



Curriculum Alignment with

Pennsylvania Learning Standards for Early Childhood

Grade: **Ages 25 to 36 months** - Adopted: **2014**

SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Older Toddler)
STANDARD AREA / STATEMENT	AL.1.OT.	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.OT.A.	Curiosity and Initiative: Explore characteristics of and ask questions about objects people, activities and environments.
DESCRIPTOR	AL.1.OT.A.1.	<p>Explore object to see how they work (e.g. pushing buttons to start and stop turning object over).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
DESCRIPTOR	AL.1.OT.A.2.	<p>Approach others at play and ask what they are doing or attempt to join in.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>

DESCRIPTOR	AL.1.OT.A.4.	<p>Ask questions to seek information.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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DESCRIPTOR / STANDARD	AL.1.OT.B.	Risk Taking: Explore the environment independently seeking occasional approval from adults.
DESCRIPTOR	AL.1.OT.B.1.	<p>Turn and look to adult for reassurance when attempting new things or meeting new people.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>

DESCRIPTOR	AL.1.OT.B.2.	<p>Observe adult completing a task, then independently attempt the task.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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DESCRIPTOR / STANDARD	AL.1.OT.C.	Stages of Play: Engage with others in simple cooperative play.
DESCRIPTOR	AL.1.OT.C.1.	<p>Interact with other children during play.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
DESCRIPTOR	AL.1.OT.C.2.	<p>Join others play, first watching and later joining in.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
DESCRIPTOR	AL.1.OT.C.3.	<p>Act out familiar scenarios.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p>

		<p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Older Toddler)
STANDARD AREA / STATEMENT	AL.2.OT.	Organizing and Understanding Information
STANDARD		<p>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?</p>
DESCRIPTOR / STANDARD	AL.2.OT.A.	Engagement and Attention: Focus attention and participate in task oriented activities.
DESCRIPTOR	AL.2.OT.A.2.	<p>Engage with peers in play for an extended period of time.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>

DESCRIPTOR	AL.2.OT.A.4.	<p>Try a task or activity several times.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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		2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time
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DESCRIPTOR / STANDARD	AL.2.OT.B.	Task Analysis: Identify and complete the sequence of familiar routines and tasks.
DESCRIPTOR	AL.2.OT.B.1.	Complete a multi-step task with adult support. <u>Progress Monitoring Skills</u> 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines

DESCRIPTOR	AL.2.OT.B.3.	Talk about ways to complete a task or activity and act on it. <u>Progress Monitoring Skills</u> 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines
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DESCRIPTOR	AL.2.OT.B.4.	Describe the sequential steps of basic routines and activities. <u>Progress Monitoring Skills</u> 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines
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DESCRIPTOR / STANDARD	AL.2.OT.C.	Persistence: Attempt to accomplish challenging tasks by employing familiar strategies.
DESCRIPTOR	AL.2.OT.C.1.	Attempt to complete a task in more than one way (e.g. using materials in more than one way, trial and error, and breaking tasks into steps). <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress

		<p>Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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DESCRIPTOR	AL.2.OT.C.2.	<p>Focus on an activity or object while other things are occurring in the environment.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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DESCRIPTOR	AL.2.OT.C.3.	<p>Stick to a task for a short period of time before asking for help.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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DESCRIPTOR / STANDARD	AL.2.OT.D.	Patterning: Recognize and create simple patterns.
DESCRIPTOR	AL.2.OT.D.3.	Create simple patterns using manipulatives.

		<u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)
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SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Older Toddler)
STANDARD AREA / STATEMENT	AL.3.OT.	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.OT.A/B.	Creativity/Invention: Construct music, art and stories as a means of self- expression.
DESCRIPTOR	AL.3.OT.A/B.1.	Reference 9.1.V.OT. A; 9.1.V.OT.B; 9.1.M.OT.E. <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments

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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.OT.C.	Representation: Experiment with materials to represent objects.
DESCRIPTOR	AL.3.OT.C.1.	Use non-conforming objects to create representations of real-life objects or activities (e.g. block for phone, stick for spoon). <u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self

DESCRIPTOR	AL.3.OT.C.2.	Use real-life objects to represent make-believe or fantasy objects (e.g. spoon for magic wand, broom for a flying horse). <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play
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		<p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Older Toddler)
STANDARD AREA / STATEMENT	AL.4.OT.	Learning Through Experience
STANDARD		<p>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?</p>
DESCRIPTOR / STANDARD	AL.4.OT.A.	Making Connections: Notice similarities and differences between settings.
DESCRIPTOR	AL.4.OT.A.1.	<p>Relate personal experiences during play.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

DESCRIPTOR	AL.4.OT.A.4.	<p>Ask questions about differences, similarities among peers.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
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STANDARD AREA / STATEMENT	AL.4.OT.	Learning Through Experience
STANDARD		<p>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?</p>
DESCRIPTOR / STANDARD	AL.4.OT.B.	Resiliency – Competence: Approach new experiences with confidence.

DESCRIPTOR	AL.4.OT.B.1.	<p>REFERENCE 16.1.OT.C.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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DESCRIPTOR / STANDARD	AL.4.OT.C.	Problem Solving: Attempt problem solving activities to achieve a positive outcome.
DESCRIPTOR	AL.4.OT.C.1.	<p>Observe other's actions with materials to learn strategies for problem-solving.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

DESCRIPTOR	AL.4.OT.C.2.	<p>Try new ways to complete a familiar task.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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DESCRIPTOR	AL.4.OT.C.3.	<p>Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps, ask for assistance).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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DESCRIPTOR	AL.4.OT.C.4.	<p>Use a previously successful strategy.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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DESCRIPTOR	AL.4.OT.C.5.	<p>Discuss the different ways used to accomplish a task or to solve a problem.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Older Toddler)
STANDARD AREA / STATEMENT	1.1.OT.	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.OT.A.	Book Handling: Demonstrate book handling skills.
DESCRIPTOR	1.1.OT.A.1.	<p>Independently seek books to read during free play.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>

DESCRIPTOR	1.1.OT.A.2.	<p>Orient book correctly.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
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DESCRIPTOR	1.1.OT.A.3.	<p>Turn pages in order.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
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STANDARD		<p>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?</p>
DESCRIPTOR / STANDARD	1.1.OT.C.	Phonological Awareness: Categorize familiar sounds.
DESCRIPTOR	1.1.OT.C.3.	<p>Use and imitate sounds when playing.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

DESCRIPTOR	1.1.OT.C.5.	<p>Engage in activities that include rhyme and alliteration.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Older Toddler)
STANDARD AREA / STATEMENT	1.1.OT.	Foundational Skills
STANDARD		<p>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?</p>

DESCRIPTOR / STANDARD	1.1.OT.D.	Phonics and Word Recognition: Recognize familiar environmental print.
DESCRIPTOR	1.1.OT.D.1.	<p>Recognize and associate familiar logos (e.g. restaurants, stores, teams).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>

SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Older Toddler)
STANDARD AREA / STATEMENT	1.2.OT.	Reading Informational Text
STANDARD		<p>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?</p>
DESCRIPTOR / STANDARD	1.2.OT.G.	Integration of Knowledge and: Notice details in illustration or picture.
DESCRIPTOR	1.2.OT.G.1.	<p>Describe details about pictures in text.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>

SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Older Toddler)
STANDARD AREA / STATEMENT	1.2.OT.	Reading Informational Text
STANDARD		<p>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?</p>
DESCRIPTOR / STANDARD	1.2.OT.J.	Vocabulary Acquisition and Use: Use expanded vocabulary in everyday speech.
DESCRIPTOR	1.2.OT.J.1.	<p>Talk about pictures using new vocabulary words or phrases.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		<p>Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
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DESCRIPTOR	1.2.OT.J.2.	<p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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DESCRIPTOR	1.2.OT.J.3.	<p>Begin to use new vocabulary when asking questions or describing situations or objects.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
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DESCRIPTOR	1.2.OT.J.4.	<p>Use prepositions and pronouns.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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DESCRIPTOR	1.2.OT.J.5.	<p>Understand as many as 900 words and use about 300 in everyday speech.</p>
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Older Toddler)
STANDARD AREA / STATEMENT	1.3.OT.	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.OT.G.	Integration of Knowledge and: Notice details in illustration or picture.
DESCRIPTOR	1.3.OT.G.1.	Describe details about pictures in stories. <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read

SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Older Toddler)
STANDARD AREA / STATEMENT	1.3.OT.	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.OT.J.	Vocabulary Acquisition and Use: Use expanded vocabulary in everyday speech.
DESCRIPTOR	1.3.OT.J.1.	Talk about pictures using new vocabulary words or phrases. <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self

		<p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
DESCRIPTOR	1.3.OT.J.2.	<p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
DESCRIPTOR	1.3.OT.J.3.	<p>Begin to use new vocabulary when asking questions or describing situations or objects.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
DESCRIPTOR	1.3.OT.J.4.	<p>Use prepositions and pronouns.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
DESCRIPTOR	1.3.OT.J.5.	<p>Understand as many as 900 words and use about 300 in everyday speech.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p>

		2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Older Toddler)
STANDARD AREA / STATEMENT	1.4.OT.	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.OT.M.	Narrative: Tell a story about a picture.
DESCRIPTOR	1.4.OT.M.3.	Respond when asked "who" or "what" is in the picture. <u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms

DESCRIPTOR	1.4.OT.M.4.	When prompted, provide details to further support the description of the picture. <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Older Toddler)
STANDARD AREA / STATEMENT	1.4.OT.	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.OT.R.	Narrative Conventions of Language: Intentionally make marks with writing and drawing tools.
DESCRIPTOR	1.4.OT.R.2.	Engage in tactile experiences creating letters and other forms. <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 06- Demonstrates fine motor skills: Progress

		<p>Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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DESCRIPTOR	1.4.OT.R.3.	<p>Scribble writes deliberately.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
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DESCRIPTOR	1.4.OT.R.4.	<p>Scribble lines, circles, zig-zags or in rows.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
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DESCRIPTOR	1.4.OT.R.7.	<p>Trace and create letters and other shapes using tactile materials (e.g. sand, sandpaper, glue, foam).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Older Toddler)
STANDARD AREA / STATEMENT	1.4.OT.	Writing
STANDARD		<p>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?</p>
DESCRIPTOR / STANDARD	1.4.OT.V.	Conducting Research: Ask questions about topics of personal interest to gain information.

DESCRIPTOR	1.4.OT.V.1.	<p>Ask about a new toy or object in the classroom (e.g. "How does that work?").</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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DESCRIPTOR	1.4.OT.V.2.	<p>Ask questions about familiar and unfamiliar people.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Older Toddler)
STANDARD AREA / STATEMENT	1.5.OT.	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.OT.A.	Comprehension and Collaboration: Engage in reciprocal conversations and interactions with peers and adults.
DESCRIPTOR	1.5.OT.A.1.	<p>Engage in conversational turn taking.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>

DESCRIPTOR	1.5.OT.A.2.	<p>Pose questions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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DESCRIPTOR	1.5.OT.A.3.	<p>Allow wait time before responding.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes</p>
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		<p>and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Older Toddler)
STANDARD AREA / STATEMENT STANDARD	1.5.OT.	Speaking and Listening
		<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.OT.C.	Comprehension and Collaboration Evaluation: Respond to questions, comments or directions.
DESCRIPTOR	1.5.OT.C.1.	<p>Respond to adults' requests showing understanding of what is being asked (e.g. answer a simple question with a nod of head, go to wash hands when asked).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
DESCRIPTOR	1.5.OT.C.2.	<p>Demonstrate understanding of position words.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
DESCRIPTOR	1.5.OT.C.3.	<p>Follow 2-step directions with reminders.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p>
DESCRIPTOR	1.5.OT.C.4.	<p>Respond to a question with an answer or details related to the topic being discussed.</p>

		<u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Older Toddler)
STANDARD AREA / STATEMENT	1.5.OT.	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.OT.D/E.	Presentation of Knowledge: Use simple sentences; communicating clearly enough to be understood by familiar adults.
DESCRIPTOR	1.5.OT.D./E.1.	Express thoughts, feelings and ideas. <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time

DESCRIPTOR	1.5.OT.D./E.2.	Talk about stories, experiences and interests. <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time
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DESCRIPTOR	1.5.OT.D./E.4.	Use pronouns more frequently. <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Older Toddler)
STANDARD AREA / STATEMENT	1.5.OT.	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.OT.G.	Conventions of Standard English: Demonstrate command of the conventions of standard English when speaking based on older toddler development.
DESCRIPTOR	1.5.OT.G.1.	Speak in simple sentences. <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs

DESCRIPTOR	1.5.OT.G.2.	Use pronouns for self. <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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DESCRIPTOR	1.5.OT.G.3.	May omit some words or use some words incorrectly (e.g. “Mommy goed to work”, “I want banana”). <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time
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DESCRIPTOR	1.5.OT.G.4.	End words in “s” to indicate plural (e.g. trucks, mouses). <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	2.1.OT.	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.OT.A.1.	Counting and Cardinality: Cardinality: Know some number names and the count sequence.
DESCRIPTOR	2.1.OT.A.1.2.	Recognize some numerals (e.g. notice numerals in the environment and names some of them, point to a numeral when asked). <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects

DESCRIPTOR	2.1.OT.A.1.3.	Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books). <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	2.1.OT.	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.OT.A.2.	Counting and Cardinality: Counting: Count to tell the number of objects.
DESCRIPTOR	2.1.OT.A.2.1.	Subitize (visually quantify) to determine how many: attach a numeric value to a set of objects without counting up to 3. <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group

DESCRIPTOR	2.1.OT.A.2.3.	Verbalize how many objects they have. <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects
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DESCRIPTOR	2.1.OT.A.2.4.	Use counting and numbers as part of play and as a means for determining quantity. <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	2.1.OT.	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.OT.MP.	Counting and Cardinality: Mathematical Processes: Use mathematical processes when quantifying, comparing and representing numbers.
DESCRIPTOR	2.1.OT.MP.1.	Engage in numerical play. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together

