



Curriculum Alignment with

Pennsylvania Learning Standards for Early Childhood

Grade: **Ages Birth to 12 months** - Adopted: **2014**

SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Infant)
STANDARD AREA / STATEMENT	AL.1.I.	Constructing and Gathering Knowledge
STANDARD		Big Idea: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. Essential Questions: What strategies can be used to gather information? What can I learn from my every day experiences, including play?
DESCRIPTOR / STANDARD	AL.1.I.A.	Curiosity and Initiative: Use the senses as a primary means to explore and learn from the environment.
DESCRIPTOR	AL.1.I.A.1.	Use hands, mouth, eyes in a coordinated manner to explore body, objects and surroundings. <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: 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: 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:

DESCRIPTOR	AL.1.I.A.2.	Transfer items from hand to hand to investigate the feel or appearance. <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:
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		information? What can I learn from my every day experiences, including play?
DESCRIPTOR / STANDARD	AL.1.I.B.	Risk Taking: Explore in the comfort of a familiar surrounding or adult.
DESCRIPTOR	AL.1.I.B.1.	Engage in play routines near a familiar adult. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:

DESCRIPTOR	AL.1.I.B.2.	Engage with an unfamiliar adult to complete routine activity while a familiar adult is nearby. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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DESCRIPTOR	AL.1.I.B.3.	Try to take walking steps to reach a familiar adult. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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STANDARD		Big Idea: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. Essential Questions: What strategies can be used to gather information? What can I learn from my every day experiences, including play?
DESCRIPTOR / STANDARD	AL.1.I.C.	Stages of Play: Engage in parallel play.
DESCRIPTOR	AL.1.I.C.2.	Imitate adult actions in play. <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:

SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Infant)
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STANDARD AREA / STATEMENT	AL.2.I.	Organizing and Understanding Information
STANDARD		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
DESCRIPTOR / STANDARD	AL.2.I.A.	Engagement and Attention: Interact with others, objects or activities for short periods of time.
DESCRIPTOR	AL.2.I.A.1.	Attend to adult during reciprocal interaction. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

DESCRIPTOR	AL.2.I.A.2.	Gaze with interest at adult, peer, or object nearby. <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:
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DESCRIPTOR	AL.2.I.A.3.	Engage in exploration of objects within the environment. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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STANDARD AREA / STATEMENT	AL.2.I.	Organizing and Understanding Information
STANDARD		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
DESCRIPTOR / STANDARD	AL.2.I.C.	Persistence: Engage with an object in more than one way.
DESCRIPTOR	AL.2.I.C.1.	Repeat attempts to engage an adult to meet needs. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

DESCRIPTOR	AL.2.I.C.2.	Play with a variety of objects to determine similar and different outcomes. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 45- Demonstrates awareness of cause and effect:
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DESCRIPTOR	AL.2.I.C.3.	Explore objects in the environment. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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STANDARD AREA / STATEMENT	AL.2.I.	Organizing and Understanding Information
STANDARD		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
DESCRIPTOR / STANDARD	AL.2.I.E.	Memory: Recognize and respond to familiar adults and routines.
DESCRIPTOR	AL.2.I.E.1.	Smile when familiar adult enters room. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

DESCRIPTOR	AL.2.I.E.3.	Show excitement for familiar adult. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Infant)
STANDARD AREA / STATEMENT	AL.3.I.	Applying Knowledge
STANDARD		Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?
DESCRIPTOR / STANDARD	AL.3.I.A/B.	Creativity/Invention: Respond to music, art and stories.
DESCRIPTOR	AL.3.I.A/B.1.	Reference 9.1.V.I.B. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:

SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Infant)
STANDARD AREA / STATEMENT	AL.3.I.	Applying Knowledge
STANDARD		Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?
DESCRIPTOR / STANDARD	AL.3.I.C.	Representation: Use a variety of materials to create.
DESCRIPTOR	AL.3.I.C.1.	Explore a variety of materials. <u>Progress Monitoring Skills</u>

		Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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DESCRIPTOR	AL.3.I.C.2.	<p>Imitate use of materials when modeled by adult.</p> <p><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:</p>
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SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Infant)
STANDARD AREA / STATEMENT	AL.4.I.	Learning through Experience
STANDARD		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
DESCRIPTOR / STANDARD	AL.4.I.A.	Making Connections: Demonstrate comfort in routines, objects and materials that reflect home experiences.
DESCRIPTOR	AL.4.I.A.1.	<p>Show comfort when shown or provided a favorite object from home.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>

DESCRIPTOR	AL.4.I.A.3.	<p>Respond to familiar family phrases.</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
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SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Infant)
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STANDARD		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
DESCRIPTOR / STANDARD	AL.4.I.B.	Resiliency – Competence: Use comfort of familiar experiences to explore new activities and experiences.
DESCRIPTOR	AL.4.I.B.1.	<p>REFERENCE 16.1.I.C</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>

