



Curriculum Alignment with

New Hampshire Early Learning Standards

Grade: **Ages 25 to 36 months** - Adopted: **2016**

STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	24M.SED.1.1.	Self-esteem
EXPECTATION	24M.SED.1.1.1.	<p>Show delight in their abilities</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>

STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	24M.SED.1.2.	Self-confidence
EXPECTATION	24M.SED.1.2.1.	<p>Perform the tasks requested of them and may initiate tasks on their own (E.g. Kyle’s nana spoons food onto his plate and Kyle says, “Me do it!” and reaches for the spoon.)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p>

STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.2.	Attachment
GRADE LEVEL EXPECTATION	24M.SED.2.1.	Relationships with primary caregivers
EXPECTATION	24M.SED.2.1.1.	<p>Imitate and attempt to please familiar adults (E.g. Rylee joins in singing when her caregiver sings a silly song with her.)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>

STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.3.	Social Competence

GRADE LEVEL EXPECTATION	24M.SED.3.1.	Relationships and social skills with peers
EXPECTATION	24M.SED.3.1.1.	<p>Engage in brief or momentary interactions with other children, but may need adult support (E.g. Siddarth yells, “Run, run,” to several other children on the playground.)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>

STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	24M.SED.3.2.	Recognition of others’ feelings
EXPECTATION	24M.SED.3.2.1.	<p>May try to comfort children who are distressed (E.g. Filomena gives her teddy bear to Ellen, who is crying.)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>

STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	24M.SED.3.3.	Behavioral regulation
EXPECTATION	24M.SED.3.3.1.	<p>With adult guidance, can begin to tone down aggressive behaviors.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>

STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.4.	Emotional Competence

GRADE LEVEL EXPECTATION	24M.SED.4.1.	Emotional expression
EXPECTATION	24M.SED.4.1.1.	<p>Share their feelings through talking and pretend play</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	24M.SED.4.2.	Emotional Regulation
EXPECTATION	24M.SED.4.2.1.	<p>Have difficulty regulating strong feelings</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>

STRAND / STANDARD	NH.24M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.LD.1.	Listening Comprehension
GRADE LEVEL EXPECTATION	24M.LD.1.1.	Receptive verbal communication
EXPECTATION	24M.LD.1.1.1.	<p>Show by their actions that they understand simple one-step directions (E.g. When her teacher says, “Put on your coat,” Doretta picks up her coat and puts her hand in the sleeve.)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p>

STRAND / STANDARD	NH.24M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.LD.2.	Non-verbal Communication
GRADE LEVEL EXPECTATION	24M.LD.2.1.	Non-verbal communication

EXPECTATION	24M.LD.2.1.1.	<p>Use gestures to augment what they are trying to communicate with words (E.g. Destiny shakes her head emphatically as she says, “No, no, no.”)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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STRAND / STANDARD	NH.24M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.LD.3.	Communication Concepts
GRADE LEVEL EXPECTATION	24M.LD.3.1.	Pragmatics and social language
EXPECTATION	24M.LD.3.1.1.	<p>Use language for a variety of functions</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>

STRAND / STANDARD	NH.24M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	24M.LD.4.1.	Vocabulary development
EXPECTATION	24M.LD.4.1.1.	<p>Demonstrate a burst of new vocabulary words, which they may or may not use correctly</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>

STRAND / STANDARD	NH.24M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	24M.LD.4.2.	Expressive language or speaking
EXPECTATION	24M.LD.4.2.1.	<p>Use words and some common rules of speech to express their ideas and thoughts (E.g. Margie exclaims, “I climbed up stairs!”)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill:</p>

		<p>12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
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STRAND / STANDARD	NH.24M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	24M.EL.1.1.	Participation in language and literacy activities
EXPECTATION	24M.EL.1.1.1.	<p>While being read to, point to and comment on illustrations and repeat or anticipate familiar words or phrases in the text</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>

STRAND / STANDARD	NH.24M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	24M.EL.1.4.	Interest in and appreciation of reading
EXPECTATION	24M.EL.1.4.1.	<p>May ask an adult to read the same book repeatedly</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p>

STRAND / STANDARD	NH.24M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	24M.EL.1.5.	Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables and words)
EXPECTATION	24M.EL.1.5.1.	<p>Enjoy chants and songs and books that rhyme</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to</p>

		musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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STRAND / STANDARD	NH.24M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	24M.EL.2.1.	Print and alphabet awareness
EXPECTATION	24M.EL.2.1.1.	<p>Recognize that print and numerals are symbols that convey meaning (E.g. Colin, age 2, points to the bottom of his painting on his classroom wall and says, “There’s my name.”)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>