DESCRIPTOR	2.1.OT.MP.2.	Persist in numerical play. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
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DESCRIPTOR	2.1.OT.MP.3.	Reference AL.2.OT.C). <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	2.2.OT.	Algebraic Concepts

STANDARD		Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?
DESCRIPTOR / STANDARD	2.2.OT.A.1.	Operations and Algebraic Thinking: Add to and take apart sets.
DESCRIPTOR	2.2.OT.A.1.2.	Engage in experiences related to adding and subtracting (e.g. songs, finger plays, books). <u>Progress Monitoring Skills</u> 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group

SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	2.3.OT.	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.OT.A.1.	Geometry: Identification: Recognize and identify basic shapes in the environment.
DESCRIPTOR	2.3.OT.A.1.1.	Describe objects in the environment and name shapes. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)

DESCRIPTOR	2.3.OT.A.1.2.	Complete simple puzzles. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
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DESCRIPTOR	2.3.OT.A.1.3.	Manipulate objects of various shape and size. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	2.3.OT.	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.OT.MP.	Geometry : Math Process: Use mathematical processes when creating and composing shapes.
DESCRIPTOR	2.3.OT.MP.1.	Describe objects in the environment and name shapes. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)

DESCRIPTOR	2.3.OT.MP.2.	Complete simple puzzles. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
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DESCRIPTOR	2.3.OT.MP.3.	Manipulate objects of various shape and size. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	2.4.OT.	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.OT.A.1.	Measurement and Data: Measurement: Use basic measurement vocabulary.
DESCRIPTOR	2.4.OT.A.1.1.	Use size words (e.g. many, big and little). <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)

DESCRIPTOR	2.4.OT.A.1.2.	Compare sizes of objects. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:
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		<p>Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:</p> <p>Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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DESCRIPTOR	2.4.OT.A.1.3.	<p>Explore objects to determine size.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:</p> <p>Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>
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DESCRIPTOR	2.4.OT.A.1.5.	<p>Measure objects with adult assistance.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Develops vocabulary for length, weight and height</p>
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	2.4.OT.	Measurement, Data and Probability
STANDARD		<p>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.</p> <p>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?</p>
DESCRIPTOR / STANDARD	2.4.OT.A.2.	Measurement and Data: Data: Classify objects and count the number of objects in each category.
DESCRIPTOR	2.4.OT.A.2.1.	<p>Sort objects by one attribute (e.g. color, size, shape).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:</p> <p>Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:</p> <p>Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>

DESCRIPTOR	2.4.OT.A.2.2.	<p>Classify up to five objects using one attribute into categories.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:</p> <p>Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:</p> <p>Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial</p>
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		relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
DESCRIPTOR	2.4.OT.A.2.3.	<p>Count the number of objects in each category and with adult assistance display the number of objects in each category.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group</p>
SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	2.4.OT.	Measurement, Data and Probability
STANDARD		<p>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?</p>
DESCRIPTOR / STANDARD	2.4.OT.MP.	Measurement and Data: Use mathematical processes when measuring; organizing data.
DESCRIPTOR	2.4.OT.MP.1.	<p>Engage in measurement activities.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Develops vocabulary for length, weight and height</p>
DESCRIPTOR	2.4.OT.MP.2.	<p>Engage in activities that include organizing data.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
DESCRIPTOR	2.4.OT.MP.3.	<p>Persist in measurement activities (Reference AL.2.OT.C).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Develops vocabulary for length, weight and height</p>

DESCRIPTOR	2.4.OT.MP.4.	<p>Persist in activities that include organizing data (Reference AL.2.OT.C).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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DESCRIPTOR	2.4.OT.MP.5.	<p>Problem solve during measurement activities (Reference AL.4.OT.C).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Develops vocabulary for length, weight and height</p>
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DESCRIPTOR	2.4.OT.MP.6.	<p>Problem solve in activities that include organizing data (Reference AL.4.OT.C).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.1.OT.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		<p>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?</p>
DESCRIPTOR / STANDARD	3.1.OT.A.1.	Common Characteristics of Life: Identify basic characteristics of some living and non-living things.
DESCRIPTOR	3.1.OT.A.1.1.	<p>Use technology (e.g. magnifying glass, digital camera, light table) to observe and describe objects.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups)</p>
DESCRIPTOR	3.1.OT.A.1.2.	<p>Identify the external characteristics of living things (e.g. size, shape, color, and texture of leaves or insects).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things</p>

		and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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DESCRIPTOR	3.1.OT.A.1.3.	Identify the external characteristics of non-living things (e.g. size, shape, color, and texture of rocks and toys). <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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DESCRIPTOR	3.1.OT.A.1.4.	Engage in activities to sort by living and non-living. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.1.OT.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.OT.A.2.	Energy Flow: Recognize that plants and animals have basic needs.
DESCRIPTOR	3.1.OT.A.2.1.	Engage in basic caretaking of non-toxic plants and safe animals. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals

DESCRIPTOR	3.1.OT.A.2.2.	State that living things need food and water to survive. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.1.OT.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.OT.A.3.	Life Cycles: Notice plants and animals growing and changing.
DESCRIPTOR	3.1.OT.A.3.1.	Ask questions about plants and animals growing and changing. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals

DESCRIPTOR	3.1.OT.A.3.2.	<p>Observe and document the growth of a living thing through scribbles, drawings, and/or photos.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
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DESCRIPTOR	3.1.OT.A.3.3.	<p>Describe changes in people and animals over time (e.g. losing teeth, growing out of clothing, beans sprouting).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.2 Begins to understand how living things grow and change (puppy to dog, chick to hen)</p>
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DESCRIPTOR	3.1.OT.A.3.4.	<p>Care for plants and animals in the classroom.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.1.OT.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.OT.A.5.	Form and Function: Identify basic parts of living things.
DESCRIPTOR	3.1.OT.A.5.1.	<p>Point to basic body parts when asked.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p>
DESCRIPTOR	3.1.OT.A.5.2.	<p>Participate in simple body part games (e.g. “Head, shoulders, Knees and Toes”).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1</p>

		Understands the meaning of common words like body parts and words used in books and songs
DESCRIPTOR	3.1.OT.A.5.3.	<p>Name basic parts of plants and animals (e.g. flower, leaf, tail).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
DESCRIPTOR	3.1.OT.A.5.4.	<p>Name basic body parts.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p>
DESCRIPTOR	3.1.OT.A.5.5.	<p>Include basic parts (e.g. head, flower) in drawing of people, animals or plants.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.1.OT.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.OT.A.9.	Science as Inquiry: Participate in simple investigations of living and non-living things to answer a question.
DESCRIPTOR	3.1.OT.A.9.2.	<p>Use the five senses and simple equipment to gather data.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and</p>

		communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.1.OT.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.OT.B.1.	Heredity: Notice similarities and differences between living things from the same species.
DESCRIPTOR	3.1.OT.B.1.1.	<p>Identify characteristics of own family (e.g. hair color, eye color and height).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name) 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
DESCRIPTOR	3.1.OT.B.1.2.	<p>Match parent animal with offspring.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
DESCRIPTOR	3.1.OT.B.1.3.	<p>Identify characteristics of animals from the same species (e.g. color, size).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things</p>

		and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.1.OT.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.OT.B.6.	Science as Inquiry: Participate in simple investigations of physical characteristics of living things from same species to answer a question.
DESCRIPTOR	3.1.OT.B.6.1.	Ask questions about the physical characteristics of living things from the same species. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals

DESCRIPTOR	3.1.OT.B.6.2.	Use the five senses and simple equipment to gather data. <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment
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DESCRIPTOR	3.1.OT.B.6.3.	Collect observations of living things during a nature walk. <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.1.OT.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.OT.C.4.	Science as Inquiry: Participate in simple investigations of changes that occur in animals.
DESCRIPTOR	3.1.OT.C.4.1.	Ask questions about changes that occur in animals. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals

DESCRIPTOR	3.1.OT.C.4.3.	Observe during a nature walk. <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas
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DESCRIPTOR	3.1.OT.C.4.4.	Describe observations. <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.2.OT.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.OT.A.1.	Properties of Matter: Describe objects by their characteristics.
DESCRIPTOR	3.2.OT.A.1.1.	Use senses to explore objects. <u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.3 Begins to describe basic properties of matter (hard, soft, wet, dry, warm, cold)

DESCRIPTOR	3.2.OT.A.1.2.	Explore and describe objects of varying sizes. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)
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DESCRIPTOR	3.2.OT.A.1.3.	Explore and describe objects of varying shapes. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)
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DESCRIPTOR	3.2.OT.A.1.4.	Explore and describe objects of varying textures. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)
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DESCRIPTOR	3.2.OT.A.1.6.	Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom). <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)
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DESCRIPTOR	3.2.OT.A.1.7.	Collect and sort objects according to characteristics. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.2.OT.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.OT.A.3.	Matter and Energy: Notice changes in matter.
DESCRIPTOR	3.2.OT.A.3.1.	Combine materials to make a new substance (e.g. mix paint color, mix water and soil) and describe the result. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.2.OT.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.OT.A.6.	Science as Inquiry: Participate in simple investigations of matter to answer a question.
DESCRIPTOR	3.2.OT.A.6.1.	<p>Ask questions about matter.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.3 Begins to describe basic properties of matter (hard, soft, wet, dry, warm, cold)</p>
DESCRIPTOR	3.2.OT.A.6.2.	<p>Use the five senses and simple equipment to gather data.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
DESCRIPTOR	3.2.OT.A.6.3.	<p>Collect and sort objects according to characteristics.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>
SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.2.OT.B.	Physical Sciences: Physics
STANDARD		<p>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?</p>
DESCRIPTOR / STANDARD	3.2.OT.B.1.	Force & Motion of Practices & Rigid Bodies: Communicate about the motion of objects.
DESCRIPTOR	3.2.OT.B.1.1.	<p>Recognize that objects can be moved.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl) 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play</p>

DESCRIPTOR	3.2.OT.B.1.2.	<p>Act upon objects to make them move in various ways.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl) 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play</p>
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DESCRIPTOR	3.2.OT.B.1.3.	<p>Participate in teacher-led activities involving moving objects.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl) 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play</p>
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DESCRIPTOR	3.2.OT.B.1.4.	<p>Comment about the motion of a variety of objects during play.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl) 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play</p>
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DESCRIPTOR	3.2.OT.B.1.5.	<p>Use words related to motion (e.g. fast, slow).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl) 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play</p>
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DESCRIPTOR	3.2.OT.B.1.6.	<p>Participate in discussions about the motion of objects.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl) 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play</p>
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.2.OT.B.	Physical Sciences: Physics
STANDARD		<p>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?</p>

DESCRIPTOR / STANDARD	3.2.OT.B.7.	Science as Inquiry: Participate in simple investigations of motion and sound to answer a question.
DESCRIPTOR	3.2.OT.B.7.1.	Ask questions about motion and sound. <u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl) 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play

DESCRIPTOR	3.2.OT.B.7.2.	Use the five senses and simple equipment to gather data. <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment
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DESCRIPTOR	3.2.OT.B.7.4.	Participate in teacher-led exploration of motion and sound (e.g. ramp and ball experiments, sound bingo, sound comparisons). <u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl) 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.3.OT.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.OT.A.1.	Earth Features and the Processes that Change it: Describe earth materials.
DESCRIPTOR	3.3.OT.A.1.4.	Use simple scientific vocabulary to label earth materials (e.g. rock, stone, soil, dirt). <u>Progress Monitoring Skills</u>

		2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.3.OT.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.OT.A.4.	Water: Discuss basic uses of water.
DESCRIPTOR	3.3.OT.A.4.1.	Use senses and simple tools to explore water. <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water

DESCRIPTOR	3.3.OT.A.4.2.	Participate in teacher-led activities (e.g. watering plants, filling fish tank, washing hands, sponges and water). <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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DESCRIPTOR	3.3.OT.A.4.3.	Use simple scientific vocabulary to label water (e.g. wet, sink, float, warm, cold). <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water
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DESCRIPTOR	3.3.OT.A.4.4.	Answer questions about observations of water. <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.3.OT.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.OT.A.5.	Weather and Climate: Describe changes in weather conditions, and discuss how weather affects daily life.
DESCRIPTOR	3.3.OT.A.5.1.	Respond to weather (e.g. point to or move to window when raining or snowing, notice puddles). <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Observes and discusses the weather

DESCRIPTOR	3.3.OT.A.5.2.	Use senses to observe weather conditions. <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Observes and discusses the weather
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DESCRIPTOR	3.3.OT.A.5.3.	Use words or signs to label weather (e.g. sun, snow, rain, cloud). <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Observes and discusses the weather
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DESCRIPTOR	3.3.OT.A.5.5.	Match types of clothing or activities to seasonal weather conditions (e.g. we use an umbrella when it is raining; we wear coats, hats, scarves and mittens when it's cold outside). <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Observes and discusses the weather
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	3.3.OT.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.OT.A.7.	Science as Inquiry: Participate in simple investigations of earth materials, processes, and cycles to answer a question.
DESCRIPTOR	3.3.OT.A.7.2.	Use the five senses and simple equipment to gather data. <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress

		<p>Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	4.1.OT.	Environment and Ecology: Ecology
STANDARD		<p>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?</p>
DESCRIPTOR / STANDARD	4.1.OT.A.	The Environment: Identify basic characteristics of some living and non-living things.
DESCRIPTOR	4.1.OT.A.1.	<p>Use technology (e.g. magnifying glass, digital camera, light table) to observe and describe objects.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups)</p>

DESCRIPTOR	4.1.OT.A.2.	<p>Identify the external characteristics of living (e.g. size, shape, color, and texture of leaves or insects).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
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DESCRIPTOR	4.1.OT.A.3.	<p>Identify the external characteristics of non-living things (e.g. size, shape, color, and texture of rocks and toys).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
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DESCRIPTOR	4.1.OT.A.4.	<p>Engage in activities to sort by living and non-living.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	4.1.OT.	Environment and Ecology: Ecology
STANDARD		<p>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</p>

		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.OT.D.	Biodiversity: Recognize that plants and animals have basic needs.
DESCRIPTOR	4.1.OT.D.1.	Reference 3.1.OT.A.2. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	4.1.OT.	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.OT.E.	Succession: Describe changes in weather conditions, and discuss how weather affects daily life.
DESCRIPTOR	4.1.OT.E.1.	Reference 3.3.OT.A.5. <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Observes and discusses the weather

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	4.2.OT.	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.OT.A.	Watersheds: Participate in discussions about water in the environment.
DESCRIPTOR	4.2.OT.A.1.	Name basic bodies of water (e.g. rivers, lakes, streams, creeks, puddles). <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water

DESCRIPTOR	4.2.OT.A.2.	Recognize differences in types of water (e.g. moving versus still). <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
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STANDARD AREA / STATEMENT	4.3.OT.	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.OT.C.	Applying Sciences to Agriculture: Notice plants and animals growing and changing.
DESCRIPTOR	4.3.OT.C.1.	Reference 3.1.OT.A.3. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	4.4.OT.	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.OT.B.	Integrated Pest Management: Communicate about insects and animals that can be harmful.
DESCRIPTOR	4.4.OT.B.1.	Recognize and avoid unsafe insects and animals within the immediate natural environment. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals

DESCRIPTOR	4.4.OT.B.2.	Discuss insects and animals that could be harmful; share personal experiences when relevant. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	4.4.OT.	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.OT.D.	Waste Management: Communicate about and use appropriate trash receptacles.
DESCRIPTOR	4.4.OT.D.1.	Participate in discussions about ways people pollute the environment.

		<u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 2 Year Olds: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 With adult support, participates in activities that protect the environment.
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DESCRIPTOR	4.4.OT.D.2.	Participate in discussions about appropriate disposal of waste. <u>Progress Monitoring Skills</u> 2 Year Olds: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 With adult support, participates in activities that protect the environment.
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DESCRIPTOR	4.4.OT.D.3.	Attempt to sort waste into those things that can be recycled and those things that cannot. <u>Progress Monitoring Skills</u> 2 Year Olds: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 With adult support, participates in activities that protect the environment.
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DESCRIPTOR	4.4.OT.D.4.	Practice recycling as part of routine. <u>Progress Monitoring Skills</u> 2 Year Olds: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 With adult support, participates in activities that protect the environment.
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Older Toddler)
STANDARD AREA / STATEMENT	15.4.OT.	Computer and Information Technology
STANDARD		Big Idea: Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. The media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) constructed with available technology conveys a message that can be read, interpreted, and evaluated. Essential Questions: How do I choose the correct technology for a task? Can I use various technologies appropriately? How do I read, interpret, and evaluate media?
DESCRIPTOR / STANDARD	15.4.OT.M.	Emerging Technologies in Careers: Communicate about workplace technologies and their uses.
DESCRIPTOR	15.4.OT.M.4.	Ask and answer questions about workplace technologies and their uses. <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations
DESCRIPTOR	15.4.OT.M.5.	Match workplace technology to worker. <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her

		community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations
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SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Older Toddler)
STANDARD AREA / STATEMENT	5.1.OT.	Civics and Government: Principles and Documents of Government
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	5.1.OT.A.	Rule of Law: Follow basic rules.
DESCRIPTOR	5.1.OT.A.1.	Reference 16.3.OT.B. <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines

SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Older Toddler)
STANDARD AREA / STATEMENT	5.2.OT.	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.OT.A.	Civics Rights and Responsibilities: Communicate a sense of belonging to a group such as a class or family.
DESCRIPTOR	5.2.OT.A.1.	Talk about family members. <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play

		<p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
DESCRIPTOR	5.2.OT.A.3.	<p>Others in the family.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
DESCRIPTOR	5.2.OT.A.4.	<p>Identify self in relationship to others in a group (e.g. brother, sister, son, daughter, friend).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>

		<p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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DESCRIPTOR	5.2.OT.A.5.	<p>Talk about things the family does together.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Older Toddler)
STANDARD AREA / STATEMENT	5.2.OT.	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.OT.C.	Government Services: Recognize community workers through their uniforms and equipment.
DESCRIPTOR	5.3.OT.C.1.	<p>Use costumes and props of community workers for intended purpose (e.g. hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck).</p> <p><u>Progress Monitoring Skills</u></p>

		2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations
DESCRIPTOR	5.3.OT.C.2.	Engage in dress up play. <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
DESCRIPTOR	5.3.OT.C.3.	Identify the types of equipment and materials community workers use. <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations
DESCRIPTOR	5.3.OT.C.4.	Ask and answer questions about community workers and their roles. <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations
DESCRIPTOR	5.3.OT.C.5.	Match workplace equipment and uniform to worker. <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations
DESCRIPTOR	5.3.OT.C.6.	Label community workers in their neighborhood. <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations
SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Older Toddler)
STANDARD AREA / STATEMENT	6.3.OT.	Economics: Functions of Government
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?

DESCRIPTOR / STANDARD	6.3.OT.D.	Government's Role in International Trade: Communicate about products produced locally.
DESCRIPTOR	6.3.OT.D.1.	Talk about products that can be found around their home. <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met

DESCRIPTOR	6.3.OT.D.2.	Ask and answer questions about items that come from farms, factories, and/or businesses within the community. <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met
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SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Older Toddler)
STANDARD AREA / STATEMENT	6.5.OT.	Economics: Income, Profit, and Wealth
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.5.OT.C.	Types of Business: Communicate about local businesses.
DESCRIPTOR	6.5.OT.C.1.	Ask and answer questions about local businesses. <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations

DESCRIPTOR	6.5.OT.C.2.	Act out play scenarios that relate to local businesses (e.g. getting haircut, pet school, farmer's market). <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Older Toddler)
STANDARD AREA / STATEMENT	8.1.OT.	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.OT.A.	Continuity and Change over Time: Identify and complete the sequence of familiar routines and tasks.
DESCRIPTOR	8.1.OT.A.1.	Reference AL.2.OT.B. <u>Progress Monitoring Skills</u> 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines

SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	9.1.M.OT.	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.OT.A.	Elements and Principles: Know and use basic elements of music and movement.
DESCRIPTOR	9.1.M.OT.A.1.	Explore rhythm instruments. <u>Progress Monitoring Skills</u> 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments

DESCRIPTOR	9.1.M.OT.A.2.	Use rhythm instruments as intended. <u>Progress Monitoring Skills</u> 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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DESCRIPTOR	9.1.M.OT.A.3.	Participate in teacher guided music and movement activities. <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	9.1.M.OT.	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.OT.B.	Demonstration: Respond to and communicate about music.
DESCRIPTOR	9.1.M.OT.B.1.	Respond to a variety of music types, including culturally diverse music. <u>Progress Monitoring Skills</u>

		<p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
DESCRIPTOR	9.1.M.OT.B.2.	<p>Request favorite types of music.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
DESCRIPTOR	9.1.M.OT.B.3.	<p>Sing songs in recognizable ways.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
DESCRIPTOR	9.1.M.OT.B.4.	<p>React to music with increasingly coordinated body movements (e.g. move, dance, clap, sway: movements may not match rhythm).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
DESCRIPTOR	9.1.M.OT.B.5.	<p>Use props in response to music (e.g. scarves, instruments, ribbons).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
DESCRIPTOR	9.1.M.OT.B.6.	<p>Attempt to imitate music patterns and dance movements.</p>

