



Curriculum Alignment with

Rhode Island Early Learning and Development Standards

Grade: **Ages Birth to 12 months** - Adopted: **2013**

DOMAIN	RI.9m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.PH.1.	Health and Safety Practices
GSE STEM	9m.PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	9m.PH.1.a.1.	Sustain physical activity for at least three to five minutes at a time
		<u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

SPECIFIC INDICATOR	9m.PH.1.a.2.	Participate in simple movement games with an adult (e.g., following a moving object or person with their eyes or body)
		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 15- Develops relationships with adults: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:

DOMAIN	RI.9m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.PH.1.	Health and Safety Practices
GSE STEM	9m.PH.1.b.	Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.
SPECIFIC INDICATOR	9m.PH.1.b.1.	Express discomfort or anxiety in stressful situations
		<u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:

SPECIFIC INDICATOR	9m.PH.1.b.2.	Demonstrates a recognition of the difference between their primary caregiver and a stranger
		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

DOMAIN	RI.9m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.PH.1.	Health and Safety Practices
GSE STEM	9m.PH.1.c.	Children develop self-help skills.
SPECIFIC INDICATOR	9m.PH.1.c.1.	Fuss or cry when hungry and quiet down when picked up to be fed in a timely manner
		<u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers:

SPECIFIC INDICATOR	9m.PH.1.c.2.	Coordinate sucking and swallowing
		<u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

SPECIFIC INDICATOR	9m.PH.1.c.3.	Assist with self-feeding by holding a bottle or breast; turn their head away when full
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		<u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
SPECIFIC INDICATOR	9m.PH.1.c.4.	Explore food with their hands and fingers (e.g., crackers and other easy-to-handle foods) <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
SPECIFIC INDICATOR	9m.PH.1.c.5.	Accept most basic care routines administered by adults (e.g., gum cleansing or nose wiping) <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
SPECIFIC INDICATOR	9m.PH.1.c.8.	Indicate their needs and wants (e.g., wanting food or a dirty diaper to be changed) <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
DOMAIN	RI.9m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.PH.2.	Gross Motor Development
GSE STEM	9m.PH.2.a.	Children develop large muscle control, strength, and coordination.
SPECIFIC INDICATOR	9m.PH.2.a.1.	Reach and play with toys while sitting <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
SPECIFIC INDICATOR	9m.PH.2.a.2.	Reach for objects and bring them to their mouth <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
SPECIFIC INDICATOR	9m.PH.2.a.3.	Pound on a table and other objects <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
SPECIFIC INDICATOR	9m.PH.2.a.4.	Roll both ways (front to back and back to front) <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
SPECIFIC INDICATOR	9m.PH.2.a.5.	Get into sitting position without help while lying down or crawling <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
SPECIFIC INDICATOR	9m.PH.2.a.6.	Sit without support <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

SPECIFIC INDICATOR	9m.PH.2.a.7.	Pull up to a standing position <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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DOMAIN	RI.9m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.PH.2.	Gross Motor Development
GSE STEM	9m.PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	9m.PH.2.b.1.	Shift between lying down, sitting, and balancing on their hands and knees <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

SPECIFIC INDICATOR	9m.PH.2.b.2.	Crawl <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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DOMAIN	RI.9m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.PH.3.	Fine Motor Development
GSE STEM	9m.PH.3.a.	Children develop small muscle control, strength, and coordination.
SPECIFIC INDICATOR	9m.PH.3.a.1.	Hold onto a toy when it is handed to them <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:

SPECIFIC INDICATOR	9m.PH.3.a.2.	Reach for, grasp, and shake things <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:
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SPECIFIC INDICATOR	9m.PH.3.a.3.	Bring hands and objects to their mouth <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills:
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		<p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
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SPECIFIC INDICATOR	9m.PH.3.a.4.	<p>Transfer a toy from one hand to another</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 41- Participates in dance to express creativity:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
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SPECIFIC INDICATOR	9m.PH.3.a.5.	<p>Pat, shake, or hit objects</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
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SPECIFIC INDICATOR	9m.PH.3.a.6.	<p>Mimic a hand clap or wave</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
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DOMAIN	RI.9m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.PH.3.	Fine Motor Development
GSE STEM	9m.PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	9m.PH.3.b.1.	<p>Grasp objects with their thumb, index, and middle fingers (i.e., using pincer grip)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>

SPECIFIC INDICATOR	9m.PH.3.b.2.	<p>Bring their hands to their midline (i.e., moving hands towards each other over the middle of their body)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
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DOMAIN	RI.9m.SE.	SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.SE.1.	Relationships with Others
GSE STEM	9m.SE.1.a.	Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.

