



Curriculum Alignment with

Oregon's Early Learning and Kindergarten Guidelines

Grade: **Ages Birth to 12 months** - Adopted: **2017**

STANDARD / CONTENT AREA	HS.ATL.B-9.	Approaches to Learning (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
BENCHMARK / STRAND	IT-ATL1.	Child manages feelings and emotions with support of familiar adults.
EXPECTATION / BENCHMARK	IT-ATL1.1.	Engages with familiar adults for calming and comfort, to focus attention, and to share joy. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

STANDARD / CONTENT AREA	HS.ATL.B-9.	Approaches to Learning (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
BENCHMARK / STRAND	IT-ATL2.	Child manages actions and behavior with support of familiar adults.
EXPECTATION / BENCHMARK	IT-ATL2.1.	Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

STANDARD / CONTENT AREA	HS.ATL.B-9.	Approaches to Learning (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
BENCHMARK / STRAND	IT-ATL3.	Child maintains focus and sustains attention with support.
EXPECTATION / BENCHMARK	IT-ATL3.1.	Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

STANDARD / CONTENT AREA	HS.ATL.B-9.	Approaches to Learning (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
BENCHMARK / STRAND	IT-ATL4.	Child develops the ability to show persistence in actions and behavior.
EXPECTATION / BENCHMARK	IT-ATL4.1.	Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

STANDARD / CONTENT AREA	HS.ATL.B-9.	Approaches to Learning (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

BENCHMARK / STRAND	IT-ATL5.	Child demonstrates the ability to be flexible in actions and behavior.
EXPECTATION / BENCHMARK	IT-ATL5.1.	Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.
		<u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:

STANDARD / CONTENT AREA	HS.ATL.B-9.	Approaches to Learning (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: INITIATIVE AND CURIOSITY
BENCHMARK / STRAND	IT-ATL6.	Child demonstrates emerging initiative in interactions, experiences, and explorations.
EXPECTATION / BENCHMARK	IT-ATL6.1.	Initiates interactions with familiar adults through expressions, actions, or behaviors.
		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

STANDARD / CONTENT AREA	HS.ATL.B-9.	Approaches to Learning (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: INITIATIVE AND CURIOSITY
BENCHMARK / STRAND	IT-ATL7.	Child shows interest in and curiosity about objects, materials, or events.
EXPECTATION / BENCHMARK	IT-ATL7.1.	Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.
		<u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

STANDARD / CONTENT AREA	HS.ATL.B-9.	Approaches to Learning (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: CREATIVITY
BENCHMARK / STRAND	IT-ATL8.	Child uses creativity to increase understanding and learning.
EXPECTATION / BENCHMARK	IT-ATL8.1.	Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.
		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

STANDARD / CONTENT AREA	HS.ATL.B-9.	Approaches to Learning (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: CREATIVITY
BENCHMARK / STRAND	IT-ATL9.	Child shows imagination in play and interactions with others.
EXPECTATION / BENCHMARK	IT-ATL9.1.	Emerging
		<u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:

STANDARD / CONTENT AREA	HS.SE.B-9.	Social and Emotional Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS
BENCHMARK / STRAND	IT-SE1.	Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.
EXPECTATION / BENCHMARK	IT-SE1.1.	Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

STANDARD / CONTENT AREA	HS.SE.B-9.	Social and Emotional Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS
BENCHMARK / STRAND	IT-SE2.	Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.
EXPECTATION / BENCHMARK	IT-SE2.1.	Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

STANDARD / CONTENT AREA	HS.SE.B-9.	Social and Emotional Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS
BENCHMARK / STRAND	IT-SE3.	Child learns to use adults as a resource to meet needs.
EXPECTATION / BENCHMARK	IT-SE3.1.	Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

STANDARD / CONTENT AREA	HS.SE.B-9.	Social and Emotional Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
BENCHMARK / STRAND	IT-SE4.	Child shows interest in, interacts with, and develops personal relationships with other children.
EXPECTATION / BENCHMARK	IT-SE4.1.	Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

STANDARD / CONTENT AREA	HS.SE.B-9.	Social and Emotional Development (Birth to 9 Months)
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CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
BENCHMARK / STRAND	IT-SE5.	Child imitates and engages in play with other children.
EXPECTATION / BENCHMARK	IT-SE5.1.	<p>Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p>

