



# Curriculum Alignment with

## New Hampshire Early Learning Standards

Grade: **Ages Birth to 12 months** - Adopted: **2016**

<b>STRAND / STANDARD</b>	<b>NH.B.SED.</b>	<b>Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.SED.1.</b>	<b>Self-Concept and Social Identity</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.SED.1.1.</b>	<b>Self-esteem</b>
<b>EXPECTATION</b>	<b>B.SED.1.1.1.</b>	<p>Smile or are comforted when a trusted caregiver speaks kindly to them</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.SED.</b>	<b>Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.SED.1.</b>	<b>Self-Concept and Social Identity</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.SED.1.2.</b>	<b>Self-confidence</b>
<b>EXPECTATION</b>	<b>B.SED.1.2.1.</b>	<p>Smile and laugh when imitating an adult (E.g. 8-month-old Ashton smiles when he imitates his teacher clapping.)</p> <p><u>Progress Monitoring Skills</u>  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 12- Develops self-awareness:  Infants: 13- Engages in self-expression:  Infants: 15- Develops relationships with adults:  Infants: 44- Uses dramatic play to express creativity:  Infants: 46- Uses prior knowledge to build new knowledge:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.SED.</b>	<b>Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.SED.1.</b>	<b>Self-Concept and Social Identity</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.SED.1.3.</b>	<b>Social identity</b>
<b>EXPECTATION</b>	<b>B.SED.1.3.1.</b>	<p>By 9 months, recognize that they are separate and distinct from primary caregivers (E.g. 8-month-old Taniesha cries whenever her mother leaves the room.)</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>

<b>STRAND / STANDARD</b>	<b>NH.B.SED.</b>	<b>Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.SED.2.</b>	<b>Attachment</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.SED.2.1.</b>	<b>Relationships with primary caregivers</b>
<b>EXPECTATION</b>	<b>B.SED.2.1.1.</b>	<b>Demonstrate interest in familiar adults and develop strong attachment to primary caregivers</b>

		<b>Progress Monitoring Skills</b> Infants: 15- Develops relationships with adults:
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<b>STRAND / STANDARD</b>	<b>NH.B.SED.</b>	<b>Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.SED.3.</b>	<b>Social Competence</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.SED.3.1.</b>	<b>Relationships and social skills with peers</b>
<b>EXPECTATION</b>	<b>B.SED.3.1.1.</b>	<p>Demonstrate increasing awareness of other children (E.g. while lying on a blanket close to her, Carlos reaches for Becca's arm.)</p> <p><b>Progress Monitoring Skills</b>  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:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.SED.</b>	<b>Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.SED.3.</b>	<b>Social Competence</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.SED.3.2.</b>	<b>Recognition of others' feelings</b>
<b>EXPECTATION</b>	<b>B.SED.3.2.1.</b>	<p>May cry when another baby cries</p> <p><b>Progress Monitoring Skills</b>  Infants: 16- Develops relationships with peers:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.SED.</b>	<b>Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.SED.3.</b>	<b>Social Competence</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.SED.3.3.</b>	<b>Behavioral regulation</b>
<b>EXPECTATION</b>	<b>B.SED.3.3.1.</b>	<p>Calm themselves (E.g. 9-month-old Vinod babbles in his crib until his father comes to get him up from his nap.)</p> <p><b>Progress Monitoring Skills</b>  Infants: 14- Demonstrates self-control:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.SED.</b>	<b>Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.SED.4.</b>	<b>Emotional Competence</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.SED.4.1.</b>	<b>Emotional expression</b>
<b>EXPECTATION</b>	<b>B.SED.4.1.1.</b>	<p>Express enjoyment and unhappiness in their environment</p> <p><b>Progress Monitoring Skills</b>  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:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.SED.</b>	<b>Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.SED.4.</b>	<b>Emotional Competence</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.SED.4.2.</b>	<b>Emotional Regulation</b>
<b>EXPECTATION</b>	<b>B.SED.4.2.1.</b>	<p>By 9 months, stop crying when their needs are met or they expect their needs to be met</p> <p><u>Progress Monitoring Skills</u>  Infants: 13- Engages in self-expression:  Infants: 15- Develops relationships with adults:  Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:  Infants: 19- Uses nonverbal communication for a variety of purposes:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.LD.</b>	<b>Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.LD.1.</b>	<b>Listening Comprehension</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.LD.1.1.</b>	<b>Receptive verbal communication</b>
<b>EXPECTATION</b>	<b>B.LD.1.1.1.</b>	<p>Show interest in the speech of others and prefer familiar voices</p> <p><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:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.LD.</b>	<b>Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.LD.2.</b>	<b>Non-verbal Communication</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.LD.2.1.</b>	<b>Non-verbal communication</b>
<b>EXPECTATION</b>	<b>B.LD.2.1.1.</b>	<p>Use various sounds and movements to communicate</p> <p><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: 19- Uses nonverbal communication for a variety of purposes:  Infants: 45- Demonstrates awareness of cause and effect:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.LD.</b>	<b>Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.LD.3.</b>	<b>Communication Concepts</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.LD.3.1.</b>	<b>Pragmatics and social language</b>
<b>EXPECTATION</b>	<b>B.LD.3.1.1.</b>	<p>Use sounds to get adult attention and to engage adults</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>