SPECIFIC INDICATOR	9m.SE.1.a.1.	Socialize with preferred adults by reciprocally smiling, laughing, or vocalizing <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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SPECIFIC INDICATOR	9m.SE.1.a.2.	“Converse” with familiar adults by imitating or making faces at adults who make faces at them <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:
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SPECIFIC INDICATOR	9m.SE.1.a.3.	Relax when picked up and held by a familiar adult <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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SPECIFIC INDICATOR	9m.SE.1.a.4.	Search for an adult caregiver who might be out of sight <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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SPECIFIC INDICATOR	9m.SE.1.a.5.	Engage in turn-taking interactions, such as peek-a-boo <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 15- Develops relationships with adults: Infants: 44- Uses dramatic play to express creativity:
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SPECIFIC INDICATOR	9m.SE.1.a.6.	Repeat actions that elicit social responses from others <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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DOMAIN	RI.9m.SE.	SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.SE.1.	Relationships with Others
GSE STEM	9m.SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	9m.SE.1.b.1.	Babble and smile to show their interest in other children <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 45- Demonstrates awareness of cause and effect:

SPECIFIC INDICATOR	9m.SE.1.b.2.	Intently watch other babies and children, especially their faces <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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		Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
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SPECIFIC INDICATOR	9m.SE.1.b.3.	Track the activity of other children and notice/ move toward others when hearing sounds of excitement <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
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SPECIFIC INDICATOR	9m.SE.1.b.4.	Reach out to touch other children's hair, face, etc. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
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DOMAIN	RI.9m.SE.	SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.SE.2.	Sense of Self
GSE STEM	9m.SE.2.a.	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.
SPECIFIC INDICATOR	9m.SE.2.a.1.	Explore their own hands and feet <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:

SPECIFIC INDICATOR	9m.SE.2.a.3.	Respond to their own name <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:
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DOMAIN	RI.9m.SE.	SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.SE.2.	Sense of Self
GSE STEM	9m.SE.2.b.	Children develop the confidence to complete an action successfully or independently.
SPECIFIC INDICATOR	9m.SE.2.b.1.	Demonstrate interest in objects or people <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

		Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
SPECIFIC INDICATOR	9m.SE.2.b.2.	Accept new toys or objects with interest <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
SPECIFIC INDICATOR	9m.SE.2.b.3.	Reach for objects of interest <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
SPECIFIC INDICATOR	9m.SE.2.b.4.	Focus on objects and people of interest for longer periods of time <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
DOMAIN	RI.9m.SE.	SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.SE.3.	Self-regulation
GSE STEM	9m.SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	9m.SE.3.a.1.	Demonstrate the ability to self-soothe (calm down) through behaviors such as babbling, thumb/fist sucking, or rocking <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
SPECIFIC INDICATOR	9m.SE.3.a.2.	Calm down when talked to, held, or rocked by a preferred caregiver <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
SPECIFIC INDICATOR	9m.SE.3.a.3.	Express a range of emotions (e.g., joy, excitement, or sadness) through facial expressions, gestures, and sound

		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
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DOMAIN	RI.9m.SE.	SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.SE.3.	Self-regulation
GSE STEM	9m.SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	9m.SE.3.b.1.	Exhibit the ability to wait for a desired object or person
		<u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:

DOMAIN	RI.9m.LD.	LANGUAGE DEVELOPMENT (LD) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.LD.1.	Receptive Language
GSE STEM	9m.LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	9m.LD.1.a.1.	Turn toward familiar voices or sounds
		<u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

SPECIFIC INDICATOR	9m.LD.1.a.3.	Demonstrate a recognition of names of familiar people and favorite objects <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:
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SPECIFIC INDICATOR	9m.LD.1.a.4.	Respond to voices and sounds in the environment <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:
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SPECIFIC INDICATOR	9m.LD.1.a.5.	Can be quieted by a calm, familiar voice <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
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SPECIFIC INDICATOR	9m.LD.1.a.6.	Become excited upon hearing familiar words, such as “nursing” or “bottle” <u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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SPECIFIC INDICATOR	9m.LD.1.a.7.	Startle or cry when there is a loud sound <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
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DOMAIN	RI.9m.LD.	LANGUAGE DEVELOPMENT (LD) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.LD.2.	Expressive Language
GSE STEM	9m.LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	9m.LD.2.a.1.	Experiment with making sounds <u>Progress Monitoring Skills</u> Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 44- Uses dramatic play to express creativity:

SPECIFIC INDICATOR	9m.LD.2.a.3.	Say “mama” and “dada” <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:
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SPECIFIC INDICATOR	9m.LD.2.a.4.	Use vocalizations, gestures, and facial expressions to communicate needs and wants and to express interest or dislike <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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DOMAIN	RI.9m.LD.	LANGUAGE DEVELOPMENT (LD) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.LD.3.	Pragmatics
GSE STEM	9m.LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	9m.LD.3.a.1.	Respond to the speech of others by looking toward the speaker <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

SPECIFIC INDICATOR	9m.LD.3.a.2.	<p>Initiate and engage in simple back-and-forth interactions with others by using facial expressions, vocalizations, and gestures</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes:</p>
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SPECIFIC INDICATOR	9m.LD.3.a.3.	<p>Express enjoyment and a desire for "more" through body language (cues), such as kicking their legs, waving their arms, and smiling</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p>
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DOMAIN	RI.9m.LD.	LANGUAGE DEVELOPMENT (LD) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.LD.4.	Language Development of Dual Language Learners
GSE STEM	9m.LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	9m.LD.4.a.1.	<p>Demonstrate an understanding of age-appropriate language usage related to conversational as well as basic and advanced concepts in the home language but will not know all the same words in their home language and in English</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>

SPECIFIC INDICATOR	9m.LD.4.a.2.	<p>Attend to English oral language in both real and pretend activities, relying on the intonation, facial expressions, or gestures of the speaker in the same way that they attend to their home oral language</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes:</p>
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SPECIFIC INDICATOR	9m.LD.4.a.3.	<p>Begin to attend to and participate in English language small- and large-group activities, such as circle time, storybook reading, etc.</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and</p>
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		demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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SPECIFIC INDICATOR	9m.LD.4.a.4.	<p>Begin to follow simple directions in English, especially when they are accompanied by contextual cues, such as gestures, pointing, and voice modulation</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
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DOMAIN	RI.9m.LD.	LANGUAGE DEVELOPMENT (LD) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.LD.4.	Language Development of Dual Language Learners
GSE STEM	9m.LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	9m.LD.4.b.1.	<p>Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p>

SPECIFIC INDICATOR	9m.LD.4.b.6.	<p>Use simple English expressions that are phonetically correct but may be inappropriate to the context of the conversation or the situation (pragmatically inappropriate; e.g., missing social, contextual, or self-referential cues)</p> <p><u>Progress Monitoring Skills</u> Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 44- Uses dramatic play to express creativity:</p>
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DOMAIN	RI.9m.L.	LITERACY (L) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.L.2.	Alphabet Knowledge
GSE STEM	9m.L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	9m.L.2.a.1.	<p>Respond to visual stimuli in their environment</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p>

		<p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
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SPECIFIC INDICATOR	9m.L.2.a.2.	<p>Demonstrate an increasing awareness of and interest in the sounds of spoken language by focusing on the speaker</p> <p><u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:</p>
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DOMAIN	RI.9m.L.	LITERACY (L) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.L.3.	Print Knowledge
GSE STEM	9m.L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	9m.L.3.a.2.	<p>Demonstrate an interest in books from among a collection of toys</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :</p>

SPECIFIC INDICATOR	9m.L.3.a.3.	<p>Demonstrate an interest in books by looking intently at or reaching for colorful pictures in books</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :</p>
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DOMAIN	RI.9m.L.	LITERACY (L) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.L.4.	Comprehension and Interest
GSE STEM	9m.L.4.a.	Children show interest and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	9m.L.4.a.1.	<p>Attend to their caregiver's voice when being held and read to</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound):</p>

SPECIFIC INDICATOR	9m.L.4.a.2.	<p>Become quiet or show pleasure when an adult tells or reads a familiar story or rhyme or sings a familiar song</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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SPECIFIC INDICATOR	9m.L.4.a.3.	<p>Explore books with various senses (sight, touch, even taste)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 21- Acquires meaning from a variety of materials read to him/her:</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 23- Demonstrates awareness of print concepts :</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
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DOMAIN	RI.9m.L.	LITERACY (L) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.L.5.	Literacy Development for Dual Language Learners
GSE STEM	9m.L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	9m.L.5.a.1.	<p>Attend to an adult reading a short storybook written in the home language or to a storybook written in English if the English story has been read in the home language first and especially if the book contains cues (pictures)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> <p>Infants: 21- Acquires meaning from a variety of materials read to him/her:</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p>

SPECIFIC INDICATOR	9m.L.5.a.2.	<p>“Read” familiar books (written in the home language or in English) when encouraged by others and use the home language to talk about the books</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> <p>Infants: 21- Acquires meaning from a variety of materials read to him/her:</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 23- Demonstrates awareness of print concepts :</p>
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DOMAIN	RI.9m.L.	LITERACY (L) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.L.6.	Emergent Writing