		<u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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DESCRIPTOR	9.1.M.OT.B.7.	Participate in group music activities for short periods of time. <u>Progress Monitoring Skills</u> 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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DESCRIPTOR	9.1.M.OT.B.8.	Indicate likes and dislikes in regard to music. <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	9.1.M.OT.	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.OT.E.	Representation: Engage with music.
DESCRIPTOR	9.1.M.OT.E.1.	Respond to a variety of music types, including culturally diverse music. <u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language) 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments

DESCRIPTOR	9.1.M.OT.E.2.	Request favorite types of music. <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group
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		<p>music and movement activities</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1</p> <p>Experiments with vocalizations and different sounds produced by instruments</p>
DESCRIPTOR	9.1.M.O.T.E.3.	<p>Sing songs in recognizable ways.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1</p> <p>Experiments with vocalizations and different sounds produced by instruments</p>
DESCRIPTOR	9.1.M.O.T.E.4.	<p>React to music with increasingly coordinated body movements (e.g. move, dance, clap, sway: movements may not match rhythm).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1</p> <p>Experiments with vocalizations and different sounds produced by instruments</p>
DESCRIPTOR	9.1.M.O.T.E..5.	<p>Use props in response to music (e.g. scarves, instruments, ribbons).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1</p> <p>Experiments with vocalizations and different sounds produced by instruments</p>
DESCRIPTOR	9.1.M.O.T.E.6.	<p>Attempt to imitate music patterns and dance movements.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
DESCRIPTOR	9.1.M.O.T.E.7.	<p>Participate in group music activities for short periods of time.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1</p>

		Experiments with vocalizations and different sounds produced by instruments
DESCRIPTOR	9.1.M.OT.E.8.	<p>Indicate likes and dislikes in regard to music.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	9.1.M.OT.	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.OT.J.	Technologies: Use a variety of technologies for producing music or performing movements.
DESCRIPTOR	9.1.M.OT.J.1.	<p>Explore musical instruments, including those which are culturally diverse.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language) 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
DESCRIPTOR	9.1.M.OT.J.2.	<p>Use instruments to accompany music.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
DESCRIPTOR	9.1.M.OT.J.3.	<p>Use instruments as intended.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
DESCRIPTOR	9.1.M.OT.J.4.	<p>Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>

		2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
DESCRIPTOR	9.1.M.OT.J.5.	<p>Attempt to imitate music patterns using musical instruments.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	9.1.D.OT.	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.OT.B.	Demonstrations: Explore real or make believe scenarios through dramatic play.
DESCRIPTOR	9.1.D.OT.B.1.	<p>Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
DESCRIPTOR	9.1.D.OT.B.2.	<p>Use object for intended purpose during play.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
DESCRIPTOR	9.1.D.OT.B.3.	<p>Use one object to represent another object during play.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend</p>

		<p>or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
DESCRIPTOR	9.1.D.OT.B.4.	<p>Create own dramatic play scenarios.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
DESCRIPTOR	9.1.D.OT.B.5.	<p>Act out experiences that are new or unknown (e.g. dentist).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
DESCRIPTOR	9.1.D.OT.B.6.	<p>Pretend to be a person or animal.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	9.1.D.OT.	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.OT.E.	Representation: Use imagination and creativity to express self through dramatic play.
DESCRIPTOR	9.1.D.OT.E.1.	<p>Imitate and repeat voice inflections and facial expressions to entertain others.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
DESCRIPTOR	9.1.D.OT.E.2.	<p>Use non-conforming objects to create representations of real life objects or activities.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
DESCRIPTOR	9.1.D.OT.E.3.	<p>Represent fantasy and real-life experiences through pretend play.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
DESCRIPTOR	9.1.D.OT.E.4.	<p>Imitate roles of people, animals, or objects observed in life experiences.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read</p>

		to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
DESCRIPTOR	9.1.D.OT.E.5.	Use props and costumes during dramatic play. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
DESCRIPTOR	9.1.D.OT.E.6.	Ask others to watch a performance. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	9.1.V.OT.	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.OT.A.	Elements and Principles: Know and use basic elements of visual arts.
DESCRIPTOR	9.1.V.OT.A.1.	Participate in teacher guided visual art activities. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
DESCRIPTOR	9.1.V.OT.A.2.	Communicate about art, demonstrating an understanding of color and shape. <u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2

		Responds to own art and to the art of others and begins to show a preference for art forms
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DESCRIPTOR	9.1.V.OT.A.3.	<p>Create a picture using different colors.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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DESCRIPTOR	9.1.V.OT.A.5.	<p>Explore a variety of art materials.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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DESCRIPTOR	9.1.V.OT.A.6.	<p>Use art materials as intended.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	9.1.V.OT.	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.OT.B.	Demonstration: Combine a variety of materials to engage in the process of art.
DESCRIPTOR	9.1.V.OT.B.1.	<p>Participate in teacher-guided art activities.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
DESCRIPTOR	9.1.V.OT.B.2.	Use a variety of non-toxic materials (e.g. paint, crayons, markers, wood, play dough, plastic safety scissors, stampers, rubbing plates).

		<u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
DESCRIPTOR	9.1.V.OT.B.4.	Initiate independent works of art. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	9.1.V.OT.	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.OT.E.	Representation: Use imagination and creativity to express self through the process of art.
DESCRIPTOR	9.1.V.OT.E.1.	Initiate art activities. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
DESCRIPTOR	9.1.V.OT.E.2.	Participate in teacher-guided visual art activities. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self

DESCRIPTOR	9.1.V.O.T.E.3.	<p>Select art materials during free choice.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
DESCRIPTOR	9.1.V.O.T.E.4.	<p>Draw simple pictures to represent something.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
DESCRIPTOR	9.1.V.O.T.E.5.	<p>Attempt to draw self-portrait.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
DESCRIPTOR	9.1.V.O.T.E.7.	<p>Label own creations.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	9.1.V.OT.	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.OT.J.	Technologies: Use a variety of technologies in the process of creating art.
DESCRIPTOR	9.1.V.OT.J.1.	<p>Explore a variety of tools and non-toxic art materials, including those which are culturally diverse.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
DESCRIPTOR	9.1.V.OT.J.2.	<p>Participate in teacher-guided visual art activities.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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DESCRIPTOR	9.1.V.OT.J.4.	<p>Use art materials and tools as intended.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	9.3.OT.	Critical Response to Works of Art
STANDARD		<p>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?</p>
DESCRIPTOR / STANDARD	9.3.OT.F.	Identification: Communicate about a variety of art forms.
DESCRIPTOR	9.3.OT.F.1.	<p>Describe photographs and paintings.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>