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STANDARD AREA / STATEMENT	AL.4.I.	Learning through Experience
STANDARD		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
DESCRIPTOR / STANDARD	AL.4.IC.	Problem Solving: Play with a variety of objects to determine similar and different outcomes.
DESCRIPTOR	AL.4.I.C.1.	Interact with an object in more than one way. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:

DESCRIPTOR	AL.4.I.C.2.	Repeat actions that have an interesting response. <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect: Infants: 47- Demonstrates problem-solving skills:
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DESCRIPTOR	AL.4.I.C.3.	Explore objects to see how they work. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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DESCRIPTOR	AL.4.I.C.4.	Compare outcomes of actions upon objects (e.g. shake a rattle and then shake a ball to determine if they have similar responses). <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 45- Demonstrates awareness of cause and effect:
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Infant)
STANDARD AREA / STATEMENT	1.1.I.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.I.A.	Book Handling: Explore books in a variety of ways.
DESCRIPTOR	1.1.I.A.1.	Gaze, babble, pat, and point at books. <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :

DESCRIPTOR	1.1.I.A.2.	Attend to pictures in a book during lap-reading with an adult. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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STANDARD AREA / STATEMENT	1.1.I.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.I.B.	Print Concepts: Demonstrate interest in books that have color, pattern, and contrast.
DESCRIPTOR	1.1.I.B.1.	Gaze, babbles, pat, and point at books. <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :

DESCRIPTOR	1.1.I.B.2.	Attend to pictures in a book during lap-reading with an adult. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Infant)
STANDARD AREA / STATEMENT	1.1.I.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.I.C.	Phonological Awareness: Respond to sounds in the environment.
DESCRIPTOR	1.1.I.C.3.	Repeat sounds initiated by adult. <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:

SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Infant)
STANDARD AREA / STATEMENT	1.2.I.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.I.B.	Key Ideas: Attend to a picture in a text when reading with an adult.
DESCRIPTOR	1.2.I.B.1.	Gaze at pages of a text. <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :

		Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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DESCRIPTOR	1.2.I.B.2.	Point to familiar objects pictured within a text. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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DESCRIPTOR	1.2.I.B.3.	Attempt to communicate about familiar objects in text (e.g. sees a ball and says “ba”, uses sign for apple when seeing an apple). <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Infant)
STANDARD AREA / STATEMENT	1.2.I.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.I.J.	Vocabulary Acquisition: Use single words to identify family members and familiar objects.
DESCRIPTOR	1.2.I.J.1.	Look at or move toward named person or object. <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:

DESCRIPTOR	1.2.I.J.2.	Repeat sounds initiated by adult. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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DESCRIPTOR	1.2.I.J.3.	Use newly acquired vocabulary to name objects. <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Infant)
STANDARD AREA / STATEMENT	1.2.I.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words?

		What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.I.L.	Range of Reading: Engage in reading activities.
DESCRIPTOR	1.2.I.L.1.	Gaze, babble, pat and point at books or photos. <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :

DESCRIPTOR	1.2.I.L.2.	Attend to pictures in a book during lap-reading with an adult. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Infant)
STANDARD AREA / STATEMENT	1.3.I.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.I.B.	Key Ideas and Details - Text Analysis - Attend to a picture in a story when reading with an adult.
DESCRIPTOR	1.3.I.B.1.	Gaze at pages of a story. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

DESCRIPTOR	1.3.I.B.2.	Point to familiar objects pictured within a story. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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DESCRIPTOR	1.3.I.B.3.	Attempt to communicate about familiar objects in story (e.g. sees a ball and says "ba", uses sign for apple when seeing an apple). <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Infant)
STANDARD AREA / STATEMENT	1.3.I.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential

		Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.I.J.	Vocabulary Acquisition and Use: Use single words to identify family members and familiar objects.
DESCRIPTOR	1.3.I.J.1.	Look at or move toward named person or object. <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:

DESCRIPTOR	1.3.I.J.2.	Repeat sounds initiated by adult. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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DESCRIPTOR	1.3.I.J.3.	Use newly acquired vocabulary to name objects. <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Infant)
STANDARD AREA / STATEMENT	1.3.I.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.I.L.	Range of Reading: Engage in reading activities.
DESCRIPTOR	1.3.I.L.1.	Gaze, babble, pat and point at books or photos. <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :

DESCRIPTOR	1.3.I.L.2.	Attend to pictures in a book during lap-reading with an adult. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Infant)
STANDARD AREA / STATEMENT	1.4.I.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand

		knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.I.M.	Narrative: EMERGING <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Infant)
STANDARD AREA / STATEMENT	1.4.I.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.I.R.	Narrative Conventions of Language: Make marks with writing and drawing tools.
DESCRIPTOR	1.4.I.R.1.	Use a variety of writing tools and surfaces during play. <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

DESCRIPTOR	1.4.I.R.2.	Engage in tactile experiences. <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: 47- Demonstrates problem-solving skills:
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DESCRIPTOR	1.4.I.R.3.	Imitate adult mark making (e.g. taps out dots on paper after adult models). <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Infant)
STANDARD AREA / STATEMENT	1.4.I.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?