GSE STEM	9m.L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	9m.L.6.a.1.	Focus on people and express particular interest in facial contours and expressions <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:

DOMAIN	RI.9m.L.	LITERACY (L) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.L.6.	Emergent Writing
GSE STEM	9m.L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing
SPECIFIC INDICATOR	9m.L.6.b.1.	Attend to visual stimuli in their environment <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:

DOMAIN	RI.9m.CD.	COGNITIVE DEVELOPMENT (CD) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.CD.1.	Logic and Reasoning
GSE STEM	9m.CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	9m.CD.1.a.1.	Explore objects and materials in different ways (e.g., mouthing, reaching for, or hitting, banging, and squeezing them) <u>Progress Monitoring Skills</u> Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:

SPECIFIC INDICATOR	9m.CD.1.a.2.	Bang a block (or other object) on the floor repeatedly to hear the sound that it makes <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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SPECIFIC INDICATOR	9m.CD.1.a.3.	Combine learning schemes to learn more about an object (e.g., mouthing and then shaking a rattle) <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:
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SPECIFIC INDICATOR	9m.CD.1.a.4.	Demonstrate an understanding of simple cause-and-effect relationships (e.g., looking toward the sky when they hear an
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		airplane) <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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DOMAIN	RI.9m.CD.	COGNITIVE DEVELOPMENT (CD) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.CD.2.	Memory and Working Memory
GSE STEM	9m.CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	9m.CD.2.a.3.	Attend to unexpected events <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:

DOMAIN	RI.9m.CD.	COGNITIVE DEVELOPMENT (CD) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.CD.3.	Attention and Inhibitory Control
GSE STEM	9m.CD.3.a.	Children’s skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	9m.CD.3.a.1.	Pause or stop when an adult says “stop” or tells them not to do something <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

SPECIFIC INDICATOR	9m.CD.3.a.2.	Demonstrate caution around new or unusual people or events <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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SPECIFIC INDICATOR	9m.CD.3.a.3.	Explore objects by holding, mouthing, dropping, etc. <u>Progress Monitoring Skills</u> Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:
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DOMAIN	RI.9m.CD.	COGNITIVE DEVELOPMENT (CD) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.CD.4.	Cognitive Flexibility
GSE STEM	9m.CD.4.a.	Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	9m.CD.4.a.1.	Try new actions with a familiar object (e.g., dropping or throwing a rattle in addition to mouthing it) <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:

SPECIFIC INDICATOR	9m.CD.4.a.2.	Demonstrate an ability to self-soothe or calm (e.g., babbling or sucking on their thumb or fists) <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
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SPECIFIC INDICATOR	9m.CD.4.a.3.	Develop their own regular sleep-and-wake cycle <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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SPECIFIC INDICATOR	9m.CD.4.a.4.	Begin to show an anticipation of familiar routines <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
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SPECIFIC INDICATOR	9m.CD.4.a.5.	Use their bodies as “tools” (i.e., as a means to an end: reaching out and grasping to get a rattle, for example) <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:
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DOMAIN	RI.9m.M.	MATHEMATICS (M) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.M.1.	Number Sense and Quantity
GSE STEM	9m.M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	9m.M.1.a.1.	Hold two objects, one in each hand <u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 39- Demonstrates an awareness of economics in his/her community

SPECIFIC INDICATOR	9m.M.1.a.2.	Gesture (e.g., for “more” when eating) <u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 39- Demonstrates an awareness of economics in his/her community
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DOMAIN	RI.9m.M.	MATHEMATICS (M) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.M.2.	Number Relationships and Operations
GSE STEM	9m.M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	9m.M.2.a.1.	Hold two objects, one in each hand <u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number:

		Infants: 39- Demonstrates an awareness of economics in his/her community
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DOMAIN	RI.9m.M.	MATHEMATICS (M) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.M.3.	Classification and Patterning
GSE STEM	9m.M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	9m.M.3.a.1.	Classify informally as they intuitively recognize objects or situations as similar (e.g., “things I can hold”) <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:

SPECIFIC INDICATOR	9m.M.3.a.2.	Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.) <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts:
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SPECIFIC INDICATOR	9m.M.3.a.3.	Engage in repeated actions, including movements and vocalizations <u>Progress Monitoring Skills</u> Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 41- Participates in dance to express creativity: Infants: 44- Uses dramatic play to express creativity: Infants: 46- Uses prior knowledge to build new knowledge:
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SPECIFIC INDICATOR	9m.M.3.a.4.	Follow daily routines (i.e., patterns), such as being fed and then going to sleep almost immediately <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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SPECIFIC INDICATOR	9m.M.3.a.5.	Enjoy and begin to anticipate repetition, such as playing a “peek-a-boo” game or hearing a familiar song each time they are diapered <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 44- Uses dramatic play to express creativity:
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DOMAIN	RI.9m.M.	MATHEMATICS (M) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.M.4.	Measurement, Comparison, and Ordering
GSE STEM	9m.M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	9m.M.4.a.1.	Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.)