DESCRIPTOR	9.3.OT.F.3.	<p>Communicate about the specific tools needed to perform a specific type of art (e.g. "I need crayons").</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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DESCRIPTOR	9.3.OT.F.4.	<p>Engage with music.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group</p>
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		music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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DESCRIPTOR	9.3.OT.F.5.	Participate in teacher-guided music and movement activities. <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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DESCRIPTOR	9.3.OT.F.6.	Communicate likes and dislikes. <u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms
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DESCRIPTOR	9.3.OT.F.7.	Answer questions about different art forms. <u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Older Toddler)
STANDARD AREA / STATEMENT	9.3.OT.	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.OT.G.	Critical Response: Comment on characteristics of others' artistic expressions.
DESCRIPTOR	9.3.OT.G.1.	Describe pictures. <u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2

		Responds to own art and to the art of others and begins to show a preference for art forms
DESCRIPTOR	9.3.OT.G.2.	<p>Notice the way others are dancing to music.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
DESCRIPTOR	9.3.OT.G.3.	<p>Comment on the tools peers are using.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Older Toddler)
STANDARD AREA / STATEMENT	10.1.OT.	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.OT.B.	Interaction of Body Systems: Identify and locate basic body parts.
DESCRIPTOR	10.1.OT.B.1.	<p>Name basic body parts.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p>
DESCRIPTOR	10.1.OT.B.2.	<p>Follow basic directions in a movement song (e.g. shake your feet or wiggle your arms).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
DESCRIPTOR	10.1.OT.B.3.	<p>Point to or move fingers, hands, toes, feet and head when asked.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p>

DESCRIPTOR	10.1.OT.B.4.	<p>Use fingers and hands during finger plays and songs with motions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Older Toddler)
STANDARD AREA / STATEMENT	10.1.OT.	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.OT.C.	Nutrition: Participate in experiences related to healthy food choices.
DESCRIPTOR	10.1.OT.C.1.	<p>Explore health food options.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>

DESCRIPTOR	10.1.OT.C.2.	<p>Choose between healthy food options.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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DESCRIPTOR	10.1.OT.C.3.	<p>Participate in discussions about food options.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Older Toddler)
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STANDARD AREA / STATEMENT	10.2.OT.	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.OT.A.	Health Practices, Products, and Services: Discuss fundamental practices for good health.
DESCRIPTOR	10.2.OT.A.1.	<p>Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
DESCRIPTOR	10.2.OT.A.2.	<p>Use verbal and non-verbal cues to express needs (e.g. hunger, tired, toileting).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
DESCRIPTOR	10.2.OT.A.3.	<p>Engage in daily activities that promote good health (e.g. exercise, rest, eating, tooth brushing).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty 2 Year Olds: 05- Demonstrates gross motor skills: Progress</p>

		Monitoring Skill: 5.1 Shows increased balance, coordination and endurance
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DESCRIPTOR	10.2.OT.A.4.	Practice basic hygiene practices with adult reminders (e.g. use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow). <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines
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DESCRIPTOR	10.2.OT.A.5.	Discuss basic hygiene practices. <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations
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DESCRIPTOR	10.2.OT.A.6.	Ask and answer questions about health practices (e.g. “Why do I need a nap?”, explain that we need to eat well, get rest and exercise to stay healthy). <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Older Toddler)
STANDARD AREA / STATEMENT	10.3.OT.	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.OT.A.	Safe and Unsafe Practices: Use and communicate about basic safety practices.
DESCRIPTOR	10.3.OT.A.1.	Respond appropriately when adult identifies an unsafe practice. <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations

DESCRIPTOR	10.3.OT.A.2.	<p>Understand clearly stated rules.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
DESCRIPTOR	10.3.OT.A.3.	<p>Ask questions about basic safety rules.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
DESCRIPTOR	10.3.OT.A.4.	<p>Indicate that a behavior should not be done.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
DESCRIPTOR	10.3.OT.A.5.	<p>Follow basic safety rules with adult reminders (e.g. use walking feet, slide down the slide, hold railing when climbing stairs).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
DESCRIPTOR	10.3.OT.A.7.	<p>Participate in discussions about basic safety rules.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>

SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Older Toddler)
STANDARD AREA / STATEMENT	10.4.OT.	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 DESCRIPTOR	10.4.OT.A.	Control and Coordination: Combine and coordinate body movement.
	10.4.OT.A.1.	<p>Coordinate arm and leg movements when engaged in an activity (e.g. throw a ball, kick a ball, use riding toys).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
DESCRIPTOR	10.4.OT.A.2.	<p>Run with increasing speed and developing coordination.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
DESCRIPTOR	10.4.OT.A.3.	<p>Jump off low step landing on two feet.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
DESCRIPTOR	10.4.OT.A.4.	<p>Throw object at target (e.g. bean bag in basket).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:</p>

		3.2 Shows purpose and coordination when interacting with people and objects
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DESCRIPTOR	10.4.OT.A.5.	<p>Climb and crawl in and out of things (e.g. navigate short ladder on play equipment).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Older Toddler)
STANDARD AREA / STATEMENT	10.4.OT.	Physical Activity: Gross Motor Coordination
STANDARD		<p>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?</p>
DESCRIPTOR / STANDARD	10.4.OT.B.	Balance and Strength: Demonstrate balance and strength when performing gross motor activities.
DESCRIPTOR	10.4.OT.B.1.	<p>Side steps across beam.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

DESCRIPTOR	10.4.OT.B.2.	<p>Jump off low step using two feet.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
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DESCRIPTOR	10.4.OT.B.3.	<p>Jumps over small objects.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
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DESCRIPTOR	10.4.OT.B.4.	<p>Use steps (non-alternating feet) with support.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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DESCRIPTOR	10.4.OT.B.5.	<p>Kick a ball.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
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DESCRIPTOR	10.4.OT.B.6.	<p>Carry objects from one place to another.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Older Toddler)
STANDARD AREA / STATEMENT	10.5.OT.	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.OT.A.	Strength, Coordination and Muscle: Coordinate use of fingers, hands and wrists to accomplish actions.
DESCRIPTOR	10.5.OT.A.1.	<p>Manipulate a variety of objects.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress</p>

		Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
DESCRIPTOR	10.5.OT.A.2.	<p>Pick up more than one object in the same hand.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
DESCRIPTOR	10.5.OT.A.3.	<p>Transfer objects from one hand to another.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
DESCRIPTOR	10.5.OT.A.4.	<p>Twist wrists to turn hands.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
DESCRIPTOR	10.5.OT.A.7.	<p>Practice manual self-help skills (e.g. snapping, Velcro).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Older Toddler)
STANDARD AREA / STATEMENT	10.5.OT.	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.OT.B.	Eye/Hand Coordination: Coordinate eye and hand movements to perform a task.
DESCRIPTOR	10.5.OT.B.1.	Pick up and manipulate objects.