STRAND / STANDARD	NH.24M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	24M.EL.2.2.	Interest in and emergent writing
EXPECTATION	24M.EL.2.2.1.	<p>Scribble and draw and see these as the same</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>

STRAND / STANDARD	NH.24M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-EN.1.	Number Operations
GRADE LEVEL EXPECTATION	24M.CD-EN.1.1.	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting
EXPECTATION	24M.CD-EN.1.1.1	<p>Develop an understanding of the relationship between spoken numbers and quantity for quantities up to 2 or 3 (E.g. Blake picks up a car and a block and says, “Two toys.”)</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects</p> <p>2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five</p> <p>2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group</p>
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STRAND / STANDARD	NH.24M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-EN.2.	Geometry and Spatial Sense
GRADE LEVEL EXPECTATION	24M.CD-EN.2.1.	Shapes and their attributes, position, comparing and contrasting two or more objects, and distance
EXPECTATION	24M.CD-EN.2.1.1	<p>Demonstrate an understanding of many position words (E.g. Brittany says to her teacher, "I'm next to you.")</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

STRAND / STANDARD	NH.24M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-EN.3.	Measurements
GRADE LEVEL EXPECTATION	24M.CD-EN.3.1.	Size, volume, quantity and other measurable qualities, and the tools to measure them
EXPECTATION	24M.CD-EN.3.1.1	<p>Show awareness of measurable qualities, such as size, distance, temperature, and weight, which, in toddler terms, are big/small, near/far, hot/cold, heavy/light</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Develops vocabulary for length, weight and height</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>

STRAND / STANDARD	NH.24M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-EN.4.	Patterns and Relationships
GRADE LEVEL EXPECTATION	24M.CD-EN.4.1.	Recognizing or creating planned or random repetitions and comparisons
EXPECTATION	24M.CD-EN.4.1.1	<p>Show awareness of and interest in patterns</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>

STRAND / STANDARD	NH.24M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-EN.5.	Data Collection and Analysis
GRADE LEVEL EXPECTATION	24M.CD-EN.5.1.	Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world
EXPECTATION	24M.CD-EN.5.1.1	Can find people and objects that are the same based on one attribute <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together

STRAND / STANDARD	NH.24M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-EN.6.	Time and Sequence
GRADE LEVEL EXPECTATION	24M.CD-EN.6.1.	Concept of time as it relates to daily routines, and sequencing of events
EXPECTATION	24M.CD-EN.6.1.1	Show increased knowledge and memory for daily routines <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines

STRAND / STANDARD	NH.24M.CD-SSS	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-SSS.2.	Exploring the Physical World
GRADE LEVEL EXPECTATION	24M.CD-SSS.2.1	Physical world
EXPECTATION	24M.CD-SSS.2.1.1.	Show interest in observing, experiencing, and/or exploring physical science concepts and the natural world <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas

STRAND / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	24M.CD-AL.1.1.	Curiosity and sensory exploration
EXPECTATION	24M.CD-AL.1.1.1	<p>Seek information through observation, exploration, and use of simple tools (E.g. Arthur pulls a chair up to the kitchen counter to see what his father is making for dinner.)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups) 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>

STRAND / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	24M.CD-AL.1.2.	Cause and effect
EXPECTATION	24M.CD-AL.1.2.1	<p>Repeat actions to create the same effect and add variations of those actions to see if the same thing happens</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.5 Demonstrates understanding of cause and effect in the physical and social environment</p>

STRAND / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.2.	Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	24M.CD-AL.2.1.	Theories about the world and how things work (Reflection, critical thinking, and trial and error)
EXPECTATION	24M.CD-AL.2.1.1	<p>Use multiple strategies to solve simple problems, but may become frustrated when their strategies don't work</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

STRAND / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	24M.CD-AL.3.1.	Imitation, risk taking, and experimentation

EXPECTATION	24M.CD-AL.3.1.1	<p>Try out new actions, roles, and words that they imitate from others</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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STRAND / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	24M.CD-AL.3.2.	Creativity, imagination, and inventiveness
EXPECTATION	24M.CD-AL.3.2.1	<p>Begin to engage in simple pretend games</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

STRAND / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	24M.CD-AL.4.1.	Adaptability of thought processes, planning, and intentionality
EXPECTATION	24M.CD-AL.4.1.1	<p>Can try to figure out what is getting in the way of their plan</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult</p>

		support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time
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STRAND / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	24M.CD-AL.4.2.	Working memory and focus and attention
EXPECTATION	24M.CD-AL.4.2.1	Have increased attention spans for activities that interest them or that they initiate <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time