		<u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts:
SPECIFIC INDICATOR	9m.M.4.a.2.	Explore volume as they wrap their fingers around an object or around an adult's finger <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
SPECIFIC INDICATOR	9m.M.4.a.3.	Explore weight as they pull a toy toward themselves <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:
DOMAIN	RI.9m.M.	MATHEMATICS (M) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.M.5.	Geometry and Spatial Sense
GSE STEM	9m.M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	9m.M.5.a.1.	Explore the size and shape of objects through various means (e.g., banging, mouthing, dropping, etc.) <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts:
SPECIFIC INDICATOR	9m.M.5.a.2.	Explore the way objects move by tracking objects with their eyes and head <u>Progress Monitoring Skills</u> Infants: 34- Demonstrates knowledge related to physical science:
SPECIFIC INDICATOR	9m.M.5.a.3.	Explore distance by reaching for something <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:
SPECIFIC INDICATOR	9m.M.5.a.4.	Explore their spatial sense through movement, both involuntary and voluntary (e.g., being picked up, scooting, and pulling up) <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
DOMAIN	RI.9m.S.	SCIENCE (S) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.S.1.	Scientific Inquiry and Application
GSE STEM	9m.S.1.a.	Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.

SPECIFIC INDICATOR	9m.S.1.a.2.	<p>Feel and explore objects placed in their hands and bring the objects to their mouth</p> <p><u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:</p>
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SPECIFIC INDICATOR	9m.S.1.a.3.	<p>Use multiple senses to observe and respond to their natural world</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:</p>
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SPECIFIC INDICATOR	9m.S.1.a.6.	<p>Use their bodies as "tools" (a means to an end) to gather information and obtain results (e.g., reaching out and grasping to get the rattle)</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:</p>
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DOMAIN	RI.9m.SS.	SOCIAL STUDIES (SS) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.SS.1.	Self, Family, and Community
GSE STEM	9m.SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	9m.SS.1.a.2.	<p>Use gestures to communicate their interest in objects and people</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 13- Engages in self-expression: Infants: 16- Develops relationships with peers: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect: Infants: 47- Demonstrates problem-solving skills:</p>

SPECIFIC INDICATOR	9m.SS.1.a.3.	<p>Smile when someone familiar smiles at them</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p>
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SPECIFIC INDICATOR	9m.SS.1.a.4.	<p>Focus their attention on others and engage in interactions</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>
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SPECIFIC INDICATOR	9m.SS.1.a.5.	<p>Kick their legs or reach with their arms when they see a familiar person</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>
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SPECIFIC INDICATOR	9m.SS.1.a.6.	<p>Demonstrate a preference for familiar versus unfamiliar adults</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>
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SPECIFIC INDICATOR	9m.SS.1.a.7.	<p>Actively explore the similarities and differences among people by feeling their hair, touching their faces, watching their facial expressions, listening to their voices</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity</p>
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DOMAIN	RI.9m.CA.	CREATIVE ARTS (CA) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	9m.CA.1.a.	Children gain appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	9m.CA.1.a.1.	<p>Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape</p>

		concepts: Infants: 31- Demonstrates scientific inquiry skills:
SPECIFIC INDICATOR	9m.CA.1.a.2.	Gaze at pictures, photographs, and mirror images <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
SPECIFIC INDICATOR	9m.CA.1.a.3.	Attend to bright and/or contrasting colors <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
SPECIFIC INDICATOR	9m.CA.1.a.4.	Respond to music and being sung to by listening and moving their heads, arms, and legs <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
SPECIFIC INDICATOR	9m.CA.1.a.5.	Imitate by babbling during or after an adult sings or chants <u>Progress Monitoring Skills</u> Infants: 46- Uses prior knowledge to build new knowledge:
SPECIFIC INDICATOR	9m.CA.1.a.7.	Move their bodies with some intent and control <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity:
SPECIFIC INDICATOR	9m.CA.1.a.8.	Engage in social play with adults <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
SPECIFIC INDICATOR	9m.CA.1.a.9.	Use objects as tools to make sounds, for example, banging blocks together with adult help <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: