



Curriculum Alignment with

Tennessee Early Learning Developmental Standards

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

STRAND / STANDARD / COURSE	TN.AL.25-36.	Approaches to Learning (AL) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Engages and Interacts
GUIDING QUESTION / LEARNING EXPECTATION	AL.25-36.1.	<p>Interact with other children in a playful manner.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
GUIDING QUESTION / LEARNING EXPECTATION	AL.25-36.2.	<p>Self-select play activities to support own curiosity and to engage in pretend and imaginative play.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
GUIDING QUESTION / LEARNING EXPECTATION	AL.25-36.3.	<p>Demonstrate an increasing awareness of the connection between prior and new knowledge.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p>

		<p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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STRAND / STANDARD / COURSE	TN.AL.25-36.	Approaches to Learning (AL) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Flexibility and Inventiveness
GUIDING QUESTION / LEARNING EXPECTATION	AL.25-36.4.	<p>Attempt new things with excitement and anticipation.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

GUIDING QUESTION / LEARNING EXPECTATION	AL.25-36.5.	<p>Demonstrate emerging ability to ask questions for information or clarification.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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STRAND / STANDARD / COURSE	TN.AL.25-36.	Approaches to Learning (AL) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Problem Solving
GUIDING QUESTION / LEARNING EXPECTATION	AL. 25-36.7.	<p>Identify a problem and try to solve it.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

GUIDING QUESTION / LEARNING EXPECTATION	AL.25-36.8.	Begin to intentionally affect his environment. <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise
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STRAND / STANDARD / COURSE	TN.AL.25-36.	Approaches to Learning (AL) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Persistence
GUIDING QUESTION / LEARNING EXPECTATION	AL.25 –36.9.	Demonstrate increasing interest in familiar activities. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time

GUIDING QUESTION / LEARNING EXPECTATION	AL.25-36.10.	Play with favorite toy, repeating actions over and over. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play
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STRAND / STANDARD / COURSE	TN.SE.25-36.	Social Emotional Development (SE) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Self-Awareness (Self-Concept)
GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.1.	Show an emerging sense of self. <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 13- Engages in self-expression: Progress Monitoring

		Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words
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GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.2.	Demonstrate increased skill in identifying and expressing feelings. <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
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GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.3.	Begin to gain a sense of mastery and achievement. <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words
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STRAND / STANDARD / COURSE	TN.SE.25-36.	Social Emotional Development (SE) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Self- Regulation (Self-Control)
GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.5.	Show willingness to follow simple rules. <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines

STRAND / STANDARD / COURSE	TN.SE.25-36.	Social Emotional Development (SE) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Cooperation
GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.6.	Play beside other children for several minutes. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports

		<p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.7.	<p>Share some pretend play themes.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.8.	<p>Play with others more frequently and for longer periods of time.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.9.	<p>Respond to other children's feelings.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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STRAND / STANDARD / COURSE	TN.LE.25-36.	Language and Early Literacy (LE) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Receptive Language
GUIDING QUESTION / LEARNING EXPECTATION	LE.25-36.1.	<p>Understand questions, simple directions, beginning concepts, and the ideas and sequence of stories.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p>

STRAND / STANDARD / COURSE	TN.LE.25-36.	Language and Early Literacy (LE) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Expressive Language
GUIDING QUESTION / LEARNING EXPECTATION	LE.25-36.2.	<p>Use words and some standards of speech to express thoughts and ideas.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>

STRAND / STANDARD / COURSE	TN.LE.25-36.	Language and Early Literacy (LE) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Speech
GUIDING QUESTION / LEARNING EXPECTATION	LE.25-36.3.	<p>Produce speech that is increasingly understandable by most familiar adults.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>

STRAND / STANDARD / COURSE	TN.LE.25-36.	Language and Early Literacy (LE) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Writing Behaviors and Skills

GUIDING QUESTION / LEARNING EXPECTATION	LE.25-36.7.	Use a variety of writing tools to make scribbles. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects
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GUIDING QUESTION / LEARNING EXPECTATION	LE.25-36.8.	Scribble and draws with intentionality. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
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STRAND / STANDARD / COURSE	TN.M.25-36.	Math (M) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Counting and Cardinality
GUIDING QUESTION / LEARNING EXPECTATION	MA.25-36.1.	Begin to count by rote. <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five

STRAND / STANDARD / COURSE	TN.M.25-36.	Math (M) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Operations and Algebra
GUIDING QUESTION / LEARNING EXPECTATION	MA.25-36.3.	Demonstrate emerging understanding of the relationship between objects, solving simple jigsaw puzzles and matching similar shapes. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together

STRAND / STANDARD / COURSE	TN.M.25-36.	Math (M) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Measurement and Data

GUIDING QUESTION / LEARNING EXPECTATION	MA.25-36.4.	Demonstrate emerging understanding of basic concepts of measurement i.e. height, length, capacity. <u>Progress Monitoring Skills</u> 2 Year Olds: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Develops vocabulary for length, weight and height
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STRAND / STANDARD / COURSE	TN.M.25-36.	Math (M) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Geometry and Spatial Sense
GUIDING QUESTION / LEARNING EXPECTATION	MA.25-36.5.	Explore world and understands position in space and how to get around. <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games

STRAND / STANDARD / COURSE	TN.S.25-36.	Science (S) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Sensory Awareness
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.1.	Demonstrate emerging ability to connect sensory input with words and expressions. <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment

STRAND / STANDARD / COURSE	TN.S.25-36.	Science (S) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Observation and Exploration

GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.2.	Build knowledge of world through observation of surroundings. <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas
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STRAND / STANDARD / COURSE	TN.S.25-36.	Science (S) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Problem Solving
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.3.	Begin to use reasoning skill and imagination when planning ways to make things happen. <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise

STRAND / STANDARD / COURSE	TN.S.25-36.	Science (S) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Simple Tools
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.4.	Use simple tools to build knowledge of world through observation and awareness of surroundings. <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups)

STRAND / STANDARD / COURSE	TN.S.25-36.	Science (S) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Sequencing and Time
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.8.	Increasing understanding of consequences of weather related events. <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Observes and discusses the weather

STRAND / STANDARD / COURSE	TN.S.25-36.	Science (S) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Living Things
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.9.	Identify and associate the similarities, categories, and different structures of familiar plants and animals with familiar characteristics. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things

		and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.10.	Observe and describe familiar characteristics of plants and animals. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
STRAND / STANDARD / COURSE	TN.S.25-36.	Science (S) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Physical Science
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.12.	Demonstrate an emerging awareness of changes in the environment. <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.5 Demonstrates understanding of cause and effect in the physical and social environment
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.13.	Observe and make simple predictions and build simple descriptors for how objects move and begin to use common related vocabulary. <u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl) 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play
STRAND / STANDARD / COURSE	TN.SS.25-36.	Social Studies (SS) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Interactions and Culture
GUIDING QUESTION / LEARNING EXPECTATION	SS.25-30.1.	Show need for familiar adult's approval. <u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
GUIDING QUESTION / LEARNING EXPECTATION	SS.25-30.2.	Show cautious interest in unfamiliar adults. <u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
STRAND / STANDARD / COURSE	TN.SS.25-36.	Social Studies (SS) 25 months – 36 months

CONCEPTUAL STRAND / GUIDING QUESTION		History
GUIDING QUESTION / LEARNING EXPECTATION	SS.25-36.3.	<p>Begin to identify common events and routines.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>

STRAND / STANDARD / COURSE	TN.CA.25-36.	Creative Arts (CA) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Music
GUIDING QUESTION / LEARNING EXPECTATION	CA.25-36.1.	<p>Enjoy moving to and singing to music.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

GUIDING QUESTION / LEARNING EXPECTATION	CA.25-36.2.	<p>Enjoy making own music.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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STRAND / STANDARD / COURSE	TN.CA.25-36.	Creative Arts (CA) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Art
GUIDING QUESTION / LEARNING EXPECTATION	CA.25-36.4.	<p>Scribble and paint.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to</p>

		develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
STRAND / STANDARD / COURSE	TN.CA.25-36.	Creative Arts (CA) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Dramatic Play and Movement
GUIDING QUESTION / LEARNING EXPECTATION	CA.25-36.5.	<p>Demonstrate increasing control of body.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
GUIDING QUESTION / LEARNING EXPECTATION	CA.25-36.6.	<p>Become more purposeful in using the environment for pretend play.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>