DESCRIPTOR / STANDARD	1.4.I.V.	Conducting Research: EMERGING <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Infant)
STANDARD AREA / STATEMENT	1.5.I.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.I.A.	Comprehension and Collaboration: Use sounds and gestures as a form of reciprocal communication.
DESCRIPTOR	1.5.I.A.2.	Use verbal and nonverbal language to show interest in objects and people. <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:

SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Infant)
STANDARD AREA / STATEMENT	1.5.I.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.I.C.	Comprehension and Collaboration Evaluation: Respond in ways that indicate understanding of what is being communicated.
DESCRIPTOR	1.5.I.C.2.	Connect voice to specific person. <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

DESCRIPTOR	1.5.I.C.3.	Follow simple direction. <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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DESCRIPTOR	1.5.I.C.4.	<p>Turn head toward speaker.</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Infant)
STANDARD AREA / STATEMENT	1.5.I.	Speaking and Listening
STANDARD		<p>Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</p>
DESCRIPTOR / STANDARD	1.5.I.D/E.	Presentation of Knowledge: Babble and begin to use single words and/or signs.
DESCRIPTOR	1.5.I.D/E.1.	<p>Change tone to express feelings.</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>

DESCRIPTOR	1.5.I.D/E.2.	<p>Babble using strings of consonant sounds and sounds and rhythms of native language.</p> <p><u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 45- Demonstrates awareness of cause and effect:</p>
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DESCRIPTOR	1.5.I.D/E.3.	<p>Actively imitate the sounds of speech and/or signs.</p> <p><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:</p>
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Infant)
STANDARD AREA / STATEMENT	1.5.I.	Speaking and Listening
STANDARD		<p>Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</p>

DESCRIPTOR / STANDARD	1.5.I.G.	<p>Conventions of Standard English: EMERGING</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	2.1.I.	Numbers and Operations
STANDARD		<p>Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?</p>
DESCRIPTOR / STANDARD	2.1.I.A.1.	Counting and Cardinality: Cardinality: Explore objects
DESCRIPTOR	2.1.I.A.1.1.	<p>Stack and unstack objects.</p> <p><u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p>

DESCRIPTOR	2.1.I.A.1.2.	<p>Dump and fill objects into and out of containers.</p> <p><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:</p>
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DESCRIPTOR	2.1.I.A.1.3.	<p>Repeat sound patterns (e.g. repeatedly beat on drums, clap hands).</p> <p><u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:</p>
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	2.1.I.	Numbers and Operations
STANDARD		<p>Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?</p>
DESCRIPTOR / STANDARD	2.1.I.A.2.	Counting and Cardinality: Counting: EMERGING
		<p><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: Infants: 28- Sorts, orders, classifies, and creates patterns:</p>

SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	2.1.I.	Numbers and Operations
STANDARD		<p>Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question:</p>

		How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.I.A.3.	Counting and Cardinality: Comparing: Explore relationships between objects.
DESCRIPTOR	2.1.I.A.3.1.	Stack and unstack objects. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:

DESCRIPTOR	2.1.I.A.3.2.	Dump and fill objects into and out of containers. <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:
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DESCRIPTOR	2.1.I.A.3.3.	Place objects inside of other objects. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	2.1.I.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.I.MP.	Counting and Cardinality: Mathematical Processes: Engage in numerical play.
DESCRIPTOR	2.1.I.MP.1.	Stack and unstack objects. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:

DESCRIPTOR	2.1.I.MP.2.	Dump and fill objects into and out of containers. <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:
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DESCRIPTOR	2.1.I.MP.3.	Place objects inside of other objects. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:
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DESCRIPTOR	2.1.I.MP.4.	Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books). <u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of
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		units of sound): Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 44- Uses dramatic play to express creativity:
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	2.3.I.	Geometry
STANDARD		Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
DESCRIPTOR / STANDARD	2.3.I.A.1.	Geometry: Identification: Explore objects of different sizes and shapes.
DESCRIPTOR	2.3.I.A.1.1.	Explore similarities and differences in the shape of objects. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts:

DESCRIPTOR	2.3.I.A.1.3.	Stack and build with various shaped and sized blocks. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	2.3.I.	Geometry
STANDARD		Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
DESCRIPTOR / STANDARD	2.3.I.MP.	Geometry: Math Process: Engage in geometric play.
DESCRIPTOR	2.3.I.MP.1.	Explore similarities and differences in the shape of objects. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts:

DESCRIPTOR	2.3.I.MP.3.	Stack and build with various shaped and sized blocks. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	2.4.I.	Measurement, Data and Probability
STANDARD		Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?
DESCRIPTOR / STANDARD	2.4.I.A.1.	Measurement and Data: Measurement: EMERGING <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: Infants: 47- Demonstrates problem-solving skills:
DESCRIPTOR / STANDARD	2.4.I.A.2.	Measurement and Data: Data: EMERGING <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: Infants: 47- Demonstrates problem-solving skills:
DESCRIPTOR / STANDARD	2.4.I.MP.	Measurement and Data: EMERGING <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: Infants: 47- Demonstrates problem-solving skills:
SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	3.1.I.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied Essential Question: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.I.A.1.	Common Characteristics of Life: Show interest in the natural world.
DESCRIPTOR	3.1.I.A.1.1.	Reach for and move to objects and people. <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:
DESCRIPTOR	3.1.I.A.1.2.	Explore using all senses. <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:

