



Curriculum Alignment with

New Hampshire Early Learning Standards

Grade: **Ages 13 to 24 months** - Adopted: **2016**

STRAND / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	18M.SED.1.1.	Self-esteem
EXPECTATION	18M.SED.1.1.1.	<p>Show awareness of being seen by others such as repeating an action when someone is watching (E.g. Whenever she sees a camera, Ruby smiles and poses.)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p>

STRAND / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	18M.SED.1.2.	Self-confidence
EXPECTATION	18M.SED.1.2.1.	<p>Show more awareness of their abilities</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>

STRAND / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	18M.SED.1.3.	Social identity
EXPECTATION	18M.SED.1.3.1.	<p>Mimic adult behavior and responses to other people</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of</p>

		<p>purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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STRAND / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.2.	Attachment
GRADE LEVEL EXPECTATION	18M.SED.2.1.	Relationships with primary caregivers
EXPECTATION	18M.SED.2.1.1.	<p>Continue to need the security of a trusted adult; ask for help, if needed, in verbal and non-verbal ways</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

STRAND / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.2.	Attachment
GRADE LEVEL EXPECTATION	18M.SED.2.2.	Relationships with less familiar adults
EXPECTATION	18M.SED.2.2.1.	<p>Continue to show hesitation around unfamiliar adults (E.g. Billie hides behind his father when the store clerk says “hi” to him.)</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

STRAND / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	18M.SED.3.1.	Relationships and social skills with peers
EXPECTATION	18M.SED.3.1.1.	<p>Play alongside other children, with or without acknowledging their presence</p> <p><u>Progress Monitoring Skills</u></p>

		<p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p>
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STRAND / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	18M.SED.3.2.	Recognition of others' feelings
EXPECTATION	18M.SED.3.2.1.	<p>Demonstrate interest in the feelings of another child</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>

STRAND / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	18M.SED.4.1.	Emotional expression
EXPECTATION	18M.SED.4.1.1.	<p>May express their feelings strongly including extended episodes and may not be easily distracted</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>

STRAND / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	18M.SED.4.2.	Emotional Regulation
EXPECTATION	18M.SED.4.2.1.	<p>Use comfort objects or certain behaviors to calm themselves (E.g. Finn finds and holds his blanket to calm himself.)</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>

		12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance
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STRAND / STANDARD	NH.18M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.LD.1.	Listening Comprehension
GRADE LEVEL EXPECTATION	18M.LD.1.1.	Receptive verbal communication
EXPECTATION	18M.LD.1.1.1.	<p>May show by their actions understanding of simple statements (E.g. Blaine sits down at the table when his teacher says, “It’s time to eat.”)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p>

STRAND / STANDARD	NH.18M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.LD.2.	Non-verbal Communication
GRADE LEVEL EXPECTATION	18M.LD.2.1.	Non-verbal communication
EXPECTATION	18M.LD.2.1.1.	<p>Understand others’ nonverbal symbolic cues such as nodding for yes or shaking head for no</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p>

STRAND / STANDARD	NH.18M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.LD.3.	Communication Concepts
GRADE LEVEL EXPECTATION	18M.LD.3.1.	Pragmatics and social language
EXPECTATION	18M.LD.3.1.1.	<p>Convey a variety of meanings through simple vocabulary (E.g. Jeff says “milk,” which can mean, “I want milk,” “I’m finished drinking milk,” or “I spilled my milk.”)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

STRAND / STANDARD	NH.18M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Eighteen to Twenty-Four Months)
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STANDARD / GLE	18M.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	18M.LD.4.1.	Vocabulary development
EXPECTATION	18M.LD.4.1.1.	<p>Combine two words to express wants or needs (E.g. As Harper walks to the car she says, “Car go.”)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>

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STANDARD / GLE	18M.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	18M.LD.4.2.	Expressive language or speaking
EXPECTATION	18M.LD.4.2.1.	<p>Begin to use words to communicate and may combine two to three words to form short phrases or sentences</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

STRAND / STANDARD	NH.18M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	18M.EL.1.1.	Participation in language and literacy activities
EXPECTATION	18M.EL.1.1.1.	<p>May show preferences for specific books and turn pages at the appropriate time with adult assistance</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>

STRAND / STANDARD	NH.18M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.EL.1.	Emergent Reading

GRADE LEVEL EXPECTATION	18M.EL.1.2.	Narrative and story sense
EXPECTATION	18M.EL.1.2.1.	<p>Can recognize that a story is beginning from a clue such as 'Once upon a time'</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>

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STANDARD / GLE	18M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	18M.EL.1.4.	Interest in and appreciation of reading
EXPECTATION	18M.EL.1.4.1.	<p>Name and/or ask for favorite book and may show preference for books on certain topics</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>

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STANDARD / GLE	18M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	18M.EL.1.5.	Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables and words)
EXPECTATION	18M.EL.1.5.1.	<p>Enjoy chants and songs and books that rhyme</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p>

		<p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
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STRAND / STANDARD	NH.18M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	18M.EL.1.6.	Book awareness
EXPECTATION	18M.EL.1.6.1.	<p>Hold the book properly and turn pages, sometimes several at a time</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>

STRAND / STANDARD	NH.18M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	18M.EL.2.2.	Interest in and emergent writing
EXPECTATION	18M.EL.2.2.1.	<p>Gain more control over the kinds of marks they make (lines vs. circular marks)</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>

STRAND / STANDARD	NH.18M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-EN.1.	Number Operations
GRADE LEVEL EXPECTATION	18M.CD-EN.1.1.	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting
EXPECTATION	18M.CD-EN.1.1.1	Can use number words in songs and finger plays without understanding that numbers represent quantity

		<p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
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STRAND / STANDARD	NH.18M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-EN.4.	Patterns and Relationships
GRADE LEVEL EXPECTATION	18M.CD-EN.4.1.	Recognizing or creating planned or random repetitions and comparisons
EXPECTATION	18M.CD-EN.4.1.1	<p>Show awareness of objects and pictures that are the same</p> <p>.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p>

STRAND / STANDARD	NH.18M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-EN.5.	Data Collection and Analysis
GRADE LEVEL EXPECTATION	18M.CD-EN.5.1.	Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world
EXPECTATION	18M.CD-EN.5.1.1	<p>Can sort objects that are the same and different on one attribute (E.g. Amy puts all the red vehicles in one basket.)</p> <p>.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting</p>

		and guidance, begins to slide, rotate, and flip objects to make them fit
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STRAND / STANDARD	NH.18M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-EN.6.	Time and Sequence
GRADE LEVEL EXPECTATION	18M.CD-EN.6.1.	Concept of time as it relates to daily routines, and sequencing of events
EXPECTATION	18M.CD-EN.6.1.1	Can recall information about the immediate past (E.g. Jack recalls what he had for morning snack when his aunt asks him after lunch.) <u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects

STRAND / STANDARD	NH.18M.CD-SSS	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-SSS.1.	Key Concepts
GRADE LEVEL EXPECTATION	18M.CD-SSS.1.1	Object permanence
EXPECTATION	18M.CD-SSS.1.1.1.	Can find objects that are not in sight <u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects

STRAND / STANDARD	NH.18M.CD-SSS	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-SSS.2.	Exploring the Physical World
GRADE LEVEL EXPECTATION	18M.CD-SSS.2.1	Physical world
EXPECTATION	18M.CD-SSS.2.1.1.	Through repeated observation, experimentation, and/or exploration, further develop their understanding of basic physical science concepts and the natural world <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance

STRAND / STANDARD	NH.18M.CD-SSS	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	18M.CD-SSS.3.1	Social conventions
EXPECTATION	18M.CD-SSS.3.1.1.	Recognize that there are routines and may test the expectations <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with

		adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules
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STRAND / STANDARD	NH.18M.CD-SSS	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	18M.CD-SSS.3.2	Self, family, and community
EXPECTATION	18M.CD-SSS.3.2.1.	Identify family members of other children in their class <u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment

STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	18M.CD-AL.1.1.	Curiosity and sensory exploration
EXPECTATION	18M.CD-AL.1.1.1	Continue to investigate people and objects as tools <u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore

STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	18M.CD-AL.1.2.	Cause and effect
EXPECTATION	18M.CD-AL.1.2.1	Experiment with cause and effect while investigating their environment <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects

STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.2.	Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	18M.CD-AL.2.1.	Theories about the world and how things work (Reflection, critical thinking, and trial and error)
EXPECTATION	18M.CD-AL.2.1.1	Process and assimilate new information and experiences by comparing them to previous information and experiences to expand

		<p>their understanding of the world (E.g. Manfredo sees a horse for the first time and says, “Big doggie!”)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Adapts to changes in routine and/or schedule and anticipates events</p>
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STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	18M.CD-AL.3.1.	Imitation, risk taking, and experimentation
EXPECTATION	18M.CD-AL.3.1.1	<p>Enjoy using their whole bodies in active play</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>

STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	18M.CD-AL.3.2.	Creativity, imagination, and inventiveness
EXPECTATION	18M.CD-AL.3.2.1	<p>Play with toys in ways of their own invention. (E.g. Kai puts blocks and cars together in a single structure.)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>

STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	18M.CD-AL.3.3.	Sense of delight and humor
EXPECTATION	18M.CD-AL.3.3.1	<p>Take delight in repetitive games and interactions (E.g. Bode and his teacher pass a ball back and forth and each time the teacher pretends to stop, Bodhi says, “again” and laughs when the teacher starts again.)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	18M.CD-AL.4.1.	Adaptability of thought processes, planning, and intentionality
EXPECTATION	18M.CD-AL.4.1.1	<p>Plan and implement a two-step dramatic play (E.g. Ezra pretends to feed the baby doll and then puts it in the baby bed.)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	18M.CD-AL.4.2.	Working memory and focus and attention
EXPECTATION	18M.CD-AL.4.2.1	<p>Stay focused on simple stories or books for brief periods of time</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>

STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	18M.CD-AL.4.3.	Motivation, initiative, and persistence
EXPECTATION	18M.CD-AL.4.3.1	<p>Initiate simple plans (E.g. 20-month-old Abreeanna pulls on her teacher's hand and says, "out", as she walks to the door.)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p>

		<p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.5.	Symbolic Representation
GRADE LEVEL EXPECTATION	18M.CD-AL.5.1.	Representational Process
EXPECTATION	18M.CD-AL.5.1.1	<p>Use an object to represent something else</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>

STRAND / STANDARD	NH.18M.PDH.	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? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	18M.PDH.1.1.	Spatial awareness
EXPECTATION	18M.PDH.1.1.1.	<p>Can negotiate moving around objects and people without bumping into them</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>

STRAND / STANDARD	NH.18M.PDH.	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? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	18M.PDH.1.2.	Development of the senses, orientation to stimuli, and sensory integration
EXPECTATION	18M.PDH.1.2.1.	<p>Demonstrate sensory preferences (E.g. After playing in the sand in the sensory table, Anne wipes her hands together and leaves when the teacher adds water to make mud.)</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and</p>

		taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore
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STRAND / STANDARD	NH.18M.PDH.	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? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.PDH.2.	Large muscle development and coordination
GRADE LEVEL EXPECTATION	18M.PDH.2.1.	Gross motor skills
EXPECTATION	18M.PDH.2.1.1.	Move from one place to another by walking and running with basic control and coordination <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance

STRAND / STANDARD	NH.18M.PDH.	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? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.PDH.3.	Small muscle development and coordination
GRADE LEVEL EXPECTATION	18M.PDH.3.1.	Fine motor skills
EXPECTATION	18M.PDH.3.1.1.	Reach, grasp, and release objects with more control and experiment with using tools <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects

STRAND / STANDARD	NH.18M.PDH.	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? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.PDH.4.	Nutrition

GRADE LEVEL EXPECTATION	18M.PDH.4.1.	Nutrition
EXPECTATION	18M.PDH.4.1.1.	<p>Successfully chew and bite foods of varying textures</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>

STRAND / STANDARD	NH.18M.PDH.	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? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.PDH.5.	Basic safety
GRADE LEVEL EXPECTATION	18M.PDH.5.1.	Basic safety
EXPECTATION	18M.PDH.5.1.1.	<p>Look to primary caregivers when faced with new or unfamiliar people or environments (Relates to social/emotional construct of relationships with unfamiliar adults)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

STRAND / STANDARD	NH.18M.PDH.	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? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.PDH.6.	Self-care
GRADE LEVEL EXPECTATION	18M.PDH.6.1.	Self-care
EXPECTATION	18M.PDH.6.1.1.	<p>Show increasing interest in and sometimes insistence on doing things for themselves, if culturally appropriate (E.g. Preda insists on putting the soap on her hands without help.)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>

STRAND / STANDARD	NH.18M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	18M.CE.1.1.	Invention and imagination
EXPECTATION	18M.CE.1.1.1.	<p>Use tools with more intentionality and purpose</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>

STRAND / STANDARD	NH.18M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	18M.CE.1.2.	Curiosity and interest
EXPECTATION	18M.CE.1.2.1.	<p>Show an increasing range of curiosity about their environment, objects and people</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

STRAND / STANDARD	NH.18M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	18M.CE.1.3.	Confidence
EXPECTATION	18M.CE.1.3.1.	<p>May request adult attention and approval for all of their artistic, dance, and musical efforts</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

STRAND / STANDARD	NH.18M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CE.2.	Appreciation of and response to the creations of others and the natural world
GRADE LEVEL EXPECTATION	18M.CE.2.1.	Awareness and attention
EXPECTATION	18M.CE.2.1.1.	Begin to focus on and distinguish details in the indoor and outdoor environments

		<p><u>Progress Monitoring Skills</u> 12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>
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STRAND / STANDARD	NH.18M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CE.2.	Appreciation of and response to the creations of others and the natural world
GRADE LEVEL EXPECTATION	18M.CE.2.2.	Sense of joy and wonder
EXPECTATION	18M.CE.2.2.1.	<p>Express joy in aesthetic experience</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p>