



# Curriculum Alignment with

## South Carolina Early Learning Standards

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

STANDARD / COURSE	SC.B-12.APL.	Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Curiosity, Information-Seeking, and Eagerness
PERFORMANCE DESCRIPTOR / STANDARD	B-12.APL-1.	Children show curiosity and express interest in the world around them.
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-1a.	<p>Show interest in others (smile or gaze at caregiver, make sounds or move body when another person is near).</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>

GRADE LEVEL EXAMPLE / STAGE	B-12.APL-1b.	<p>Show interest in themselves (watch own hands, play with own feet).</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: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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GRADE LEVEL EXAMPLE / STAGE	B-12.APL-1c.	<p>React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams).</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: 10- Engages in a progression of individualized and imaginative play:            Infants: 11- Demonstrates a cooperative and flexible approach to play:            Infants: 16- Develops relationships with peers:            Infants: 31- Demonstrates scientific inquiry skills:            Infants: 34- Demonstrates knowledge related to physical science:            Infants: 45- Demonstrates awareness of cause and effect:            Infants: 47- Demonstrates problem-solving skills:</p>
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STANDARD / COURSE	SC.B-12.APL.	Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Curiosity, Information-Seeking, and Eagerness
PERFORMANCE DESCRIPTOR / STANDARD	B-12.APL-2.	Children actively seek to understand the world around them.
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-2a.	Explore the indoor and outdoor environment using all available senses —smell, hear, see, feel and taste.

		<p><b><u>Progress Monitoring Skills</u></b>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:  Infants: 06- Develops fine-motor skills:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 31- Demonstrates scientific inquiry skills:  Infants: 34- Demonstrates knowledge related to physical science:  Infants: 45- Demonstrates awareness of cause and effect:  Infants: 47- Demonstrates problem-solving skills:</p>
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GRADE LEVEL EXAMPLE / STAGE	B-12.APL-2b.	<p>With appropriate supports, move toward interesting people, sounds, objects, and activities.</p> <p><b><u>Progress Monitoring Skills</u></b>  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:</p>
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STANDARD / COURSE	SC.B-12.APL.	Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Play and Imagination
PERFORMANCE DESCRIPTOR / STANDARD	B-12.APL-3.	Children engage in increasingly complex play.
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-3a.	<p>Show interest in other children playing (watch, turn toward).</p> <p><b><u>Progress Monitoring Skills</u></b>  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>

GRADE LEVEL EXAMPLE / STAGE	B-12.APL-3b.	<p>Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for "so big").</p> <p><b><u>Progress Monitoring Skills</u></b>  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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GRADE LEVEL EXAMPLE / STAGE	B-12.APL-3c.	<p>Play with simple objects, using them to make sounds and other interesting results.</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 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:</p>
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GRADE LEVEL EXAMPLE / STAGE	B-12.APL-3d.	<p>Begin to participate in give-and-take exchanges of sounds and gestures (“serve and return”).</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 13- Engages in self-expression:  Infants: 15- Develops relationships with adults:  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 45- Demonstrates awareness of cause and effect:</p>
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STANDARD / COURSE	SC.B-12.APL.	Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Play and Imagination
PERFORMANCE DESCRIPTOR / STANDARD	B-12.APL-4.	Children demonstrate creativity, imagination, and inventiveness.
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-4a.	<p>Use everyday household objects for play (spoons, pots and pans, plastic bowls).</p> <p><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:</p>

GRADE LEVEL EXAMPLE / STAGE	B-12.APL-4b.	<p>Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult’s attention).</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:</p>
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GRADE LEVEL EXAMPLE / STAGE	B-12.APL-4c.	<p>React to unexpected events with laughter and interest.</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:</p>
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		<p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p>
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<b>STANDARD / COURSE</b>	<b>SC.B-12.APL.</b>	<b>Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Risk-Taking, Problem-Solving, and Flexibility</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.APL-5.</b>	Children show curiosity and express interest in the world around them.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.APL-5a.</b>	<p>Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult.</p> <p><u>Progress Monitoring Skills</u>            Infants: 07- Demonstrates initiative and self-direction:            Infants: 08- Demonstrates interest and curiosity:            Infants: 09- Demonstrates self-control:            Infants: 10- Engages in a progression of individualized and imaginative play:            Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.APL-5b.</b>	<p>Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture tiny crumb with pincer grasp).</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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<b>STANDARD / COURSE</b>	<b>SC.B-12.APL.</b>	<b>Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Risk-Taking, Problem-Solving, and Flexibility</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.APL-6.</b>	Children use a variety of strategies to solve problems.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.APL-6a.</b>	<p>Try one or two strategies to get what they want (make noise, move or reach toward things, reject unwanted item).</p> <p><u>Progress Monitoring Skills</u>            Infants: 47- Demonstrates problem-solving skills:</p>

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.APL-6b.</b>	<p>Try a familiar action in a new activity (hit a button on a new toy; try to open a visitor's purse).</p> <p><u>Progress Monitoring Skills</u>            Infants: 47- Demonstrates problem-solving skills:</p>
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<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.APL-6c.</b>	<p>Use trial and error to get something done, get what they want, or solve simple problems.</p> <p><u>Progress Monitoring Skills</u>            Infants: 47- Demonstrates problem-solving skills:</p>
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<b>STANDARD / COURSE</b>	<b>SC.B-12.APL.</b>	<b>Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Attentiveness, Effort and Persistence</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.APL-7.</b>	Children demonstrate initiative.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.APL-7a.</b>	<p>Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don't like).</p> <p><u>Progress Monitoring Skills</u>  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 13- Engages in self-expression:</p>

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.APL-7b.</b>	<p>Independently explore the different qualities of an object (notice the sound of a rattle, then be drawn to the "feel" of it, exploring it with mouth or hand).</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: 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: 31- Demonstrates scientific inquiry skills:  Infants: 34- Demonstrates knowledge related to physical science:  Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:  Infants: 47- Demonstrates problem-solving skills:</p>
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<b>STANDARD / COURSE</b>	<b>SC.B-12.APL.</b>	<b>Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Attentiveness, Effort and Persistence</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.APL-8.</b>	Children maintain attentiveness and focus.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.APL-8a.</b>	<p>Focus and attend to people and things around 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>

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.APL-8b.</b>	Repeat interesting actions over and over (push button to make toy pop up).
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		<u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression: Infants: 45- Demonstrates awareness of cause and effect:
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GRADE LEVEL EXAMPLE / STAGE	B-12.APL-8c.	Notice when the expected does not happen.  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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STANDARD / COURSE	SC.B-12.APL.	Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Attentiveness, Effort and Persistence
PERFORMANCE DESCRIPTOR / STANDARD	B-12.APL-9.	Children persist in challenging activities.
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-9a.	Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach).  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression: Infants: 45- Demonstrates awareness of cause and effect:

STANDARD / COURSE	SC.B-12.ESD.	Emotional and Social Development (ESD) Domain Indicators (Birth to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self
PERFORMANCE DESCRIPTOR / STANDARD	B-12.ESD-1.	Children demonstrate a positive sense of self-identity and self-awareness.
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-1a.	Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies).  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:

GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-1d.	Express likes and dislikes (smile, cry, and protest).  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
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STANDARD / COURSE	SC.B-12.ESD.	Emotional and Social Development (ESD) Domain Indicators (Birth to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self
PERFORMANCE DESCRIPTOR / STANDARD	B-12.ESD-2.	Children demonstrate a positive sense of self-identity and self-awareness.
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-2a.	Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound).  <u>Progress Monitoring Skills</u>

		Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression: Infants: 45- Demonstrates awareness of cause and effect:
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-2b.	Show pleasure at things they have done (wiggle, coo, laugh).  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-2c.	Explore the environment with support from a familiar, trusted adult.  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
STANDARD / COURSE	SC.B-12.ESD.	Emotional and Social Development (ESD) Domain Indicators (Birth to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self with Others
PERFORMANCE DESCRIPTOR / STANDARD	B-12.ESD-3.	Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-3a.	Enjoy being held, cuddled, and talked to by familiar adults.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-3b.	Recognize and reach out to familiar 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:
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-3c.	Seek to be near their caregivers; stop crying when they come near.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-3d.	Show signs of separation anxiety when a familiar caregiver leaves.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-3f.	Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for “so big”).  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and



		child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 44- Uses dramatic play to express creativity:
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<b>STANDARD / COURSE</b>	<b>SC.B-12.ESD.</b>	<b>Emotional and Social Development (ESD) Domain Indicators (Birth to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Developing a Sense of Self with Others</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.ESD-4.</b>	Children form relationships and interact positively with other children.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.ESD-4a.</b>	Notice other infants and children (look at them, turn in other's direction, reach for them, and touch them).  <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:

<b>STANDARD / COURSE</b>	<b>SC.B-12.ESD.</b>	<b>Emotional and Social Development (ESD) Domain Indicators (Birth to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Learning About Feelings</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.ESD-6.</b>	Children identify, manage, and express their feelings.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.ESD-6a.</b>	Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.ESD-6b.</b>	Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss).  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
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<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.ESD-6c.</b>	Soothe themselves (suck thumb or pacifiers, shift attention, snuggle with soft toy).  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
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<b>STANDARD / COURSE</b>	<b>SC.B-12.ESD.</b>	<b>Emotional and Social Development (ESD) Domain Indicators (Birth to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Learning About Feelings</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.ESD-7.</b>	Children recognize and respond appropriately to the needs and feelings of others.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.ESD-7a.</b>	Become upset when another infant is crying.  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.ESD-7b.</b>	Respond differently to positive vs. negative emotional expressions of others.  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
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<b>STANDARD / COURSE</b>	<b>SC.B-12.HPD.</b>	<b>Health and Physical Development (HPD) Domain Indicators (Birth to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Physical Health and Growth</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.HPD-1.</b>	Children develop healthy eating habits.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-1a.</b>	Show interest in feeding routines  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-1b.</b>	Help with feeding themselves (eat finger foods, hold bottle).  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
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<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-1c.</b>	Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full).  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
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<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-1e.</b>	Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away).  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 31- Demonstrates scientific inquiry skills:
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<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-1f.</b>	Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food.
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		<u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
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<b>STANDARD / COURSE</b>	<b>SC.B-12.HPD.</b>	<b>Health and Physical Development (HPD) Domain Indicators (Birth to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Physical Health and Growth</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.HPD-2.</b>	Children engage in and sustain various forms of physical play indoors and out.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-2a.</b>	Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over).  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-2b.</b>	Move their bodies to explore the indoor and outdoor environment.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-2c.</b>	Develop strength by continuing movements over short periods of time.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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<b>STANDARD / COURSE</b>	<b>SC.B-12.HPD.</b>	<b>Health and Physical Development (HPD) Domain Indicators (Birth to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Physical Health and Growth</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.HPD-3.</b>	Children develop healthy sleeping habits.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-3a.</b>	Sleep for longer periods at a time (more at night, and less during the day).  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-3b.</b>	Settle down and fall asleep after a routine that includes a familiar series of events.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-3c.</b>	Develop a personal sleep routine or pattern.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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<b>STANDARD / COURSE</b>	<b>SC.B-12.HPD.</b>	<b>Health and Physical Development (HPD) Domain Indicators (Birth to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Motor Development</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.HPD-4.</b>	Children develop the large muscle control and abilities needed to move through and explore their environment.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-4a.</b>	Gain control of arm and leg movements.

		<u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-4b.	Develop upright posture when sitting and standing.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-4c.	Move in and out of various positions by rolling, pushing up, and pulling to stand.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-4d.	Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk).  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
STANDARD / COURSE	SC.B-12.HPD.	Health and Physical Development (HPD) Domain Indicators (Birth to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Motor Development
PERFORMANCE DESCRIPTOR / STANDARD	B-12.HPD-5.	Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-5a.	Use both hands to swipe at, reach for, grasp, hold, shake, and release objects.  <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:
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-5b.	Transfer objects from one hand to the other.  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-5c.	Use a pincer grasp to pick up an object with finger and thumb.  <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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<b>STANDARD / COURSE</b>	<b>SC.B-12.HPD.</b>	<b>Health and Physical Development (HPD) Domain Indicators (Birth to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Self-Care</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.HPD-6.</b>	Children develop awareness of their needs and the ability to communicate their needs.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-6a.</b>	Use different sounds to let caregivers know they need attention.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-6b.</b>	Begin to soothe themselves (suck thumb, find pacifier, reach for a security object).  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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<b>STANDARD / COURSE</b>	<b>SC.B-12.HPD.</b>	<b>Health and Physical Development (HPD) Domain Indicators (Birth to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Self-Care</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.HPD-7.</b>	Children develop independence in caring for themselves and their environment.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-7a.</b>	Accept care routines (mouth care, handwashing, diapering, dressing, and bathing).  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-7b.</b>	Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing).  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
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<b>STANDARD / COURSE</b>	<b>SC.B-12.HPD.</b>	<b>Health and Physical Development (HPD) Domain Indicators (Birth to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Safety Awareness</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.HPD-8.</b>	Children develop awareness of basic safety rules and begin to follow them.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-8a.</b>	Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers).  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 15- Develops relationships with adults:

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.HPD-8b.</b>	Notice and imitate adults' reactions to new people and situations.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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<b>STANDARD / COURSE</b>	<b>SC.B-12.LDC.</b>	<b>Language Development and Communication (LDC) Domain Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Learning to Communicate</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.LDC-1.</b>	Children understand communications from others.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.LDC-1b.</b>	<p>Show interest in voices, and focus on speech directed at them.</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>

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.LDC-1c.</b>	<p>Respond to different tones in speech directed at them.</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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<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.LDC-1d.</b>	<p>Respond to simple requests (“Come here.” or “Do you want more?”).</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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<b>STANDARD / COURSE</b>	<b>SC.B-12.LDC.</b>	<b>Language Development and Communication (LDC) Domain Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Learning to Communicate</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.LDC-2.</b>	Children participate in conversations with peers and adults..
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.LDC-2a.</b>	<p>Respond differently to facial expressions and tones of voice.</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:</p>

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.LDC-2b.</b>	<p>Pay brief attention to the same object the caregiver is looking at.</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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<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.LDC-2c.</b>	Engage in turn taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear).
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		<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:
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<b>STANDARD / COURSE</b>	<b>SC.B-12.LDC.</b>	<b>Language Development and Communication (LDC) Domain Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Learning to Communicate</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.LDC-4.</b>	Children communicate thoughts, feelings, and ideas clearly.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.LDC-4a.</b>	Repeat actions to communicate (lift arms to be picked up, point at desired toys).  <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:

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.LDC-4c.</b>	"Babble" and pretend to talk using many sounds or signs from the languages used around them.  <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:
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<b>STANDARD / COURSE</b>	<b>SC.B-12.LDC.</b>	<b>Language Development and Communication (LDC) Domain Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Learning to Communicate</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.LDC-5.</b>	Children describe familiar people, places, things, and events.
<b>GRADE LEVEL EXAMPLE / STAGE</b>		Emerging  <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:

<b>STANDARD / COURSE</b>	<b>SC.B-12.LDC.</b>	<b>Language Development and Communication (LDC) Domain Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Learning to Communicate</b>

PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-6.	Children use most grammatical constructions of their home language well.
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-6b.	<p>“Jabber” and pretend to talk using many sounds or signs from the languages used around them to communicate.</p> <p><u>Progress Monitoring Skills</u>  Infants: 46- Uses prior knowledge to build new knowledge:</p>

STANDARD / COURSE	SC.B-12.LDC.	Language Development and Communication (LDC) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning to Communicate
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-7.	Children respond to and use a growing vocabulary.
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-7a.	<p>Make specific sounds, facial expressions, and/or gestures for certain people and objects.</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:  Infants: 46- Uses prior knowledge to build new knowledge:</p>

GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-7b.	<p>Imitate sounds, words, 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: 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:  Infants: 46- Uses prior knowledge to build new knowledge:</p>
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GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-7c.	<p>Recognize spoken or signed words for common items.</p> <p><u>Progress Monitoring Skills</u>  Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
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STANDARD / COURSE	SC.B-12.LDC.	Language Development and Communication (LDC) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-8.	Children develop interest in books and motivation to read.
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-8a.	<p>Pat and chew on tactile books.</p> <p><u>Progress Monitoring Skills</u>  Infants: 23- Demonstrates awareness of print concepts :</p>



GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-8b.	Look at pictures of faces and simple objects.  <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-8c.	Listen to simple and repetitive books, stories, and songs.  <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: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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STANDARD / COURSE	SC.B-12.LDC.	Language Development and Communication (LDC) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-9.	Children develop book knowledge and print awareness.
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-9a.	Explore books and paper by tasting, mouthing, crumpling, banging, and patting.  <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :

GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-9b.	Look at pictures while cuddling with caregiver.  <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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STANDARD / COURSE	SC.B-12.LDC.	Language Development and Communication (LDC) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-11.	Children develop phonological awareness.
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-11a.	Imitate and take turns with caregivers making different sounds.  <u>Progress Monitoring Skills</u> Infants: 46- Uses prior knowledge to build new knowledge:

STANDARD / COURSE	SC.B-12.LDC.	Language Development and Communication (LDC) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-12.	Children begin to develop knowledge of the alphabet and the alphabetic principle.
GRADE LEVEL EXAMPLE / STAGE		Emerging

		<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 :
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<b>STANDARD / COURSE</b>	<b>SC.B-12.LDC.</b>	<b>Language Development and Communication (LDC) Domain Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Foundations for Writing</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.LDC-13.</b>	Children use writing and other symbols to record information and communicate for a variety of purposes.
<b>GRADE LEVEL EXAMPLE / STAGE</b>		Emerging  <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

<b>STANDARD / COURSE</b>	<b>SC.B-12.LDC.</b>	<b>Language Development and Communication (LDC) Domain Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Foundations for Writing</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.LDC-14.</b>	Children use knowledge of letters in their attempts to write.
<b>GRADE LEVEL EXAMPLE / STAGE</b>		Emerging  <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

<b>STANDARD / COURSE</b>	<b>SC.B-12.LDC.</b>	<b>Language Development and Communication (LDC) Domain Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Foundations for Writing</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.LDC-15.</b>	Children use writing skills and conventions.
<b>GRADE LEVEL EXAMPLE / STAGE</b>		Emerging  <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

<b>STANDARD / COURSE</b>	<b>SC.B-12.MTE.</b>	<b>Mathematical Thinking and Expression (MTE) Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Foundations for Number Sense</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.MTC-1.</b>	Children demonstrate a beginning understanding of numbers and quantity during play and other activities.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.MTC-1a.</b>	Indicate they want “more” with signs, sounds, or looks.  <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

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.MTC-1b.</b>	Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 7 blocks longer than a tower with 3 blocks, reach for a basket with three balls rather than a basket with one ball).
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		<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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<b>STANDARD / COURSE</b>	<b>SC.B-12.MTE.</b>	<b>Mathematical Thinking and Expression (MTE) Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		Foundations for Number Sense
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.MTC-2.</b>	Children demonstrate a beginning understanding of numbers and operations during play and other activities.
<b>GRADE LEVEL EXAMPLE / STAGE</b>		Emerging  <u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number:

<b>STANDARD / COURSE</b>	<b>SC.B-12.MTE.</b>	<b>Mathematical Thinking and Expression (MTE) Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		Foundations for Algebraic Thinking
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.MTC-3.</b>	Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.
<b>GRADE LEVEL EXAMPLE / STAGE</b>		Emerging  <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:

<b>STANDARD / COURSE</b>	<b>SC.B-12.MTE.</b>	<b>Mathematical Thinking and Expression (MTE) Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		Foundations for Geometry and Spatial Understanding
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.MTC-4.</b>	Children begin to identify, describe, classify, and understand shape, size, direction and movement during play and other activities.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.MTC-4a.</b>	Examine different shapes by exploring (banging blocks on the floor, roll balls).  <u>Progress Monitoring Skills</u> Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.MTC-4b.</b>	Attempt to put objects into other objects (such as putting pieces into holes or other spaces).  <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:
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<b>STANDARD / COURSE</b>	<b>SC.B-12.MTE.</b>	<b>Mathematical Thinking and Expression (MTE) Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		Foundations of Measurement and Data Analysis
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.MTC-5.</b>	Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a

		beginning understanding of data analysis through comparing, and interpreting data during play and other activities.
GRADE LEVEL EXAMPLE / STAGE	B-12.MTC-5a.	Examine objects of different sizes by exploring (touch, pick up and move objects).  <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:

<b>STANDARD / COURSE</b>	<b>SC.B-12.CD.</b>	<b>Cognitive Development (CD) Domain Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Construction of Knowledge: Thinking and Reasoning</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	B-12.CD-1.	Children use their senses to construct knowledge about the world around them.
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-1a.	Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, and pick up large objects).  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:

GRADE LEVEL EXAMPLE / STAGE	B-12.CD-1b.	Turn head or move toward sounds.  <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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<b>STANDARD / COURSE</b>	<b>SC.B-12.CD.</b>	<b>Cognitive Development (CD) Domain Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Construction of Knowledge: Thinking and Reasoning</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	B-12.CD-2.	Children recall information and use it for addressing new situations and problems.
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-2b.	Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on a family member's shoulder when new person comes near).  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 15- Develops relationships with adults:

GRADE LEVEL EXAMPLE / STAGE	B-12.CD-2c.	Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle).  <u>Progress Monitoring Skills</u>
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		<p>Infants: 14- Demonstrates self-control:</p> <p>Infants: 15- Develops relationships with adults:</p> <p>Infants: 40- Understands the passage of time and how events are related:</p>
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-2d.	<p>Repeats an action to make something happen again (make sounds when music stops, bounce up and down to get adult to continue “horsey ride”).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-2e.	<p>Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places.</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: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
<b>STANDARD / COURSE</b>	<b>SC.B-12.CD.</b>	<b>Cognitive Development (CD) Domain Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Construction of Knowledge: Thinking and Reasoning</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	B-12.CD-3.	Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-3a.	<p>Show awareness of others’ reactions to people, objects, and events.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-3b.	<p>Show awareness of another person’s intentions by establishing joint attention (look at an object, then at caregiver, and back at object).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
<b>STANDARD / COURSE</b>	<b>SC.B-12.CD.</b>	<b>Cognitive Development (CD) Domain Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Creative Expression</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	B-12.CD-4.	Children demonstrate appreciation for different forms of artistic expression.
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-4a.	<p>Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullabies, show bodily excitement when they hear music).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 41- Participates in dance to express creativity:</p> <p>Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>

		Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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GRADE LEVEL EXAMPLE / STAGE	B-12.CD-4b.	<p>Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet).</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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STANDARD / COURSE	SC.B-12.CD.	Cognitive Development (CD) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Creative Expression
PERFORMANCE DESCRIPTOR / STANDARD	B-12.CD-5.	Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-5a.	<p>Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf).</p> <p><u>Progress Monitoring Skills</u>            Infants: 10- Engages in a progression of individualized and imaginative play:            Infants: 11- Demonstrates a cooperative and flexible approach to play:            Infants: 15- Develops relationships with adults:            Infants: 44- Uses dramatic play to express creativity:            Infants: 46- Uses prior knowledge to build new knowledge:</p>

GRADE LEVEL EXAMPLE / STAGE	B-12.CD-5c.	<p>Make a variety of sounds with simple instruments, toys, and their own voice.</p> <p><u>Progress Monitoring Skills</u>            Infants: 22- Develops early phonological awareness (awareness of units of sound):            Infants: 25- Organizes, represents, and builds knowledge of quantity and number:            Infants: 26- Manipulates, compares, and describes relationships using quantity and number:            Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:            Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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GRADE LEVEL EXAMPLE / STAGE	B-12.CD-5d.	<p>Express themselves by moving their bodies (wave arms when excited, hug soft toy).</p> <p><u>Progress Monitoring Skills</u>            Infants: 41- Participates in dance to express creativity:</p>
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STANDARD / COURSE	SC.B-12.CD.	Cognitive Development (CD) Domain Indicators (B to 12 months)
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<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Social Connections</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	B-12.CD-6.	Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	B-12.CD-6a.	Intently observe actions of children, adults, pets, and objects nearby.  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

<b>GRADE LEVEL EXAMPLE / STAGE</b>	B-12.CD-6b.	Seek family members, siblings, caregivers, and teachers for play and for meeting needs.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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<b>STANDARD / COURSE</b>	<b>SC.B-12.CD.</b>	<b>Cognitive Development (CD) Domain Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Social Connections</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	B-12.CD-7.	Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).
<b>GRADE LEVEL EXAMPLE / STAGE</b>	B-12.CD-7a.	Show a clear preference for familiar people.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

<b>STANDARD / COURSE</b>	<b>SC.B-12.CD.</b>	<b>Cognitive Development (CD) Domain Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Scientific Exploration and Knowledge</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	B-12.CD-10.	Children observe and describe characteristics of living things and the physical world.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	B-12.CD-10a.	Observe and explore natural phenomena indoors and outdoors, using all senses (rub hands over grass, lift face to feel wind, pat family dog, and splash water).  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:

<b>STANDARD / COURSE</b>	<b>SC.B-12.CD.</b>	<b>Cognitive Development (CD) Domain Indicators (B to 12 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Scientific Exploration and Knowledge</b>

<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>B-12.CD-11.</b>	Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.CD-11a.</b>	<p>Gather information through sight, hearing, taste, smell, and touch.</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: 10- Engages in a progression of individualized and imaginative play:  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 31- Demonstrates scientific inquiry skills:  Infants: 34- Demonstrates knowledge related to physical science:  Infants: 45- Demonstrates awareness of cause and effect:  Infants: 47- Demonstrates problem-solving skills:</p>
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>B-12.CD-11b.</b>	<p>Use multiple senses to focus intently on objects, displays, materials, or events.</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>