STRAND / STANDARD	NH.B.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Birth to Nine Months)
STANDARD / GLE	B.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	B.LD.4.2.	Expressive language or speaking
EXPECTATION	B.LD.4.2.1.	<p>Begin vocalizing using a variety of sounds (E.g. Stan uses different types of cries to communicate different needs.)</p> <p><u>Progress Monitoring Skills</u>  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 20- Uses increasingly complex spoken language:  Infants: 44- Uses dramatic play to express creativity:</p>

STRAND / STANDARD	NH.B.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Birth to Nine Months)
STANDARD / GLE	B.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	B.EL.1.1.	Participation in language and literacy activities
EXPECTATION	B.EL.1.1.1.	<p>Focus on picture books while an adult is reading to them (E.g. 6-month-old Alisha sits on her mother's lap and looks and pats her hand on the book that her mother is reading.)</p> <p><u>Progress Monitoring Skills</u>  Infants: 23- Demonstrates awareness of print concepts :</p>

STRAND / STANDARD	NH.B.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Birth to Nine Months)
STANDARD / GLE	B.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	B.EL.1.2.	Narrative and story sense
EXPECTATION	B.EL.1.2.1.	<p>Look at the face of an adult describing the sequence of what will happen next. (E.g. 5-month-old Nate stares intently at his father's face when he describes how he will change Nate's diaper.)</p> <p><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: 31- Demonstrates scientific inquiry skills:  Infants: 45- Demonstrates awareness of cause and effect:</p>

STRAND / STANDARD	NH.B.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Birth to Nine Months)
STANDARD / GLE	B.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	B.EL.1.3.	Comprehension and interpretation
EXPECTATION	B.EL.1.3.1.	<p>Enjoy hearing a book being read and looking at the pictures, but do not understand the sequence of the story</p> <p><u>Progress Monitoring Skills</u>  Infants: 21- Acquires meaning from a variety of materials read to him/her:</p>

		Infants: 22- Develops early phonological awareness (awareness of units of sound):
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<b>STRAND / STANDARD</b>	<b>NH.B.EL.</b>	<b>Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.EL.1.</b>	<b>Emergent Reading</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.EL.1.6.</b>	<b>Book awareness</b>
<b>EXPECTATION</b>	<b>B.EL.1.6.1.</b>	Treat books as any other object by exploring with hands and mouth (E.g. 5- month-old Colby grabs a board book and puts it to his mouth to chew on it.)  <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :

<b>STRAND / STANDARD</b>	<b>NH.B.CD-EN.</b>	<b>COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.CD-EN.4.</b>	<b>Patterns and Relationships</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.CD-EN.4.1.</b>	Recognizing or creating planned or random repetitions and comparisons
<b>EXPECTATION</b>	<b>B.CD-EN.4.1.1.</b>	Engage in sustained gazing at objects or people, or track movement with their eyes  <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: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:

<b>STRAND / STANDARD</b>	<b>NH.B.CD-EN.</b>	<b>COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.CD-EN.5.</b>	<b>Data Collection and Analysis</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.CD-EN.5.1.</b>	Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world
<b>EXPECTATION</b>	<b>B.CD-EN.5.1.1.</b>	Focus attention to people or objects in their environment for a period 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: 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: Infants: 47- Demonstrates problem-solving skills:

<b>STRAND / STANDARD</b>	<b>NH.B.CD-EN.</b>	<b>COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.CD-EN.6.</b>	<b>Time and Sequence</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.CD-EN.6.1.</b>	Concept of time as it relates to daily routines, and sequencing of events

EXPECTATION	B.CD-EN.6.1.1.	Associate a specific occurrence with meeting their needs (E.g. Emma hears footsteps and lifts her arms anticipating that mommy is coming to pick her up.)  <u>Progress Monitoring Skills</u> Infants: 40- Understands the passage of time and how events are related:
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STRAND / STANDARD	NH.B.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Birth to Nine Months)
STANDARD / GLE	B.CD-SSS.2.	Exploring the Physical World
GRADE LEVEL EXPECTATION	B.CD-SSS.2.1.	Physical world
EXPECTATION	B.CD-SSS.2.1.1.	Explore objects in various ways using their senses  <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:

STRAND / STANDARD	NH.B.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Birth to Nine Months)
STANDARD / GLE	B.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	B.CD-SSS.3.1.	Social conventions
EXPECTATION	B.CD-SSS.3.1.1.	Recognize cultural and social labels for people and relationships in their family  <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

STRAND / STANDARD	NH.B.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Birth to Nine Months)
STANDARD / GLE	B.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	B.CD-SSS.3.2.	Self, family, and community
EXPECTATION	B.CD-SSS.3.2.1.	Recognize primary caregivers  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:

STRAND / STANDARD	NH.B.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)
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<b>STANDARD / GLE</b>	<b>B.CD-AL.1.</b>	<b>Inquiry and Exploration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.CD-AL.1.1.</b>	<b>Curiosity and sensory exploration</b>
<b>EXPECTATION</b>	<b>B.CD-AL.1.1.1.</b>	<p>Show awareness of occurrences in their surroundings and use their senses to explore people and objects</p> <p><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:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.CD-AL.</b>	<b>COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.CD-AL.1.</b>	<b>Inquiry and Exploration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.CD-AL.1.2.</b>	<b>Cause and effect</b>
<b>EXPECTATION</b>	<b>B.CD-AL.1.2.1.</b>	<p>Understand that their actions can have an effect on people and objects in their environment and repeat actions to duplicate effects (E.g. Colleen gently bounces 6-month-old Rory on her lap. When she stops, Rory moves his body up and down until Colleen resumes the bouncing.)</p> <p><u>Progress Monitoring Skills</u>  Infants: 45- Demonstrates awareness of cause and effect:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.CD-AL.</b>	<b>COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.CD-AL.2.</b>	<b>Reasoning and Problem Solving</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.CD-AL.2.1.</b>	<b>Theories about the world and how things work (Reflection, critical thinking, and trial and error)</b>
<b>EXPECTATION</b>	<b>B.CD-AL.2.1.1.</b>	<p>Seek to make sense of what happens in their environment</p> <p><u>Progress Monitoring Skills</u>  Infants: 47- Demonstrates problem-solving skills:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.CD-AL.</b>	<b>COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.CD-AL.3.</b>	<b>Play</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.CD-AL.3.1.</b>	<b>Imitation, risk taking, and experimentation</b>
<b>EXPECTATION</b>	<b>B.CD-AL.3.1.1.</b>	<p>Engage in turn taking interactions with adults and explore a variety of materials including their own bodies, people, and objects</p> <p><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:</p>



		<p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 15- Develops relationships with adults:</p> <p>Infants: 33- Demonstrates knowledge related to living things and their environment:</p>
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<b>STRAND / STANDARD</b>	<b>NH.B.CD-AL.</b>	<b>COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.CD-AL.3.</b>	<b>Play</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.CD-AL.3.3.</b>	<b>Sense of delight and humor</b>
<b>EXPECTATION</b>	<b>B.CD-AL.3.3.1.</b>	<p>Show pleasure in simple sensory games (E.g. AJ’s mother tugs at the blanket in his hands and he tugs it back toward himself. They do this several times as AJ laughs.)</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: 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>

<b>STRAND / STANDARD</b>	<b>NH.B.CD-AL.</b>	<b>COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.CD-AL.4.</b>	<b>Executive Function</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.CD-AL.4.2.</b>	<b>Working memory and focus and attention</b>
<b>EXPECTATION</b>	<b>B.CD-AL.4.2.1.</b>	<p>Begin to maintain focus despite distractions during brief delays</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>

<b>STRAND / STANDARD</b>	<b>NH.B.CD-AL.</b>	<b>COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.CD-AL.4.</b>	<b>Executive Function</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.CD-AL.4.3.</b>	<b>Motivation, initiative, and persistence</b>
<b>EXPECTATION</b>	<b>B.CD-AL.4.3.1.</b>	<p>Persist in pursuing objects of interest (E.g. 9-month-old Jasper crawls after his family’s cat.)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 05- Develops gross-motor skills:</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: 29- Explores, recognizes, and describes spatial relationships between objects:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.CD-AL.</b>	<b>COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.CD-AL.5.</b>	<b>Symbolic Representation</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.CD-AL.5.1.</b>	<b>Representational Process</b>
<b>EXPECTATION</b>	<b>B.CD-AL.5.1.1.</b>	<p>Calm in the presence of their primary caregiver (E.g. Gigi clings to her teacher when a stranger enters the classroom.)</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.PDH.</b>	<b>Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.PDH.1.</b>	<b>Body awareness and control</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.PDH.1.1.</b>	<b>Spatial awareness</b>
<b>EXPECTATION</b>	<b>B.PDH.1.1.1.</b>	<p>Use many repetitions to move various body parts and gain increasing control over movements</p> <p><u>Progress Monitoring Skills</u>  Infants: 05- Develops gross-motor skills:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.PDH.</b>	<b>Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.PDH.1.</b>	<b>Body awareness and control</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.PDH.1.2.</b>	<b>Development of the senses, orientation to stimuli, and sensory integration</b>
<b>EXPECTATION</b>	<b>B.PDH.1.2.1.</b>	<p>Show awareness of and respond to sensory stimuli</p> <p><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:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.PDH.</b>	<b>Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.PDH.1.</b>	<b>Body awareness and control</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.PDH.1.3.</b>	<b>Physical State Regulation</b>
<b>EXPECTATION</b>	<b>B.PDH.1.3.1.</b>	<p>Begin to develop predictable patterns for sleeping, eating, and eliminating</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.PDH.</b>	<b>Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.PDH.2.</b>	<b>Large muscle development and coordination</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.PDH.2.1.</b>	<b>Gross motor skills</b>
<b>EXPECTATION</b>	<b>B.PDH.2.1.1.</b>	Develop head and trunk stability and ability to change positions  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