DESCRIPTOR	3.1.I.A.1.3.	Observe basic caretaking of non-toxic plants and safe animals. <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	3.1.I.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied Essential Question: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.I.A.2.	Energy Flow: EMERGING <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:

DESCRIPTOR / STANDARD	3.1.I.A.3.	Life Cycles: EMERGING <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	3.1.I.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied Essential Question: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.I.A.5.	Form and Function: Explore parts of living things in their environment.
DESCRIPTOR	3.1.I.A.5.1.	Explore own body parts. <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:

DESCRIPTOR	3.1.I.A.5.2.	Explore parts of other living things. <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	3.1.I.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied Essential Question: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?

DESCRIPTOR / STANDARD	3.1.I.A.9.	Science as Inquiry: Participate in simple investigations of living and non-living things.
DESCRIPTOR	3.1.I.A.9.1.	Use senses to explore. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:

DESCRIPTOR	3.1.I.A.9.2.	Engage with adult provided materials. <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:
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DESCRIPTOR	3.1.I.A.9.3.	Observe living and non-living things in their environment. <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	3.1.I.B.	Biological Sciences: Genetics
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied Essential Question: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.I.B.1.	Heredity: Recognize self and family members.
DESCRIPTOR	3.1.I.B.1.2.	Direct gaze to named person when asked (e.g. Look for family member when caregiver says, "Here's Mommy!"). <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	3.1.I.B.	Biological Sciences: Genetics
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied Essential Question: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.I.B.6.	Science as Inquiry: Participate in simple investigations of physical characteristics of living things.
DESCRIPTOR	3.1.I.B.6.1.	Use senses to explore.

		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:
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DESCRIPTOR	3.1.I.B.6.2.	Engage with adult provided materials. <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:
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DESCRIPTOR	3.1.I.B.6.3.	Observe living things in their environment. <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills: Infants: 33- Demonstrates knowledge related to living things and their environment:
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	3.1.I.C.	Biological Sciences: Evolution
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied Essential Question: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.I.C.3.	Unifying Themes (Constancy and Change): EMERGING <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:

DESCRIPTOR / STANDARD	3.1.I.C.4.	Science as Inquiry: EMERGING <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	3.2.I.A.	Physical Sciences: Chemistry
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.I.A.1.	Properties of Matter: Explore objects with varying characteristics.
DESCRIPTOR	3.2.I.A.1.1.	Use senses to explore objects. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:

		<p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	3.2.I.A.	Physical Sciences: Chemistry
STANDARD		<p>Big Idea: Physical properties help us to understand the world.</p> <p>Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?</p>
DESCRIPTOR / STANDARD	3.2.I.A.6.	Science as Inquiry: Participate in simple investigations of matter.
DESCRIPTOR	3.2.I.A.6.1.	<p>Use senses to explore objects.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>

DESCRIPTOR	3.2.I.A.6.2.	<p>Explore objects of varying sizes.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
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DESCRIPTOR	3.2.I.A.6.3.	<p>Explore objects of varying shapes.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
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DESCRIPTOR	3.2.I.A.6.6.	<p>Engage with adult provided materials.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	3.2.I.B.	Physical Sciences: Physics
STANDARD		<p>Big Idea: Physical properties help us to understand the world.</p> <p>Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?</p>
DESCRIPTOR / STANDARD	3.2.I.B.1.	Force & Motion of Practices & Rigid Bodies: Explore the motion of objects.
DESCRIPTOR	3.2.I.B.1.1.	Recognize that objects can be moved.

		<u>Progress Monitoring Skills</u> Infants: 34- Demonstrates knowledge related to physical science:
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DESCRIPTOR	3.2.I.B.1.2.	Act upon objects to make them move in various ways. <u>Progress Monitoring Skills</u> Infants: 34- Demonstrates knowledge related to physical science:
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DESCRIPTOR	3.2.I.B.1.3.	Participate in teacher-led activities involving moving objects. <u>Progress Monitoring Skills</u> Infants: 34- Demonstrates knowledge related to physical science:
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	3.2.I.B.	Physical Sciences: Physics
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.I.B.7.	Science as Inquiry: Participate in simple investigations of motion and sound.
DESCRIPTOR	3.2.I.B.7.1.	Use senses to explore the motion and sound of objects. <u>Progress Monitoring Skills</u> Infants: 34- Demonstrates knowledge related to physical science:

DESCRIPTOR	3.2.I.B.7.2.	Explore the motion of objects with varying sizes. <u>Progress Monitoring Skills</u> Infants: 34- Demonstrates knowledge related to physical science:
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DESCRIPTOR	3.2.I.B.7.3.	Explore the motion of objects with varying shapes. <u>Progress Monitoring Skills</u> Infants: 34- Demonstrates knowledge related to physical science:
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DESCRIPTOR	3.2.I.B.7.4.	Explore the motion of objects with varying weights. <u>Progress Monitoring Skills</u> Infants: 34- Demonstrates knowledge related to physical science:
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DESCRIPTOR	3.2.I.B.7.5.	Engage with adult provided materials. <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	3.3.I.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
STANDARD		Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants. Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?

DESCRIPTOR / STANDARD	3.3.I.A.1.	Earth Features and the Processes that Change it: Explore earth materials.
DESCRIPTOR	3.3.I.A.1.1.	Use senses to explore earth materials. <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	3.3.I.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
STANDARD		Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants. Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?
DESCRIPTOR / STANDARD	3.3.I.A.4.	Water: Explore water.
DESCRIPTOR	3.3.I.A.4.1.	Use senses and simple tools to explore water. <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	3.3.I.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
STANDARD		Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants. Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?
DESCRIPTOR / STANDARD	3.3.I.A.5.	Weather and Climate: Observe weather conditions.
DESCRIPTOR	3.3.I.A.5.1.	Respond to weather (e.g. point to or move to window when raining or snowing). <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:

DESCRIPTOR	3.3.I.A.5.2.	Use senses to observe weather conditions. <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	3.3.I.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
STANDARD		Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants. Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?

DESCRIPTOR / STANDARD	3.3.I.A.7.	Science as Inquiry: Participate in simple investigations of earth materials, processes, and cycles.
DESCRIPTOR	3.3.I.A.7.1.	Use senses to explore earth materials, processes, and cycles. <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	4.1.I.	Environment and Ecology: Ecology
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.1.I.A.	The Environment: Show interest the environment.
DESCRIPTOR	4.1.I.A.2.	Explore using all senses. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:

DESCRIPTOR	4.1.I.A.3.	Observe basic caretaking of non-toxic plants and safe animals. <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	4.1.I.	Environment and Ecology: Ecology
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.1.I.D.	Biodiversity: EMERGING <u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	4.1.I.	Environment and Ecology: Ecology

STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.1.I.E.	Succession: Observe weather conditions.
DESCRIPTOR	4.1.I.E.1.	Reference 3.3.I.A.5. <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	4.2.I.	Environment and Ecology: Watersheds and Wetlands
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.2.I.A.	Watersheds: EMERGING <u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:

DESCRIPTOR / STANDARD	4.2.I.C.	Aquatic Ecosystem: EMERGING <u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
STANDARD AREA / STATEMENT	4.3.I.	Environment and Ecology: Agriculture and Society
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.3.I.A.	Food and Fiber Systems: EMERGING <u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:

DESCRIPTOR / STANDARD	4.3.I.C.	Applying Sciences to Agriculture: EMERGING <u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Infant)
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STANDARD AREA / STATEMENT	4.5.I.	Environment and Ecology: Humans and the Environment
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.4.I.A.	Sustainability: EMERGING <u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:

DESCRIPTOR / STANDARD	4.4.I.B.	Integrated Pest Management: EMERGING <u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:
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SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Infant)
STANDARD AREA / STATEMENT	5.2.I.	Civics and Government: Rights and Responsibilities of Citizenship
STANDARD		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
DESCRIPTOR / STANDARD	5.2.I.A.	Civics Rights and Responsibilities: EMERGING <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:

SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Infant)
STANDARD AREA / STATEMENT	5.2.I.	Civics and Government: Rights and Responsibilities of Citizenship
STANDARD		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
DESCRIPTOR / STANDARD	5.2.I.B.	Conflict: Express emotion relating to a conflict.
DESCRIPTOR	5.2.I.B.1.	Reference 16.2.I.D. <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:

SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Infant)
STANDARD AREA / STATEMENT	5.2.I.	Civics and Government: Rights and Responsibilities of Citizenship

STANDARD		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
DESCRIPTOR / STANDARD	5.3.I.C.	Government Services: Explore costumes and props that represent community workers.
DESCRIPTOR	5.3.I.C.1.	Play with real or model equipment (e.g. stethoscope, blood pressure cuff, fire hose, play workbench). <u>Progress Monitoring Skills</u> Infants: 39- Demonstrates an awareness of economics in his/her community

DESCRIPTOR	5.3.I.C.2.	Engage in dress up play. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 15- Develops relationships with adults: Infants: 44- Uses dramatic play to express creativity: Infants: 46- Uses prior knowledge to build new knowledge:
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SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Infant)
STANDARD AREA / STATEMENT	8.1.I.	History: Historical Analysis and Skills Development
STANDARD		Big Idea: Past experiences and ideas help us make sense of the world. Essential Questions: In what ways can events be sequenced? How do I use past experiences and events to understand the present?
DESCRIPTOR / STANDARD	8.1.I.A.	Continuity and Change over Time: Anticipate next step of a familiar routine or activity.
DESCRIPTOR	8.1.I.A.1.	Reference AL.2.I.B. <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:

SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	9.1.M.I.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.I.A.	Elements and Principles: EMERGING <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:

SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	9.1.M.I.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?

DESCRIPTOR / STANDARD	9.1.M.I.B.	Demonstration: Respond to music.
DESCRIPTOR	9.1.M.I.B.1.	<p>Respond to a variety of music types, including culturally diverse music.</p> <p><u>Progress Monitoring Skills</u> Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>

DESCRIPTOR	9.1.M.I.B.2.	<p>Turn head to source of music.</p> <p><u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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DESCRIPTOR	9.1.M.I.B.3.	<p>React to music with body movements.</p> <p><u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	9.1.M.I.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.I.E.	Representation: Respond to music.
DESCRIPTOR	9.1.M.I.E.1.	<p>Respond to a variety of music types, including culturally diverse music.</p> <p><u>Progress Monitoring Skills</u> Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>

DESCRIPTOR	9.1.M.I.E.2.	<p>Turn head to source of music.</p> <p><u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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DESCRIPTOR	9.1.M.I.E.3.	<p>React to music with body movements.</p> <p><u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	9.1.M.I.	Production and Performance: Music and Movement

STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.I.J.	Technologies: Use technologies for producing music.
DESCRIPTOR	9.1.M.I.J.1.	Explore musical instruments, including those which are culturally diverse. <u>Progress Monitoring Skills</u> Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:

DESCRIPTOR	9.1.M.I.J.2.	Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags). <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 44- Uses dramatic play to express creativity:
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	9.1.D.I.	Production and Performance: Dramatic and Performance Play
STANDARD		Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?
DESCRIPTOR / STANDARD	9.1.D.I.B.	Demonstrations: Act out familiar scenarios.
DESCRIPTOR	9.1.D.I.B.1.	Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal). <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:

SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	9.1.D.I.	Production and Performance: Dramatic and Performance Play
STANDARD		Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?
DESCRIPTOR / STANDARD	9.1.D.I.E.	Representation: 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:

SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	9.1.V.I.	Production and Performance: Visual Arts

STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.I.A.	Elements and Principles: EMERGING <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	9.1.V.I.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.I.B.	Demonstration: Combine a variety of materials to engage in the process of art.
DESCRIPTOR	9.1.V.I.B.1.	Participate in teacher-guided art activities. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	9.1.V.I.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.I.E.	Representation: EMERGING <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	9.1.V.I.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.I.J.	Technologies: Use technologies in the process of creating art.
DESCRIPTOR	9.1.V.I.J.1.	Explore a variety of tools and non-toxic art materials, including those which are culturally diverse. <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

DESCRIPTOR	9.1.V.I.J.2.	Participate in teacher-guided visual art activities. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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DESCRIPTOR	9.1.V.I.J.3.	Manipulate materials in a variety of ways (e.g. pounding, squeezing, poking).
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		<u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	9.3.I.	Critical Response to Works of Art
STANDARD		Big Idea: People evaluate art based upon a variety of characteristics. Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?
DESCRIPTOR / STANDARD	9.3.I.F.	Identification: Explore a variety of art forms.
DESCRIPTOR	9.3.I.F.1.	Recognize and point to familiar objects or persons in photos or books. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

DESCRIPTOR	9.3.I.F.2.	Engage with photographs and paintings. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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DESCRIPTOR	9.3.I.F.4.	Engage with music. <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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DESCRIPTOR	9.3.I.F.5.	Participate in teacher-guided music and movement activities. <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Infant)
STANDARD AREA / STATEMENT	9.3.I.	Critical Response to Works of Art
STANDARD		Big Idea: People evaluate art based upon a variety of characteristics. Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?
DESCRIPTOR / STANDARD	9.3.I.G.	Critical Response: Respond to various art forms.
DESCRIPTOR	9.3.I.G.1.	Gaze at or point to a picture, painting or photo. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

DESCRIPTOR	9.3.I.G.2.	Respond to a variety of music types, including culturally diverse music. <u>Progress Monitoring Skills</u> Infants: 36- Demonstrates understanding of his/her family and an
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		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:
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DESCRIPTOR	9.3.I.G.3.	Turn head to source of music. <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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DESCRIPTOR	9.3.I.G.4.	React to music with body movements. <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Infant)
STANDARD AREA / STATEMENT	10.1.I.	Concepts of Health
STANDARD		Big Idea: Awareness of health concepts provides a foundation for healthy decision making. Essential Questions: Do I have a basic understanding of my body? Can I identify basic health concepts that help my body develop?
DESCRIPTOR / STANDARD	10.1.I.B.	Interaction of Body Systems: Locate basic body parts when named by an adult.
DESCRIPTOR	10.1.I.B.1.	Point to or move fingers, hands, toes, feet and head when asked. <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:

SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Infant)
STANDARD AREA / STATEMENT	10.1.I.	Concepts of Health
STANDARD		Big Idea: Awareness of health concepts provides a foundation for healthy decision making. Essential Questions: Do I have a basic understanding of my body? Can I identify basic health concepts that help my body develop?
DESCRIPTOR / STANDARD	10.1.I.C.	Nutrition: EMERGING <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 33- Demonstrates knowledge related to living things and their environment:

SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Infant)
STANDARD AREA / STATEMENT	10.2.I.	Healthful Living
STANDARD		Big Idea: Children need to make healthy choices to optimize their learning potential. Essential Question: What are things I can do to keep myself healthy?
DESCRIPTOR / STANDARD	10.2.I.A.	Health Practices, Products, and Services: Participate in fundamental practices for good health.

DESCRIPTOR	10.2.I.A.1.	<p>Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping).</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:</p>
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DESCRIPTOR	10.2.I.A.2.	<p>Use verbal and non-verbal cues to express needs (e.g. hunger, tired, diaper change).</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:</p>
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DESCRIPTOR	10.2.I.A.3.	<p>Actively participate with adult in daily hygiene routines.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:</p>
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Infant)
STANDARD AREA / STATEMENT	10.3.I.	Safety and Injury Prevention
STANDARD		Big Idea: Awareness of safe and unsafe practices provides a foundation for healthy decision making. Essential Question: What are things I can do to keep myself and others safe?
DESCRIPTOR / STANDARD	10.3.I.A.	Safe and Unsafe Practices: Respond to basic safety words.
DESCRIPTOR	10.3.I.A.1.	<p>Stop behavior when told “no” or “stop”.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:</p>

SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Infant)
STANDARD AREA / STATEMENT	10.4.I.	Physical Activity: Gross Motor Coordination
STANDARD		Big Idea: Children gain control over their bodies and body movements through active experiences and exploration. Essential Question: How do I control and coordinate my body during large motor activities and games?
DESCRIPTOR / STANDARD	10.4.I.A.	Control and Coordination: Develop control of the body.
DESCRIPTOR	10.4.I.A.1.	<p>Control head and back.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p>

DESCRIPTOR	10.4.I.A.2.	<p>Coordinate movement of arms and legs.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p>
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DESCRIPTOR	10.4.I.A.3.	<p>Use body to move (e.g. rolling, pulling self to standing position, crawling, creeping).</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Infant)
STANDARD AREA / STATEMENT	10.4.I.	Physical Activity: Gross Motor Coordination
STANDARD		Big Idea: Children gain control over their bodies and body movements through active experiences and exploration. Essential Question: How do I control and coordinate my body during large motor activities and games?
DESCRIPTOR / STANDARD	10.4.I.B.	Balance and Strength: Exhibit strength and balance in stationary body movements.
DESCRIPTOR	10.4.I.B.1.	Pull self to sitting position. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

DESCRIPTOR	10.4.I.B.2.	Hold self in sitting position. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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DESCRIPTOR	10.4.I.B.3.	Sit and reach for objects without falling. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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DESCRIPTOR	10.4.I.B.4.	Pull self to standing position. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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DESCRIPTOR	10.4.I.B.5.	Stand with support. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Infant)
STANDARD AREA / STATEMENT	10.5.I.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.I.A.	Strength, Coordination and Muscle: Use fingers and hands to accomplish actions.
DESCRIPTOR	10.5.I.A.1.	Hold objects in hand. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

DESCRIPTOR	10.5.I.A.2.	Use pincer grasp to pick up objects (e.g. cereal, banana slices or small objects). <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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DESCRIPTOR	10.5.I.A.3.	Transfer objects from hand to hand. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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DESCRIPTOR	10.5.I.A.4.	Imitate motions of basic finger plays. <u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 44- Uses dramatic play to express creativity:
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Infant)
STANDARD AREA / STATEMENT	10.5.I.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.I.B.	Eye/Hand Coordination: Use eye and hand coordination to perform a task.
DESCRIPTOR	10.5.I.B.1.	Pick up object and place in range of vision. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

DESCRIPTOR	10.5.I.B.2.	Pick up and manipulate objects. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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DESCRIPTOR	10.5.I.B.3.	Attempt to turn pages of a board book using thumb and fingertips. <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :
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DESCRIPTOR	10.5.I.B.4.	Point to objects. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Infant)
STANDARD AREA / STATEMENT	10.5.I.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.I.C.	Use of Tools: Manipulate basic tools.
DESCRIPTOR	10.5.I.C.1.	Attempt to use feeding utensils. <u>Progress Monitoring Skills</u>

		Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
DESCRIPTOR	10.5.I.C.2.	Hold basic art implements and make marks on paper. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Infant)
STANDARD AREA / STATEMENT	16.1.I.	Self-Awareness and Self-Regulation
STANDARD		Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?
DESCRIPTOR / STANDARD	16.1.I.A.	Regulates Emotions and Behaviors: Demonstrate an emotional response to the environment.
DESCRIPTOR	16.1.I.A.1.	Use facial expressions to indicate emotions. <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:
DESCRIPTOR	16.1.I.A.2.	Express feelings (e.g. crying, smiling, laughing, cooing). <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
DESCRIPTOR	16.1.I.A.3.	Self soothe. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
DESCRIPTOR	16.1.I.A.4.	Show pleasure in familiar surroundings. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
DESCRIPTOR	16.1.I.A.5.	Withdrawal when over-stimulated. <u>Progress Monitoring Skills</u>

		Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Infant)
STANDARD AREA / STATEMENT	16.1.I.	Self-Awareness and Self-Regulation
STANDARD		Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?
DESCRIPTOR / STANDARD	16.1.I.B.	Influences of Personal Traits: Demonstrate preference for specific objects and people.
DESCRIPTOR	16.1.I.B.1.	Attend to adult during reciprocal interaction. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

DESCRIPTOR	16.1.I.B.2.	Gaze with interest at adult, peer, or object nearby. <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:
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DESCRIPTOR	16.1.I.B.3.	Engage in exploration of objects within the environment. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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DESCRIPTOR	16.1.I.B.4.	Accept and reach for objects offered by adult. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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DESCRIPTOR	16.1.I.B.5.	Seek favorite object or book. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Infant)
STANDARD AREA / STATEMENT	16.1.I.	Self-Awareness and Self-Regulation
STANDARD		Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?
DESCRIPTOR / STANDARD	16.1.I.C.	Resiliency: Use comfort of familiar experiences to explore new activities and experiences.
DESCRIPTOR	16.1.I.C.1.	Show interest in new experiences (e.g. try new foods). <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

DESCRIPTOR	16.1.I.C.2.	Reach for and accept new objects with interest. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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DESCRIPTOR	16.1.I.C.3.	Repeat attempted action for mastery (e.g. standing, falling, and getting back up). <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Infant)
STANDARD AREA / STATEMENT	16.1.I.	Self-Awareness and Self-Regulation
STANDARD		Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?
DESCRIPTOR / STANDARD	16.1.I.D.	Goal Setting: EMERGING <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression: Infants: 14- Demonstrates self-control: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:

SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Infant)
STANDARD AREA / STATEMENT	16.2.I.	Establishing and Maintaining Relationships

STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.I.A.	Relationships: Trust and Attachment: Show affection and bond with familiar adults.
DESCRIPTOR	16.2.I.A.1.	Respond and attend to adult's interactions. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

DESCRIPTOR	16.2.I.A.2.	Accept physical comfort and respond to cuddling. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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DESCRIPTOR	16.2.I.A.3.	Seek to be near familiar adults. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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DESCRIPTOR	16.2.I.A.4.	Display recognition of trusted adults. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Infant)
STANDARD AREA / STATEMENT	16.2.I.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.I.B.	Diversity: Notice differences in others.
DESCRIPTOR	16.2.I.B.2.	Attempt to touch face or hair of peer. <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:

DESCRIPTOR	16.2.I.B.3.	Cry when unfamiliar adult approaches. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Infant)
STANDARD AREA / STATEMENT	16.2.I.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.I.C.	Communication: Use sounds and gestures as a form of reciprocal communication.
DESCRIPTOR	16.2.I.C.1.	Reference 1.5.I.A. <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:

SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Infant)
STANDARD AREA / STATEMENT	16.2.I.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.I.D.	Managing Interpersonal Conflicts: Express emotion relating to a conflict.
DESCRIPTOR	16.2.I.D.1.	Cry or use inappropriate action to express frustration. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:

SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Infant)
STANDARD AREA / STATEMENT	16.3.I.	Decision Making & Responsibility
STANDARD		Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?
DESCRIPTOR / STANDARD	16.3.I.A.	Decision Making Skills: Demonstrate preference for specific objects and people.
DESCRIPTOR	16.3.I.A.1.	Attend to adult during reciprocal interaction. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

DESCRIPTOR	16.3.I.A.2.	<p>Gaze with interest at adult, peer, or object nearby.</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>
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DESCRIPTOR	16.3.I.A.3.	<p>Engage in exploration of objects within the environment.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
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DESCRIPTOR	16.3.I.A.4.	<p>Accept and reach for objects offered by adult.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
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DESCRIPTOR	16.3.I.A.5.	<p>Seek favorite object or book.</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:</p>
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Infant)
STANDARD AREA / STATEMENT	16.3.I.	Decision Making & Responsibility
STANDARD		Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?
DESCRIPTOR / STANDARD	16.3.I.B.	Understanding Social Norms (Social Identity): Respond to adult guidance about behavior.
DESCRIPTOR	16.3.I.B.1.	<p>Smile when acknowledged for positive behavior.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>

DESCRIPTOR	16.3.I.B.2.	<p>Stop behavior when told “no” or “stop”.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Infant)
STANDARD AREA / STATEMENT	16.3.I.	Decision Making & Responsibility
STANDARD		Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?
DESCRIPTOR / STANDARD	16.3.I.C.	Responsible Active Engagement: Empathy: React to others' expressions of emotion.
DESCRIPTOR	16.3.I.C.1.	<p>Show interest in another child (e.g. touches or pat on back).</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>
DESCRIPTOR	16.3.I.C.2.	<p>Begin to cry or show distress when another child is crying.</p> <p><u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:</p>
DESCRIPTOR	16.3.I.C.3.	<p>Smiles and turns head to look at a person when laughing.</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>

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