		<u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
DESCRIPTOR	10.5.OT.B.2.	Stack toys and blocks. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems
DESCRIPTOR	10.5.OT.B.3.	Place objects in containers. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
DESCRIPTOR	10.5.OT.B.5.	Point to objects. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
DESCRIPTOR	10.5.OT.B.6.	Manipulate pieces of a puzzle. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
DESCRIPTOR	10.5.OT.B.7.	Hold book with one hand while turning pages with the other. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting,

		puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Older Toddler)
STANDARD AREA / STATEMENT	10.5.OT.	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.OT.C.	Use of Tools: Use basic tools demonstrating refined skill.
DESCRIPTOR	10.5.OT.C.2.	Use spoon and fork for eating. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers

DESCRIPTOR	10.5.OT.C.5.	Use child-sized household or classroom tools (e.g. broom, plastic hammer, sponge, cloth). <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Older Toddler)
STANDARD AREA / STATEMENT	16.1.OT.	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.OT.A.	Regulates Emotions and Behaviors: Make connections between emotions and behavior.
DESCRIPTOR	16.1.OT.A.1.	Demonstrate an emotional response in reaction to an experience. <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others

DESCRIPTOR	16.1.OT.A.2.	Label basic emotions (e.g. happy, sad, mad, scared). <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial
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		expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
DESCRIPTOR	16.1.OT.A.3.	Use pretend play as a way to practice feelings. <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
DESCRIPTOR	16.1.OT.A.4.	Answer questions that connect behavior to emotion. <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
DESCRIPTOR	16.1.OT.A.5.	State how actions connect to emotions (e.g. "I pound play dough, I'm mad", "I love you, hug!"). <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Older Toddler)
STANDARD AREA / STATEMENT	16.1.OT.	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.OT.B.	Influences of Personal Traits: Communicate preference for people, objects, and activities.
DESCRIPTOR	16.1.OT.B.2.	Request preferred activity. <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences

DESCRIPTOR	16.1.OT.B.3.	<p>Show preference for familiar adults.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Older Toddler)
STANDARD AREA / STATEMENT	16.1.OT.	Self-Awareness and Self-Regulation
STANDARD		<p>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?</p>
DESCRIPTOR / STANDARD	16.1.OT.C.	Resiliency: Approach new experiences with confidence.
DESCRIPTOR	16.1.OT.C.1.	<p>Show confidence and pleasure in the completion of a task or activity.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>

DESCRIPTOR	16.1.OT.C.2.	<p>Demonstrate pride in completed accomplishments.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
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DESCRIPTOR	16.1.OT.C.3.	<p>Attempt a teacher-suggested alternate solution to accomplish a task.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Older Toddler)
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STANDARD AREA / STATEMENT	16.1.OT.	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.OT.E.	Identity Development: Use language that indicates knowledge of self.
DESCRIPTOR	16.1.OT.E.1.	<p>Use words that mean self when speaking (e.g. “Me do it”, “I can”).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
DESCRIPTOR	16.1.OT.E.2.	<p>Tell stories about self.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
DESCRIPTOR	16.1.OT.E.3.	<p>Relate personal experiences to other experiences.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Older Toddler)
STANDARD AREA / STATEMENT	16.2.OT.	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.OT.A.	Relationships: Trust and Attachment: Develop relationships that extend beyond trusted adults.
DESCRIPTOR	16.2.OT.A.1.	<p>Engage in reciprocal conversation with familiar peer and adults.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
DESCRIPTOR	16.2.OT.A.2.	<p>Respond to familiar adult's questions and directions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p>
DESCRIPTOR	16.2.OT.A.3.	<p>Demonstrate appropriate affection for familiar adults and peers.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
DESCRIPTOR	16.2.OT.A.4.	<p>Seek out companionship from another child.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains</p>

		<p>focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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DESCRIPTOR	16.2.OT.A.5.	<p>Use words denoting friendship.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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DESCRIPTOR	16.2.OT.A.6.	<p>Ask a child to play (e.g. "Do you want to make a block house with me?").</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p>
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		Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions
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DESCRIPTOR	16.2.OT.A.7.	Play cooperatively with a few peers for a short period of time. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Older Toddler)
STANDARD AREA / STATEMENT	16.2.OT.	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.OT.B.	Diversity: Communicate about similarities and differences between self and others.
DESCRIPTOR	16.2.OT.B.1.	Make drawings of people including self-portraits. <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and

		<p>concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
DESCRIPTOR	16.2.OT.B.2.	<p>Engage in activities that reflect home culture (e.g. dramatic play – cooking food served in the home).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
DESCRIPTOR	16.2.OT.B.3.	<p>Engage in activities that promote labeling of personal characteristics (e.g. likes, dislikes, physical characteristics, family make-up).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and</p>

		<p>an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Older Toddler)
STANDARD AREA / STATEMENT	16.2.OT.	Establishing and Maintaining Relationships
STANDARD		<p>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?</p>
DESCRIPTOR / STANDARD	16.2.OT.C.	Communication: Engage in reciprocal conversations and interactions with peers and adults.
DESCRIPTOR	16.2.OT.C.1.	<p>Reference 1.5.OT.A.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>

SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Older Toddler)
STANDARD AREA / STATEMENT	16.2.OT.	Establishing and Maintaining Relationships
STANDARD		<p>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.</p>

		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.OT.D.	Managing Interpersonal Conflicts: Communicate about a conflict and seek help to solve.
DESCRIPTOR	16.2.OT.D.1.	Use language to express emotion and describe needs (e.g. “I want that block,” “Hey, that’s mine”). <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met

SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Older Toddler)
STANDARD AREA / STATEMENT	16.2.OT.	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.OT.E.	Support: Asking for Help: Ask for help when needed.
DESCRIPTOR	16.2.OT.E.1.	Attempt tasks independently before asking for help. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time

DESCRIPTOR	16.2.OT.E.3.	<p>Recognize appropriate sources of help (e.g. familiar adult, community helpers, peers).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations</p>
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Older Toddler)
STANDARD AREA / STATEMENT	16.3.OT.	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.OT.A.	Decision Making Skills: Recognize the consequences of choices.
DESCRIPTOR	16.3.OT.A.4.	<p>Test limits set by adults.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>

SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Older Toddler)
STANDARD AREA / STATEMENT	16.3.OT.	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.OT.B.	Understanding Social Norms (Social Identity): Follow basic rules.
DESCRIPTOR	16.3.OT.B.3.	<p>Join group for circle time.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p>

DESCRIPTOR	16.3.OT.B.4.	<p>Test limits.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
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DESCRIPTOR	16.3.OT.B.5.	Demonstrate autonomy by saying "no" but will cooperate with teacher guidance.
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations
DESCRIPTOR	16.3.OT.B.6.	Respond appropriately when adult identifies an unsafe practice. <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations
SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Older Toddler)
STANDARD AREA / STATEMENT	16.3.OT.	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.OT.C.	Responsible Active Engagement: Empathy: Demonstrate empathy and compassion for others.
DESCRIPTOR	16.3.OT.C.1.	Tell or indicate that another child appears to be distressed. <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
DESCRIPTOR	16.3.OT.C.2.	Recognize and name others' feelings. <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
DESCRIPTOR	16.3.OT.C.3.	Help a child with a task (e.g. clean up). <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
DESCRIPTOR	16.3.OT.C.4.	Attempt to soothe another who is distressed. <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress

		Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
DESCRIPTOR	16.3.OT.C.5.	Engage in signs of affection (e.g. hand holding, hugs). <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others

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