STRAND / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	24M.CD-AL.4.3.	Motivation, initiative, and persistence
EXPECTATION	24M.CD-AL.4.3.1	Persist in following their own curiosity even if adults try to deter them (E.g. 24-month-old Sebastian keeps dropping his toy cars in the toilet bowl even though his mother tells him not to.) <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time

STRAND / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.5.	Symbolic Representation
GRADE LEVEL EXPECTATION	24M.CD-AL.5.1.	Representational Process
EXPECTATION	24M.CD-AL.5.1.1	<p>Use a variety of materials, media, and other forms of self-expression to represent their thinking (E.g. Tessa makes up songs about herself.)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

STRAND / STANDARD	NH.24M.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? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	24M.PDH.1.1.	Spatial awareness
EXPECTATION	24M.PDH.1.1.1.	<p>Show increased balance and coordination in play activities</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

STRAND / STANDARD	NH.24M.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? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	24M.PDH.1.2.	Development of the senses, orientation to stimuli, and sensory integration
EXPECTATION	24M.PDH.1.2.1.	<p>Use the information received from their senses to change the way they interact with the environment</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and</p>

		<p>child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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STRAND / STANDARD	NH.24M.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? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.PDH.2.	Large muscle development and coordination
GRADE LEVEL EXPECTATION	24M.PDH.2.1.	Gross motor skills
EXPECTATION	24M.PDH.2.1.1.	<p>Have more control with their arm and leg movements for walking, running, climbing, etc.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

STRAND / STANDARD	NH.24M.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? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.PDH.3.	Small muscle development and coordination
GRADE LEVEL EXPECTATION	24M.PDH.3.1.	Fine motor skills
EXPECTATION	24M.PDH.3.1.1.	<p>Use tools purposefully to accomplish a goal (E.g. Shelby uses a glue stick to glue paper onto a wall collage.)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

STRAND / STANDARD	NH.24M.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? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.PDH.4.	Nutrition
GRADE LEVEL EXPECTATION	24M.PDH.4.1.	Nutrition
EXPECTATION	24M.PDH.4.1.1.	<p>Demonstrate a willingness to try new foods if offered on multiple occasions</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>

STRAND / STANDARD	NH.24M.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? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.PDH.5.	Basic safety
GRADE LEVEL EXPECTATION	24M.PDH.5.1.	Basic safety
EXPECTATION	24M.PDH.5.1.1.	<p>May acknowledge potentially unsafe situations, but are not yet able to be responsible for their own safety (E.g. Felipe climbs to the top of the toddler loft but needs a teacher's assistance to get down.)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>

STRAND / STANDARD	NH.24M.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? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.PDH.6.	Self-care
GRADE LEVEL EXPECTATION	24M.PDH.6.1.	Self-care
EXPECTATION	24M.PDH.6.1.1.	<p>Are able to participate in and occasionally initiate simple health routines, if culturally appropriate</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to</p>

		complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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STRAND / STANDARD	NH.24M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	24M.CE.1.1.	Invention and imagination
EXPECTATION	24M.CE.1.1.1.	<p>Create three dimensional structures, songs, rhymes, drama, and dances</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

STRAND / STANDARD	NH.24M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	24M.CE.1.2.	Curiosity and interest
EXPECTATION	24M.CE.1.2.1.	<p>Show interest in combining objects or media (E.g. Garrith glues yarn, paper, and packing peanuts onto a piece of construction paper.)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

STRAND / STANDARD	NH.24M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	24M.CE.1.3.	Confidence
EXPECTATION	24M.CE.1.3.1.	<p>Select and use artistic materials and tools more purposefully (E.g. Cohen selects a paint brush from the box and blue paint from the row of paint cups and brings them over to the art easel.)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

STRAND / STANDARD	NH.24M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CE.2.	Appreciation of and response to the creations of others and the natural world
GRADE LEVEL EXPECTATION	24M.CE.2.1.	Awareness and attention
EXPECTATION	24M.CE.2.1.1.	<p>Show what they notice about the music, art, drama, dance, and natural phenomena they have witnessed</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

STRAND / STANDARD	NH.24M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CE.2.	Appreciation of and response to the creations of others and the natural world
GRADE LEVEL EXPECTATION	24M.CE.2.2.	Sense of joy and wonder
EXPECTATION	24M.CE.2.2.1.	May participate actively in singing songs and dancing

		<p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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