<b>STRAND / STANDARD</b>	<b>NH.B.PDH.</b>	<b>Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.PDH.3.</b>	<b>Small muscle development and coordination</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.PDH.3.1.</b>	<b>Fine motor skills</b>
<b>EXPECTATION</b>	<b>B.PDH.3.1.1.</b>	Move from awareness of hands to ability to reach and grasp objects of varying sizes  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

<b>STRAND / STANDARD</b>	<b>NH.B.PDH.</b>	<b>Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.PDH.4.</b>	<b>Nutrition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.PDH.4.1.</b>	<b>Nutrition</b>
<b>EXPECTATION</b>	<b>B.PDH.4.1.1.</b>	Suck and swallow liquids and associate breast or bottle with being fed  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:

<b>STRAND / STANDARD</b>	<b>NH.B.PDH.</b>	<b>Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.PDH.5.</b>	<b>Basic safety</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.PDH.5.1.</b>	<b>Basic safety</b>
<b>EXPECTATION</b>	<b>B.PDH.5.1.1.</b>	Cry to indicate stress and to seek help  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

<b>STRAND / STANDARD</b>	<b>NH.B.CE.</b>	<b>Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.CE.1.</b>	<b>Exploration and creation of artistic works</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.CE.1.1.</b>	<b>Invention and imagination</b>
<b>EXPECTATION</b>	<b>B.CE.1.1.1.</b>	Produce sounds through own vocalizations or play with objects in the indoor and outdoor environment

		<p><b><u>Progress Monitoring Skills</u></b>  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 22- Develops early phonological awareness (awareness of units of sound):  Infants: 25- Organizes, represents, and builds knowledge of quantity and number:  Infants: 26- Manipulates, compares, and describes relationships using quantity and number:  Infants: 27- Explores and communicates about distance, weight, length, height, and time:  Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:  Infants: 41- Participates in dance to express creativity:  Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:  Infants: 47- Demonstrates problem-solving skills:</p>
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<b>STRAND / STANDARD</b>	<b>NH.B.CE.</b>	<b>Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.CE.1.</b>	<b>Exploration and creation of artistic works</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.CE.1.2.</b>	<b>Curiosity and interest</b>
<b>EXPECTATION</b>	<b>B.CE.1.2.1.</b>	<p>Experiment and repeat a variety of vocalizations and body movements (E.g. Logan, 4 months old, begins to mimic his mother's facial expressions.)</p> <p><b><u>Progress Monitoring Skills</u></b>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 13- Engages in self-expression:  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 22- Develops early phonological awareness (awareness of units of sound):  Infants: 25- Organizes, represents, and builds knowledge of quantity and number:  Infants: 26- Manipulates, compares, and describes relationships using quantity and number:  Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:  Infants: 41- Participates in dance to express creativity:  Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>

<b>STRAND / STANDARD</b>	<b>NH.B.CE.</b>	<b>Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.CE.1.</b>	<b>Exploration and creation of artistic works</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.CE.1.3.</b>	<b>Confidence</b>
<b>EXPECTATION</b>	<b>B.CE.1.3.1.</b>	<p>Gain control over their ability to produce sounds and movement and show delight in positive reactions from others</p> <p><b><u>Progress Monitoring Skills</u></b>  Infants: 12- Develops self-awareness:  Infants: 13- Engages in self-expression:  Infants: 22- Develops early phonological awareness (awareness of</p>

		units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 41- Participates in dance to express creativity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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<b>STRAND / STANDARD</b>	<b>NH.B.CE.</b>	<b>Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.CE.2.</b>	<b>Appreciation of and response to the creations of others and the natural world</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.CE.2.1.</b>	<b>Awareness and attention</b>
<b>EXPECTATION</b>	<b>B.CE.2.1.1.</b>	Focus on sounds, patterns, and movements in the indoor and outdoor environment (E.g. Colin, 8 months old, giggles when he feels the breeze on his face.)  <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 28- Sorts, orders, classifies, and creates patterns: Infants: 31- Demonstrates scientific inquiry skills:

<b>STRAND / STANDARD</b>	<b>NH.B.CE.</b>	<b>Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Birth to Nine Months)</b>
<b>STANDARD / GLE</b>	<b>B.CE.2.</b>	<b>Appreciation of and response to the creations of others and the natural world</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>B.CE.2.2.</b>	<b>Sense of joy and wonder</b>
<b>EXPECTATION</b>	<b>B.CE.2.2.1.</b>	Enjoy and respond to sights, sounds, textures, tastes, and smells  <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:

<b>STRAND / STANDARD</b>	<b>NH.9M.SED.</b>	<b>Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.SED.1.</b>	<b>Self-Concept and Social Identity</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.SED.1.1.</b>	<b>Self-esteem</b>
<b>EXPECTATION</b>	<b>9M.SED.1.1.1.</b>	Show likes and dislikes in ways that are consistent with the family's cultural expectations (E.g. Brady vocalizes pleasure while playing, but cries while having a diaper changed.)  <u>Progress Monitoring Skills</u>

		<p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity</p>
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<b>STRAND / STANDARD</b>	<b>NH.9M.SED.</b>	<b>Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.SED.1.</b>	<b>Self-Concept and Social Identity</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.SED.1.2.</b>	<b>Self-confidence</b>
<b>EXPECTATION</b>	<b>9M.SED.1.2.1.</b>	<p>Take actions in the expectation of getting a response from an adult (E.g. 11-month-old Carolyn lifts her arms up knowing that her caregiver will pick her up.)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>

<b>STRAND / STANDARD</b>	<b>NH.9M.SED.</b>	<b>Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.SED.1.</b>	<b>Self-Concept and Social Identity</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.SED.1.3.</b>	<b>Social identity</b>
<b>EXPECTATION</b>	<b>9M.SED.1.3.1.</b>	<p>Show preference for their family members and primary caregivers</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 12- Develops self-awareness:</p> <p>Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:</p>

<b>STRAND / STANDARD</b>	<b>NH.9M.SED.</b>	<b>Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.SED.2.</b>	<b>Attachment</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.SED.2.1.</b>	<b>Relationships with primary caregivers</b>
<b>EXPECTATION</b>	<b>9M.SED.2.1.1.</b>	<p>Rely on trusted adults to feel secure trying new activities</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>

<b>STRAND / STANDARD</b>	<b>NH.9M.SED.</b>	<b>Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.SED.2.</b>	<b>Attachment</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.SED.2.2.</b>	<b>Relationships with less familiar adults</b>
<b>EXPECTATION</b>	<b>9M.SED.2.2.1.</b>	<p>Show strong preference for familiar adults and may demonstrate fear or rejection responses to unfamiliar adults</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 15- Develops relationships with adults:</p>

STRAND / STANDARD	NH.9M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	9M.SED.3.1.	Relationships and social skills with peers
EXPECTATION	9M.SED.3.1.1.	<p>Show interest in other children</p> <p><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:</p>

STRAND / STANDARD	NH.9M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	9M.SED.3.2.	Recognition of others' feelings
EXPECTATION	9M.SED.3.2.1.	<p>Show awareness in other people's emotions</p> <p><u>Progress Monitoring Skills</u>  Infants: 16- Develops relationships with peers:</p>

STRAND / STANDARD	NH.9M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	9M.SED.3.3.	Behavioral regulation
EXPECTATION	9M.SED.3.3.1.	<p>Need adult support to regulate physical expressions of emotions (E.g. Marigold pulls another baby's hair until the teacher takes her hand and shows her how to pat the baby gently.)</p> <p><u>Progress Monitoring Skills</u>  Infants: 09- Demonstrates self-control:  Infants: 16- Develops relationships with peers:</p>

STRAND / STANDARD	NH.9M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	9M.SED.4.1.	Emotional expression
EXPECTATION	9M.SED.4.1.1.	<p>Begin to express a variety of feelings through vocalizations, facial expressions, and body movements</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  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:</p>

<b>STRAND / STANDARD</b>	<b>NH.9M.SED.</b>	<b>Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.SED.4.</b>	<b>Emotional Competence</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.SED.4.2.</b>	<b>Emotional Regulation</b>
<b>EXPECTATION</b>	<b>9M.SED.4.2.1.</b>	Follow their caregiver to keep him/her in sight  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

<b>STRAND / STANDARD</b>	<b>NH.9M.LD.</b>	<b>Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.LD.1.</b>	<b>Listening Comprehension</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.LD.1.1.</b>	<b>Receptive verbal communication</b>
<b>EXPECTATION</b>	<b>9M.LD.1.1.1.</b>	Demonstrate their understanding of others' speech through their actions, such as responding physically to simple requests (E.g. Joshua, 15 months, smiles when his father says, "Smile at Daddy.")  <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:

<b>STRAND / STANDARD</b>	<b>NH.9M.LD.</b>	<b>Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.LD.2.</b>	<b>Non-verbal Communication</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.LD.2.1.</b>	<b>Non-verbal communication</b>
<b>EXPECTATION</b>	<b>9M.LD.2.1.1.</b>	Communicate using consistent sounds, gestures, and facial expressions  <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: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:

<b>STRAND / STANDARD</b>	<b>NH.9M.LD.</b>	<b>Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.LD.3.</b>	<b>Communication Concepts</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.LD.3.1.</b>	<b>Pragmatics and social language</b>
<b>EXPECTATION</b>	<b>9M.LD.3.1.1.</b>	Begin to use single words to communicate  <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:



STRAND / STANDARD	NH.9M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	9M.LD.4.1.	Vocabulary development
EXPECTATION	9M.LD.4.1.1.	Produce their first word and may have a vocabulary of up to 15 words  <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:

STRAND / STANDARD	NH.9M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	9M.LD.4.2.	Expressive language or speaking
EXPECTATION	9M.LD.4.2.1.	Move from imitating single words to beginning to use single words to communicate  <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:

STRAND / STANDARD	NH.9M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Nine to Eighteen Months)
STANDARD / GLE	9M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	9M.EL.1.1.	Participation in language and literacy activities
EXPECTATION	9M.EL.1.1.1.	Enjoy being read to and may seek opportunities to be read to and to interact with books  <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound):

STRAND / STANDARD	NH.9M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Nine to Eighteen Months)
STANDARD / GLE	9M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	9M.EL.1.2.	Narrative and story sense
EXPECTATION	9M.EL.1.2.1.	Participate in book reading activities (E.g. Brandon, 15 months, makes a shhh sound and puts his finger on his lips at the appropriate time when reading The Napping House.)  <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :

STRAND / STANDARD	NH.9M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Nine to Eighteen Months)
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STANDARD / GLE	9M.EL.1.	Emergent Reading
GRADE LEVEL	9M.EL.1.3.	Comprehension and interpretation
EXPECTATION	9M.EL.1.3.1.	May focus on certain elements in the illustrations, but often skip pages or focus on a particular page
		<u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :

STRAND / STANDARD	NH.9M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Nine to Eighteen Months)
STANDARD / GLE	9M.EL.1.	Emergent Reading
GRADE LEVEL	9M.EL.1.4.	Interest in and appreciation of reading
EXPECTATION	9M.EL.1.4.1.	Bring a book to an adult to be read to and/or respond positively to an adult's offer to read
		<u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :

STRAND / STANDARD	NH.9M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Nine to Eighteen Months)
STANDARD / GLE	9M.EL.1.	Emergent Reading
GRADE LEVEL	9M.EL.1.5.	Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables and words)
EXPECTATION	9M.EL.1.5.1.	Recognize and react to the sounds of language and can discriminate between non-speech environmental sounds (E.g. Jamie continues playing when he hears the refrigerator door open, but stops when he hears a jar being opened.)
		<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:

STRAND / STANDARD	NH.9M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Nine to Eighteen Months)
STANDARD / GLE	9M.EL.1.	Emergent Reading
GRADE LEVEL	9M.EL.1.6.	Book awareness
EXPECTATION	9M.EL.1.6.1.	Look at pictures in books, but often treat books like other toys and objects in the environment
		<u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to

		him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :
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<b>STRAND / STANDARD</b>	<b>NH.9M.EL.</b>	<b>Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.EL.2.</b>	<b>Emergent Writing</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.EL.2.2.</b>	<b>Interest in and emergent writing</b>
<b>EXPECTATION</b>	<b>9M.EL.2.2.1.</b>	Use writing tools (crayons, markers, pens) and notice that they can make marks with these utensils  <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

<b>STRAND / STANDARD</b>	<b>NH.9M.CD-EN.</b>	<b>COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.CD-EN.1.</b>	<b>Number Operations</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.CD-EN.1.1.</b>	<b>Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting</b>
<b>EXPECTATION</b>	<b>9M.CD-EN.1.1.1.</b>	Begin to understand the concepts of “more” and “all gone” and begin to request “more” or indicate “no more” verbally or non-verbally  <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

<b>STRAND / STANDARD</b>	<b>NH.9M.CD-EN.</b>	<b>COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.CD-EN.2.</b>	<b>Geometry and Spatial Sense</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.CD-EN.2.1.</b>	<b>Shapes and their attributes, position, comparing and contrasting two or more objects, and distance</b>
<b>EXPECTATION</b>	<b>9M.CD-EN.2.1.1.</b>	Demonstrate an awareness of the distance between their body and materials in space (E.g. Jayce crawls across the room to grab a toy.)  <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:

<b>STRAND / STANDARD</b>	<b>NH.9M.CD-EN.</b>	<b>COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.CD-EN.3.</b>	<b>Measurements</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.CD-EN.3.1.</b>	<b>Size, volume, quantity and other measurable qualities, and the tools to measure them</b>
<b>EXPECTATION</b>	<b>9M.CD-EN.3.1.1.</b>	Show some awareness of the relative size of objects in their environment  <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:

STRAND / STANDARD	NH.9M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-EN.4.	Patterns and Relationships
GRADE LEVEL EXPECTATION	9M.CD-EN.4.1.	Recognizing or creating planned or random repetitions and comparisons
EXPECTATION	9M.CD-EN.4.1.1.	Explore similarities and differences among objects in their environment  <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:

STRAND / STANDARD	NH.9M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-EN.5.	Data Collection and Analysis
GRADE LEVEL EXPECTATION	9M.CD-EN.5.1.	Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world
EXPECTATION	9M.CD-EN.5.1.1.	Focus on details in people and objects in their environment  <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: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

STRAND / STANDARD	NH.9M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-EN.6.	Time and Sequence
GRADE LEVEL EXPECTATION	9M.CD-EN.6.1.	Concept of time as it relates to daily routines, and sequencing of events
EXPECTATION	9M.CD-EN.6.1.1.	Demonstrate some understanding of when things happen in relation to routines  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:

STRAND / STANDARD	NH.9M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-SSS.2.	Exploring the Physical World
GRADE LEVEL EXPECTATION	9M.CD-SSS.2.1.	Physical world
EXPECTATION	9M.CD-SSS.2.1.1.	Through trial and error, begin to develop an understanding of some basic physical science concepts such as gravity, force, and motion. (E.g. Penelope repeatedly drops her cup off the high chair and watches it fall to the floor.)  <u>Progress Monitoring Skills</u> Infants: 34- Demonstrates knowledge related to physical science:

STRAND / STANDARD	NH.9M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	9M.CD-SSS.3.1.	Social conventions
EXPECTATION	9M.CD-SSS.3.1.1.	Use culturally appropriate labels for people and relationships in their family  <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

STRAND / STANDARD	NH.9M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	9M.CD-SSS.3.2.	Self, family, and community
EXPECTATION	9M.CD-SSS.3.2.1.	Interact with members of their household and their classroom (Relates to social/emotional construct of relationships and social skills with peers)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:

STRAND / STANDARD	NH.9M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	9M.CD-AL.1.1.	Curiosity and sensory exploration
EXPECTATION	9M.CD-AL.1.1.1.	Explore objects using their senses and manipulate them in a variety of ways  <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:

STRAND / STANDARD	NH.9M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	9M.CD-AL.1.2.	Cause and effect
EXPECTATION	9M.CD-AL.1.2.1.	May do things to get a response from familiar adults and children (E.g. Luke drops peas and looks over to his caregiver as they fall

		from the table to the floor.)  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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<b>STRAND / STANDARD</b>	<b>NH.9M.CD-AL.</b>	<b>COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.CD-AL.2.</b>	<b>Reasoning and Problem Solving</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.CD-AL.2.1.</b>	Theories about the world and how things work (Reflection, critical thinking, and trial and error)
<b>EXPECTATION</b>	<b>9M.CD-AL.2.1.1.</b>	Act out ideas about how things work by repeating and changing their actions (trial and error)  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 15- Develops relationships with adults: Infants: 44- Uses dramatic play to express creativity: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:

<b>STRAND / STANDARD</b>	<b>NH.9M.CD-AL.</b>	<b>COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.CD-AL.3.</b>	<b>Play</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.CD-AL.3.1.</b>	Imitation, risk taking, and experimentation
<b>EXPECTATION</b>	<b>9M.CD-AL.3.1.1.</b>	May initiate turn taking with a trusted adult (E.g. Spencer gives a small toy to his grandmother and she gives another toy to him. They repeat this several times.)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

<b>STRAND / STANDARD</b>	<b>NH.9M.CD-AL.</b>	<b>COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.CD-AL.3.</b>	<b>Play</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.CD-AL.3.2.</b>	Creativity, imagination, and inventiveness
<b>EXPECTATION</b>	<b>9M.CD-AL.3.2.1.</b>	May invent ways to attract adult attention and engage with them (E.g. Gretta pretends to cough to gain her teacher's attention and repeats this when her teacher laughs.)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

<b>STRAND / STANDARD</b>	<b>NH.9M.CD-AL.</b>	<b>COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.CD-AL.3.</b>	<b>Play</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.CD-AL.3.3.</b>	Sense of delight and humor
<b>EXPECTATION</b>	<b>9M.CD-AL.3.3.1.</b>	Express delight in ways appropriate to their culture  <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
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<b>STRAND / STANDARD</b>	<b>NH.9M.CD-AL.</b>	<b>COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.CD-AL.4.</b>	<b>Executive Function</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.CD-AL.4.2.</b>	Working memory and focus and attention
<b>EXPECTATION</b>	<b>9M.CD-AL.4.2.1.</b>	Can have expectations of what will happen based on previous experiences (E.g. Wilfred pulls his mother's hand to bring her to the refrigerator knowing she will offer juice to him.)  <u>Progress Monitoring Skills</u> Infants: 40- Understands the passage of time and how events are related:

<b>STRAND / STANDARD</b>	<b>NH.9M.CD-AL.</b>	<b>COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.CD-AL.4.</b>	<b>Executive Function</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.CD-AL.4.3.</b>	Motivation, initiative, and persistence
<b>EXPECTATION</b>	<b>9M.CD-AL.4.3.1.</b>	Explore objects that interest them with focus and persistence  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

<b>STRAND / STANDARD</b>	<b>NH.9M.CD-AL.</b>	<b>COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.CD-AL.5.</b>	<b>Symbolic Representation</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.CD-AL.5.1.</b>	Representational Process
<b>EXPECTATION</b>	<b>9M.CD-AL.5.1.1.</b>	May draw comfort from objects that represent family members or primary caregivers (E.g. Bertti keeps her mother's scarf in her cubby and clings to it when upset.)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

<b>STRAND / STANDARD</b>	<b>NH.9M.PDH.</b>	<b>Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.PDH.1.</b>	<b>Body awareness and control</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.PDH.1.1.</b>	Spatial awareness
<b>EXPECTATION</b>	<b>9M.PDH.1.1.1.</b>	Become more aware of where their body is in relation to other objects and people in the environment  <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:

<b>STRAND / STANDARD</b>	<b>NH.9M.PDH.</b>	<b>Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.PDH.1.</b>	<b>Body awareness and control</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.PDH.1.2.</b>	<b>Development of the senses, orientation to stimuli, and sensory integration</b>
<b>EXPECTATION</b>	<b>9M.PDH.1.2.1.</b>	<p>Use senses to experience objects and the environment</p> <p><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:</p>

<b>STRAND / STANDARD</b>	<b>NH.9M.PDH.</b>	<b>Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.PDH.1.</b>	<b>Body awareness and control</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.PDH.1.3.</b>	<b>Physical State Regulation</b>
<b>EXPECTATION</b>	<b>9M.PDH.1.3.1.</b>	<p>By the end of this age range are eating three meals per day plus snacks</p> <p><u>Progress Monitoring Skills</u>  Infants: 02- Participates in activities related to nutrition:</p>

