories or information. (0-36 months)
INDICATOR		Explores a book by touching it, patting it, or putting it in mouth.
INDICATOR		<p>Asks to have several favorite books read over and over.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 21- Acquires meaning from a variety of materials read to him/her:</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 23- Demonstrates awareness of print concepts :</p>

INDICATOR		<p>Holds book, turns pages, and pretends to read.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 21- Acquires meaning from a variety of materials read to him/her:</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 23- Demonstrates awareness of print concepts :</p>
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CONTENT STANDARD		Domain III: Language, Communication, and Literacy (Birth to 9 months)
BENCHMARK		Language – Emergent Literacy
GRADE LEVEL EXPECTATION	IT-LC 13.	Child makes marks and uses them to represent objects or actions. (0-36 months)
INDICATOR		<p>Emerging Skills</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 24- Uses writing for variety of purposes</p>

CONTENT STANDARD		Domain IV: Cognition (Birth to 9 months)
BENCHMARK		Cognition – Exploration and Discovery
GRADE LEVEL EXPECTATION	IT-C 1.	Child actively explores people and objects to understand self, others, and objects. (0-36 months)
INDICATOR		Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking, or dropping.
INDICATOR		Learns about characteristics of people and properties and uses of objects through the senses and active exploration.

		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:
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INDICATOR		Experiments with everyday objects or materials to answer "What?" "Why?" or "How?" questions. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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CONTENT STANDARD		Domain IV: Cognition (Birth to 9 months)
BENCHMARK		Cognition – Exploration and Discovery
GRADE LEVEL EXPECTATION	IT-C 2.	Child uses understanding of causal relationships to act on social and physical environments. (0-36 months)
INDICATOR		Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.
INDICATOR		Anticipates some cause and effects of own actions, such as what happens while running with a cup of water. <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:

CONTENT STANDARD		Domain IV: Cognition (Birth to 9 months)
BENCHMARK		Cognition – Memory
GRADE LEVEL EXPECTATION	IT-C 3.	Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. (0-36 months)
INDICATOR		Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.
INDICATOR		Comments about similarities or differences between new people, objects, or events, and ones that are more familiar. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity Infants: 47- Demonstrates problem-solving skills:

INDICATOR		<p>Tells others about what will happen next or about changes in usual routines or schedules.</p> <p><u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:</p>
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CONTENT STANDARD		Domain IV: Cognition (Birth to 9 months)
BENCHMARK		Cognition – Memory
GRADE LEVEL EXPECTATION	IT-C 4.	Child recognizes the stability of people and objects in the environment. (0-36 months)
INDICATOR		Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.
INDICATOR		<p>Notifies who is missing from a familiar group, such as family at dinner or children in a playgroup.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>

INDICATOR		<p>Looks in several different places for a toy that was played with a few days before.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>
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CONTENT STANDARD		Domain IV: Cognition (Birth to 9 months)
BENCHMARK		Cognition – Memory
GRADE LEVEL EXPECTATION	IT-C 5.	Child uses memories as a foundation for more complex actions and thoughts. (0-36 months)
INDICATOR		Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.
INDICATOR		<p>Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside.</p> <p><u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:</p>

INDICATOR		<p>Repeats simple rules about expected behavior, such as "We wash our hands before we eat."</p> <p><u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:</p>
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CONTENT STANDARD		Domain IV: Cognition (Birth to 9 months)
BENCHMARK		Cognition – Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	IT-C 6.	Child learns to use a variety of strategies in solving problems. (0-36 months)
INDICATOR		Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.
INDICATOR		Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help.

		<u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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INDICATOR		Tries to solve the same problem in several different ways at different times. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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CONTENT STANDARD		Domain IV: Cognition (Birth to 9 months)
BENCHMARK		Cognition – Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	IT-C 7.	Child uses reasoning and plans ahead to solve problems. (0-36 months)
INDICATOR		Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.
INDICATOR		Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:

INDICATOR		Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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CONTENT STANDARD		Domain IV: Cognition (Birth to 9 months)
BENCHMARK		Cognition – Emergent Mathematical Thinking
GRADE LEVEL EXPECTATION	IT-C 8.	Child develops sense of number and quantity. (0-36 months)
INDICATOR		Attends to quantity in play with objects, such as reaching or looking for more than one object.
INDICATOR		Counts small number of objects (two or three), sometimes counting the same object twice or using numbers out of order. <u>Progress Monitoring Skills</u> Infants: 26- Manipulates, compares, and describes relationships using quantity and number:

INDICATOR		Identifies "more" or "less" with a small number of items without needing to count them. <u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 39- Demonstrates an awareness of economics in his/her community
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INDICATOR		Uses fingers to show how old they are. <u>Progress Monitoring Skills</u> Infants: 26- Manipulates, compares, and describes relationships using quantity and number:
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CONTENT STANDARD		Domain IV: Cognition (Birth to 9 months)
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BENCHMARK		Cognition – Emergent Mathematical Thinking
GRADE LEVEL EXPECTATION	IT-C 9.	Child uses spatial awareness to understand objects and their movement in space. (0-36 months)
INDICATOR		Explores or examines objects and watches objects when they move.
INDICATOR		Does puzzles with interlocking pieces, different colors, and shapes. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

INDICATOR		Understands some effects of size or weight when picking up or moving objects. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:
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CONTENT STANDARD		Domain IV: Cognition (Birth to 9 months)
BENCHMARK		Cognition – Emergent Mathematical Thinking
GRADE LEVEL EXPECTATION	IT-C 10.	Child uses matching and sorting of objects or people to understand similar and different characteristics. (0-36 months)
INDICATOR		Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.
INDICATOR		Sorts toys or other objects by color, shape, or size. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 28- Sorts, orders, classifies, and creates patterns: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

INDICATOR		Orders some objects by size. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 28- Sorts, orders, classifies, and creates patterns:
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INDICATOR		Identifies characteristics of people, such as "Mom has black hair like me." <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:
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CONTENT STANDARD		Domain IV: Cognition (Birth to 9 months)
BENCHMARK		Cognition – Imitation and Symbolic Representation and Play
GRADE LEVEL EXPECTATION	IT-C 11.	Child observes and imitates sounds, words, gestures, actions and behaviors. (0-36 months)
INDICATOR		Engages in reciprocal imitation games, such as patting on a table or handling an object back and forth.
INDICATOR		Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and

		imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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INDICATOR		Imitates someone else's conversation, such as in pretend play or on a toy phone. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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CONTENT STANDARD		Domain IV: Cognition (Birth to 9 months)
BENCHMARK		Cognition – Imitation and Symbolic Representation and Play
GRADE LEVEL EXPECTATION	IT-C 13.	Child uses pretend play to increase understanding of culture, environment, and experiences. (0-36 months)
INDICATOR		Emerging Skills <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:

CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)
BENCHMARK		Perception
GRADE LEVEL EXPECTATION	IT-PMP 1.	Child uses perceptual information to understand objects, experiences, and interactions. (0-36 months)
INDICATOR		Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.
INDICATOR		Combines information gained through the senses to understand objects, experiences, and interactions. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:

INDICATOR		Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity:
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		<p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
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INDICATOR		<p>Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
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CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)
BENCHMARK		Perception
GRADE LEVEL EXPECTATION	IT-PMP 2.	Child uses perceptual information in directing own actions, experiences, and interactions. (0-36 months)
INDICATOR		Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.
INDICATOR		<p>Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>

INDICATOR		<p>Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
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CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)
BENCHMARK		Gross Motor
GRADE LEVEL EXPECTATION	IT-PMP 3.	Child demonstrates effective and efficient use of large muscles for movement and position. (0-36 months)

INDICATOR		Explores new body positions and movements, such as rolling over, sitting, crawling, hitting, or kicking at objects to achieve goals.
INDICATOR		Coordinates movements and actions for a purpose. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

INDICATOR		Walks and runs, adjusting speed or direction depending on the situation. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)
BENCHMARK		Gross Motor
GRADE LEVEL EXPECTATION	IT-PMP 4.	Child demonstrates effective and efficient use of large muscles to explore the environment. (0-36 months)
INDICATOR		Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.
INDICATOR		Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:

INDICATOR		Experiments with different ways of moving the body, such as dancing around the room. <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity:
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CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)
BENCHMARK		Gross Motor
GRADE LEVEL EXPECTATION	IT-PMP 5.	Child uses sensory information and body awareness to understand how their body relates to the environment. (0-36 months)
INDICATOR		Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.
INDICATOR		Maintains balance and posture while seated and concentrating, such as working with clay, blocks, or markers or looking at a book. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

INDICATOR		Adjusts position of body to fit through or into small spaces. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)
BENCHMARK		Fine Motor
GRADE LEVEL EXPECTATION	IT-PMP 6.	Child coordinates hand and eye movements to perform actions. (0-36 months)
INDICATOR		Coordinates hands and eyes when reaching for and holding stable or moving objects.
INDICATOR		Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page. <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :

CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)
BENCHMARK		Fine Motor
GRADE LEVEL EXPECTATION	IT-PMP 7.	Child uses hands for exploration, play, and daily routines. (0-36 months)
INDICATOR		Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object.
INDICATOR		Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

INDICATOR		Coordinates use of both hands to put things together, such as connecting blocks or linking toys. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:
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CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)
BENCHMARK		Fine Motor
GRADE LEVEL EXPECTATION	IT-PMP 8.	Child adjusts reach and grasp to use tools. (0-36 months)
INDICATOR		Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.
INDICATOR		Adjusts grasp with ease to new tools and materials. <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

INDICATOR		Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads. <u>Progress Monitoring Skills</u>
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		<p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
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INDICATOR		<p>Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:</p>
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CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)
BENCHMARK		Health, Safety, and Nutrition
GRADE LEVEL EXPECTATION	IT-PMP 9.	Child demonstrates healthy behaviors with increasing independence as part of everyday routines. (0-36 months)
INDICATOR		<p>Emerging Skills</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 14- Demonstrates self-control:</p> <p>Infants: 40- Understands the passage of time and how events are related:</p>

CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)
BENCHMARK		Health, Safety, and Nutrition
GRADE LEVEL EXPECTATION	IT-PMP 10.	Child uses safe behaviors with support from adults. (0-36 months)
INDICATOR		<p>Emerging Skills</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 01-Practices healthy and safe habits:</p>