STANDARD / CONTENT AREA	HS.SE.B-9.	Social and Emotional Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL FUNCTIONING
BENCHMARK / STRAND	IT-SE6.	Child learns to express a range of emotions.
EXPECTATION / BENCHMARK	IT-SE6.1.	<p>Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing or through facial expressions, body movements or gestures, often to elicit a response from a familiar adult.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p>

STANDARD / CONTENT AREA	HS.SE.B-9.	Social and Emotional Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL FUNCTIONING
BENCHMARK / STRAND	IT-SE7.	Child recognizes and interprets emotions of others with the support of familiar adults.
EXPECTATION / BENCHMARK	IT-SE7.1.	<p>Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 13- Engages in self-expression: Infants: 16- Develops relationships with peers: Infants: 19- Uses nonverbal communication for a variety of</p>

		purposes: Infants: 45- Demonstrates awareness of cause and effect: Infants: 47- Demonstrates problem-solving skills:
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STANDARD / CONTENT AREA	HS.SE.B-9.	Social and Emotional Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL FUNCTIONING
BENCHMARK / STRAND	IT-SE8.	Child expresses care and concern towards others.
EXPECTATION / BENCHMARK	IT-SE8.1.	May cry when another child cries. <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:

STANDARD / CONTENT AREA	HS.SE.B-9.	Social and Emotional Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL FUNCTIONING
BENCHMARK / STRAND	IT-SE9.	Child manages emotions with the support of familiar adults.
EXPECTATION / BENCHMARK	IT-SE9.1.	Quiets or stops crying when held and gently rocked or talked to by a familiar adult. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

STANDARD / CONTENT AREA	HS.SE.B-9.	Social and Emotional Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
BENCHMARK / STRAND	IT-SE10.	Child shows awareness about self and how to connect with others.
EXPECTATION / BENCHMARK	IT-SE10.1.	Learns about self by exploring hands, feet, body, and movement. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:

STANDARD / CONTENT AREA	HS.SE.B-9.	Social and Emotional Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
BENCHMARK / STRAND	IT-SE11.	Child understands some characteristics of self and others.
EXPECTATION / BENCHMARK	IT-SE11.1.	Listens and responds by quieting, smiling or cooing when name is said to child or when it is used in conversation with a familiar adult. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: Infants: 20- Uses increasingly complex spoken language:

STANDARD / CONTENT AREA	HS.SE.B-9.	Social and Emotional Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
BENCHMARK / STRAND	IT-SE12.	Child shows confidence in own abilities through relationships with others.
EXPECTATION / BENCHMARK	IT-SE12.1.	Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.

		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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STANDARD / CONTENT AREA	HS.SE.B-9.	Social and Emotional Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
BENCHMARK / STRAND	IT-SE13.	Child develops a sense of belonging through relationships with others.
EXPECTATION / BENCHMARK	IT-SE13.1.	Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 14- Demonstrates self-control: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 40- Understands the passage of time and how events are related: Infants: 45- Demonstrates awareness of cause and effect:

STANDARD / CONTENT AREA	HS.LC.B-9.	Language and Communication (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: ATTENDING AND UNDERSTANDING
BENCHMARK / STRAND	IT-LC1.	Child attends to, understands, and responds to communication and language from others.
EXPECTATION / BENCHMARK	IT-LC1.1.	Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:

STANDARD / CONTENT AREA	HS.LC.B-9.	Language and Communication (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COMMUNICATING AND SPEAKING
BENCHMARK / STRAND	IT-LC3.	Child communicates needs and wants non-verbally and by using language.
EXPECTATION / BENCHMARK	IT-LC3.1.	<p>Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p>

STANDARD / CONTENT AREA	HS.LC.B-9.	Language and Communication (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COMMUNICATING AND SPEAKING
BENCHMARK / STRAND	IT-LC4.	Child uses non-verbal communication and language to engage others in interaction.
EXPECTATION / BENCHMARK	IT-LC4.1.	<p>Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p>

STANDARD / CONTENT AREA	HS.LC.B-9.	Language and Communication (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COMMUNICATING AND SPEAKING
BENCHMARK / STRAND	IT-LC5.	Child uses increasingly complex language in conversation with others.
EXPECTATION / BENCHMARK	IT-LC5.1.	<p>Explores sounds common in many languages, such as "ma-ma" or "ba-ba.</p> <p><u>Progress Monitoring Skills</u> Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 44- Uses dramatic play to express creativity:</p>

STANDARD / CONTENT AREA	HS.LC.B-9.	Language and Communication (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COMMUNICATING AND SPEAKING

BENCHMARK / STRAND	IT-LC6.	Child initiates non-verbal communication and language to learn and gain information.
EXPECTATION / BENCHMARK	IT-LC6.1.	<p>Takes turns in nonverbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p>

STANDARD / CONTENT AREA	HS.LC.B-9.	Language and Communication (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT LITERACY
BENCHMARK / STRAND	IT-LC9.	Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.
EXPECTATION / BENCHMARK	IT-LC9.1.	<p>Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.</p> <p><u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>

STANDARD / CONTENT AREA	HS.LC.B-9.	Language and Communication (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT LITERACY
BENCHMARK / STRAND	IT-LC10.	Child handles books and relates them to their stories or information.
EXPECTATION / BENCHMARK	IT-LC10.1.	<p>Explores a book by touching it, patting it, or putting it in his/her mouth.</p> <p><u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :</p>

STANDARD / CONTENT AREA	HS.LC.B-9.	Language and Communication (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT LITERACY
BENCHMARK / STRAND	IT-LC11.	Child recognizes pictures and some symbols, signs, or words.
EXPECTATION / BENCHMARK	IT-LC11.1.	<p>Looks at pictures of familiar people, animals, or objects while an adult points at and/or names the person, animal, or object.</p> <p><u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>

STANDARD / CONTENT AREA	HS.LC.B-9.	Language and Communication (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT LITERACY
BENCHMARK / STRAND	IT-LC12.	Child comprehends meaning from pictures and stories.
EXPECTATION / BENCHMARK	IT-LC12.1.	Looks at picture books and listens to an adult talk about pictures in a book. <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound):

STANDARD / CONTENT AREA	HS.LC.B-9.	Language and Communication (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT LITERACY
BENCHMARK / STRAND	IT-LC13.	Child makes marks and uses them to represent objects or actions.
EXPECTATION / BENCHMARK	IT-LC13.1.	Emerging <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

STANDARD / CONTENT AREA	HS.C.B-9.	Cognition (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EXPLORATION AND DISCOVERY
BENCHMARK / STRAND	IT-C1.	Child actively explores people and objects to understand self, others, and objects.
EXPECTATION / BENCHMARK	IT-C1.1.	Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 08- Demonstrates interest and curiosity: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:

STANDARD / CONTENT AREA	HS.C.B-9.	Cognition (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EXPLORATION AND DISCOVERY

BENCHMARK / STRAND	IT-C2.	Child uses understanding of causal relationships to act on social and physical environments.
EXPECTATION / BENCHMARK	IT-C2.1.	Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up. <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:

STANDARD / CONTENT AREA	HS.C.B-9.	Cognition (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: MEMORY
BENCHMARK / STRAND	IT-C3.	Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.
EXPECTATION / BENCHMARK	IT-C3.1.	Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

STANDARD / CONTENT AREA	HS.C.B-9.	Cognition (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: MEMORY
BENCHMARK / STRAND	IT-C4.	Child recognizes the stability of people and objects in the environment.
EXPECTATION / BENCHMARK	IT-C4.1.	Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

STANDARD / CONTENT AREA	HS.C.B-9.	Cognition (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: REASONING AND PROBLEM SOLVING
BENCHMARK / STRAND	IT-C6.	Child learns to use a variety of strategies in solving problems.
EXPECTATION / BENCHMARK	IT-C6.1.	Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:

STANDARD / CONTENT AREA	HS.C.B-9.	Cognition (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: REASONING AND PROBLEM SOLVING
BENCHMARK / STRAND	IT-C7.	Child uses reasoning and planning ahead to solve problems.
EXPECTATION / BENCHMARK	IT-C7.1.	Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.

		<u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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STANDARD / CONTENT AREA	HS.C.B-9.	Cognition (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING
BENCHMARK / STRAND	IT-C8.	Child develops sense of number and quantity.
EXPECTATION / BENCHMARK	IT-C8.1.	Attends to quantity in play with objects, such as reaching or looking for more than one object. <u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number:

STANDARD / CONTENT AREA	HS.C.B-9.	Cognition (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING
BENCHMARK / STRAND	IT-C10.	Child uses matching and sorting of objects or people to understand similar and different characteristics.
EXPECTATION / BENCHMARK	IT-C10.1.	Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy. <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:

STANDARD / CONTENT AREA	HS.C.B-9.	Cognition (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
BENCHMARK / STRAND	IT-C11.	Child observes and imitates sounds, words, gestures, actions, and behaviors.
EXPECTATION / BENCHMARK	IT-C11.1.	Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:

STANDARD / CONTENT AREA	HS.C.B-9.	Cognition (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
BENCHMARK / STRAND	IT-C12.	Child uses objects or symbols to represent something else.
EXPECTATION / BENCHMARK	IT-C12.1.	Emerging <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:

STANDARD / CONTENT AREA	HS.C.B-9.	Cognition (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
BENCHMARK / STRAND	IT-C13.	Child uses pretend play to increase understanding of culture, environment, and experience.
EXPECTATION / BENCHMARK	IT-C13.1.	Emerging <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:

STANDARD / CONTENT AREA	HS.PMP.B-9.	Perceptual, Motor, and Physical Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: PERCEPTION
BENCHMARK / STRAND	IT-PMP1.	Child uses perceptual information to understand objects, experiences, and interactions.
EXPECTATION / BENCHMARK	IT-PMP1.1.	Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 45- Demonstrates awareness of cause and effect: Infants: 47- Demonstrates problem-solving skills:

STANDARD / CONTENT AREA	HS.PMP.B-9.	Perceptual, Motor, and Physical Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: PERCEPTION
BENCHMARK / STRAND	IT-PMP2.	Child uses perceptual information in directing own actions, experiences, and interactions.
EXPECTATION / BENCHMARK	IT-PMP2.1.	Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

STANDARD / CONTENT AREA	HS.PMP.B-9.	Perceptual, Motor, and Physical Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: GROSS MOTOR
BENCHMARK / STRAND	IT-PMP3.	Child demonstrates effective and efficient use of large muscles for movement and position.

EXPECTATION / BENCHMARK	IT-PMP3.1.	Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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STANDARD / CONTENT AREA	HS.PMP.B-9.	Perceptual, Motor, and Physical Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: GROSS MOTOR
BENCHMARK / STRAND	IT-PMP4.	Child demonstrates effective and efficient use of large muscles to explore the environment.
EXPECTATION / BENCHMARK	IT-PMP4.1.	Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

STANDARD / CONTENT AREA	HS.PMP.B-9.	Perceptual, Motor, and Physical Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: GROSS MOTOR
BENCHMARK / STRAND	IT-PMP5.	Child uses sensory information and body awareness to understand how their body relates to the environment.
EXPECTATION / BENCHMARK	IT-PMP5.1.	Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:

STANDARD / CONTENT AREA	HS.PMP.B-9.	Perceptual, Motor, and Physical Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: FINE MOTOR
BENCHMARK / STRAND	IT-PMP6.	Child coordinates hand and eye movements to perform actions.
EXPECTATION / BENCHMARK	IT-PMP6.1.	Coordinates hands and eyes when reaching for and holding stable or moving objects. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

STANDARD / CONTENT AREA	HS.PMP.B-9.	Perceptual, Motor, and Physical Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: FINE MOTOR
BENCHMARK / STRAND	IT-PMP8.	Child adjusts reach and grasp to use tools.
EXPECTATION / BENCHMARK	IT-PMP8.1.	Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.

		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:
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STANDARD / CONTENT AREA	HS.PMP.B-9.	Perceptual, Motor, and Physical Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION
BENCHMARK / STRAND	IT-PMP9.	Child demonstrates healthy behaviors with increasing independence as part of everyday routines.
EXPECTATION / BENCHMARK	IT-PMP9.1.	Emerging <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

STANDARD / CONTENT AREA	HS.PMP.B-9.	Perceptual, Motor, and Physical Development (Birth to 9 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION
BENCHMARK / STRAND	IT-PMP11.	Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.
EXPECTATION / BENCHMARK	IT-PMP11.1.	Emerging <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:

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