<b>STRAND / STANDARD</b>	<b>NH.9M.PDH.</b>	<b>Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.PDH.2.</b>	<b>Large muscle development and coordination</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.PDH.2.1.</b>	<b>Gross motor skills</b>
<b>EXPECTATION</b>	<b>9M.PDH.2.1.1.</b>	<p>Become mobile, progressing from crawling to walking, and show strong interest in climbing</p> <p><u>Progress Monitoring Skills</u>  Infants: 05- Develops gross-motor skills:  Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>

<b>STRAND / STANDARD</b>	<b>NH.9M.PDH.</b>	<b>Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.PDH.3.</b>	<b>Small muscle development and coordination</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.PDH.3.1.</b>	<b>Fine motor skills</b>
<b>EXPECTATION</b>	<b>9M.PDH.3.1.1.</b>	<p>Coordinate eyes and hands while exploring or holding objects</p> <p><u>Progress Monitoring Skills</u></p>



		Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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<b>STRAND / STANDARD</b>	<b>NH.9M.PDH.</b>	<b>Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.PDH.4.</b>	<b>Nutrition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.PDH.4.1.</b>	<b>Nutrition</b>
<b>EXPECTATION</b>	<b>9M.PDH.4.1.1.</b>	Chew and bite and develop the ability to eat finger foods  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:

<b>STRAND / STANDARD</b>	<b>NH.9M.PDH.</b>	<b>Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.PDH.5.</b>	<b>Basic safety</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.PDH.5.1.</b>	<b>Basic safety</b>
<b>EXPECTATION</b>	<b>9M.PDH.5.1.1.</b>	Seek physical contact with primary caregivers when faced with new or unfamiliar people or environments (Relates to social/emotional construct of relationships with primary caregivers)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

<b>STRAND / STANDARD</b>	<b>NH.9M.PDH.</b>	<b>Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.PDH.6.</b>	<b>Self-care</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.PDH.6.1.</b>	<b>Self-care</b>
<b>EXPECTATION</b>	<b>9M.PDH.6.1.1.</b>	May be able to participate, with adult assistance, in self-care tasks such as dressing and undressing, and feeding themselves, if culturally appropriate  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:

<b>STRAND / STANDARD</b>	<b>NH.9M.CE.</b>	<b>Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.CE.1.</b>	<b>Exploration and creation of artistic works</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.CE.1.1.</b>	<b>Invention and imagination</b>
<b>EXPECTATION</b>	<b>9M.CE.1.1.1.</b>	Use tools to create sounds and marks with various objects, and media  <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

<b>STRAND / STANDARD</b>	<b>NH.9M.CE.</b>	<b>Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.CE.1.</b>	<b>Exploration and creation of artistic works</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.CE.1.2.</b>	<b>Curiosity and interest</b>
<b>EXPECTATION</b>	<b>9M.CE.1.2.1.</b>	<p>Explore the sounds that a variety of environmental objects can make and explore a variety of sensory media to create visual images (sand, finger paint, crayons)</p> <p><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:  Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:  Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>

<b>STRAND / STANDARD</b>	<b>NH.9M.CE.</b>	<b>Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.CE.1.</b>	<b>Exploration and creation of artistic works</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.CE.1.3.</b>	<b>Confidence</b>
<b>EXPECTATION</b>	<b>9M.CE.1.3.1.</b>	<p>Refine their actions to get closer to the desired effect in sound and movement</p> <p><u>Progress Monitoring Skills</u>  Infants: 22- Develops early phonological awareness (awareness of units of sound):  Infants: 25- Organizes, represents, and builds knowledge of quantity and number:  Infants: 26- Manipulates, compares, and describes relationships using quantity and number:  Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:  Infants: 41- Participates in dance to express creativity:  Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>

<b>STRAND / STANDARD</b>	<b>NH.9M.CE.</b>	<b>Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.CE.2.</b>	<b>Appreciation of and response to the creations of others and the natural world</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.CE.2.1.</b>	<b>Awareness and attention</b>
<b>EXPECTATION</b>	<b>9M.CE.2.1.1.</b>	<p>Show awareness of and preference for specific textures, smells, sounds, and visual images (E.g. Kathryn uses her hands to pick up a piece of birthday cake and then repeatedly wipes her hands on her shirt saying, "No.")</p>

		<u><b>Progress Monitoring Skills</b></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: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 45- Demonstrates awareness of cause and effect: Infants: 47- Demonstrates problem-solving skills:
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<b>STRAND / STANDARD</b>	<b>NH.9M.CE.</b>	<b>Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Nine to Eighteen Months)</b>
<b>STANDARD / GLE</b>	<b>9M.CE.2.</b>	<b>Appreciation of and response to the creations of others and the natural world</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9M.CE.2.2.</b>	<b>Sense of joy and wonder</b>
<b>EXPECTATION</b>	<b>9M.CE.2.2.1.</b>	Respond with delight to some experiences, environments, and specific sensations  <u><b>Progress Monitoring Skills</b></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: