



# Curriculum Alignment with

## Vermont Early Learning Standards

Grade: **Ages Birth to 12 months** - Adopted: **2015**

<b>STANDARD / STRAND</b>	<b>VT.IN.I.1.</b>	<b>DEVELOPING SELF - Approaches to Learning (Infants - By 12 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.I.1.1.</b>	<b>Play and Exploration</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>IN.I.1.1.1.</b>	Children engage in play to understand the world around them.
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.1.1.1.2.</b>	Respond to play activities (e.g. peek-a-boo).  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 15- Develops relationships with adults: Infants: 44- Uses dramatic play to express creativity:
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.1.1.1.3.</b>	Use senses to explore objects and toys (e.g., chews on toy).  <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: 08- Demonstrates interest and curiosity: Infants: 10- Engages in a progression of individualized and imaginative play: 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:
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.1.1.1.5.</b>	Engage in simple turn-taking games.  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
<b>STANDARD / STRAND</b>	<b>VT.IN.I.1.</b>	<b>DEVELOPING SELF - Approaches to Learning (Infants - By 12 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.I.1.2.</b>	<b>Initiative</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>IN.I.1.2.1.</b>	Children show curiosity about the world around them, and take action to interact with it and learn.
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.1.2.1.1.</b>	Use senses to explore the immediate environment.  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:

		<p>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>
GRADE LEVEL EXPECTATION	IN.I.1.2.1.2.	<p>Show interest in themselves (e.g., 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>
GRADE LEVEL EXPECTATION	IN.I.1.2.1.3.	<p>Seek, initiate and respond to interactions with people and objects.</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>
STANDARD / STRAND	VT.IN.I.1.	DEVELOPING SELF - Approaches to Learning (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.I.1.3.	Problem Solving
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.I.1.3.1.	Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.
GRADE LEVEL EXPECTATION	IN.I.1.3.1.1.	<p>Use hands, mouth, and eyes in a coordinated manner to explore body, objects and surroundings.</p> <p><u>Progress Monitoring Skills</u>  Infants: 33- Demonstrates knowledge related to living things and their environment:</p>
GRADE LEVEL EXPECTATION	IN.I.1.3.1.2.	<p>React to new voices or sounds by turning in the direction of the sound or changing facial expression.</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 EXPECTATION	IN.I.1.3.1.3.	<p>Demonstrate creativity by exploring objects in multiple ways (e.g. pushes a chair to maintain balance).</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>
GRADE LEVEL EXPECTATION	IN.I.1.3.1.4.	<p>Watch and imitate the actions of others.</p> <p><u>Progress Monitoring Skills</u>  Infants: 10- Engages in a progression of individualized and imaginative play:</p>

		Infants: 11- Demonstrates a cooperative and flexible approach to play:
GRADE LEVEL EXPECTATION	IN.I.1.3.1.5.	Use actions to solve simple problems (e.g., rolling to side to reach object).  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 47- Demonstrates problem-solving skills:
<b>STANDARD / STRAND</b>	<b>VT.IN.I.2.</b>	<b>DEVELOPING SELF - Social and Emotional Learning and Development (Infants - By 12 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.I.2.1.</b>	<b>Emotion and Self-Regulation</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.I.2.1.1.	Children express a range of emotions, and regulate their emotional and social responses.
GRADE LEVEL EXPECTATION	IN.I.2.1.1.1.	Express emotions in many ways including e.g., gestures and vocalizations.  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
GRADE LEVEL EXPECTATION	IN.I.2.1.1.2.	Regulate emotions and impulses e.g., soothes self.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
GRADE LEVEL EXPECTATION	IN.I.2.1.1.3.	Show some regulated daily routines e.g., sleeping and feeding.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition: Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
GRADE LEVEL EXPECTATION	IN.I.2.1.1.4.	Develop some ability to attend to primary caregiver or toys with support.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	IN.I.2.1.1.5.	Show ability to continue interaction with familiar adults or toys for more than just a brief time.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

<b>STANDARD / STRAND</b>	<b>VT.IN.1.2.</b>	<b>DEVELOPING SELF - Social and Emotional Learning and Development (Infants - By 12 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.1.2.2.</b>	<b>Self-Awareness</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>IN.1.2.2.1.</b>	Children demonstrate awareness of their personal characteristics, skills, and abilities.
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.1.2.2.1.1.</b>	<p>Show awareness of own body.</p> <p><u>Progress Monitoring Skills</u>  Infants: 12- Develops self-awareness:  Infants: 15- Develops relationships with adults:  Infants: 16- Develops relationships with peers:  Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.1.2.2.1.2.</b>	<p>Recognize physical attributes of self and familiar people e.g., baby's toes, grandma's glasses, daddy vs mommy.</p> <p><u>Progress Monitoring Skills</u>  Infants: 12- Develops self-awareness:  Infants: 15- Develops relationships with adults:  Infants: 16- Develops relationships with peers:  Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.1.2.2.1.3.</b>	<p>Show beginning awareness of own skills e.g., uses finger to push button on toy.</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>
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.1.2.2.1.4.</b>	<p>Attend with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.</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: 16- Develops relationships with peers:  Infants: 19- Uses nonverbal communication for a variety of purposes:</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.1.2.2.1.5.</b>	<p>Show awareness of familiar routines by behaviors (e.g., opening mouth for feeding or lifting arms to be picked up).</p> <p><u>Progress Monitoring Skills</u>  Infants: 14- Demonstrates self-control:  Infants: 40- Understands the passage of time and how events are related:</p>
<b>STANDARD / STRAND</b>	<b>VT.IN.1.2.</b>	<b>DEVELOPING SELF - Social and Emotional Learning and Development (Infants - By 12 months)</b>

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.I.2.3.</b>	<b>Relationships with Adults and Peers</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>IN.I.2.3.1.</b>	Children develop healthy positive relationships with adults and peers.
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.2.3.1.1.</b>	Respond to adult through actions or vocalization e.g., repeat 'ooo' or 'baba' from adult.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.2.3.1.2.</b>	Engage in simple back and forth (1-2) playful interactions with adults e.g., cooing, peek-a-boo, ball play.  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 15- Develops relationships with adults: Infants: 44- Uses dramatic play to express creativity:
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.2.3.1.3.</b>	Show enjoyment in interaction with other children e.g., smiling, reaching out, giggling.  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.2.3.1.4.</b>	May cry when another child cries.  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
<b>STANDARD / STRAND</b>	<b>VT.IN.I.3.</b>	<b>DEVELOPING SELF - Growing, Moving, and Being Healthy (Infants - By 12 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.I.3.1.</b>	<b>Motor Development and Coordination</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>IN.I.3.1.1.</b>	Children develop strength, coordination, and control of their large muscles.
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.3.1.1.1.</b>	Maintain upright posture when sitting or standing.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.3.1.1.2.</b>	Move to explore immediate environment (e.g. scoots, creeps, crawls).  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.3.1.1.3.</b>	Pull to stand, cruise, then walk a few steps independently.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

GRADE LEVEL EXPECTATION	IN.I.3.1.1.4.	Balance while exploring immediate environment (e.g., sit and reach for toys without toppling over).  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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STANDARD / STRAND	VT.IN.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.I.3.1.2.	Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.
GRADE LEVEL EXPECTATION	IN.I.3.1.2.1.	Transfer objects from one hand to another.  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

GRADE LEVEL EXPECTATION	IN.I.3.1.2.2.	Use both hands to hold, reach for and let go of objects.  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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GRADE LEVEL EXPECTATION	IN.I.3.1.2.3.	Coordinate movements using eyes and hands (e.g., bring hands together, stack rings).  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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STANDARD / STRAND	VT.IN.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.I.3.2.1.	Children develop healthy eating habits and knowledge of good nutrition.
GRADE LEVEL EXPECTATION	IN.I.3.2.1.1.	Communicate feelings of hunger and fullness (e.g., 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:

GRADE LEVEL EXPECTATION	IN.I.3.2.1.2.	Show food preferences.  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
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GRADE LEVEL EXPECTATION	IN.I.3.2.1.3.	Eat different kinds of foods (e.g., liquids, pureed or soft foods, finely chopped food).  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
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STANDARD / STRAND	VT.IN.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Infants - By 12 months)
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.I.3.2.</b>	<b>Health and Safety Practices</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>IN.I.3.2.2.</b>	Children develop personal health and self-care habits, and become increasingly independent.
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.3.2.2.1.</b>	Sleep well and show alertness during waking periods.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.3.2.2.2.</b>	Develop a personal sleep routine or pattern.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.3.2.2.3.</b>	Indicate, in a variety of ways, own personal health and self-care needs and wants (e.g., cry/vocalize when need changing or hungry).  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.3.2.2.4.</b>	Tolerate, show interest, and assist in care routines (hand washing, raise arms for dressing).  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
<b>STANDARD / STRAND</b>	<b>VT.IN.I.3.</b>	<b>DEVELOPING SELF - Growing, Moving, and Being Healthy (Infants - By 12 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.I.3.2.</b>	<b>Health and Safety Practices</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>IN.I.3.2.3.</b>	Children develop the ability to identify unsafe situations, and use safe practices.
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.3.2.3.1.</b>	Show preference for and trust in familiar caregivers.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.3.2.3.2.</b>	Notice and imitate adults' reactions to new people and situations.  <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:
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.I.3.2.3.3.</b>	Express discomfort or anxiety in stressful situations.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
<b>STANDARD / STRAND</b>	<b>VT.IN.II.1.</b>	<b>COMMUNICATION and EXPRESSION - Language Development (Infants - By 12 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.II.1.1.</b>	<b>Receptive Language (Listening)</b>



GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.1.1.1.	Young children attend to, comprehend, and respond to increasingly complex language.
GRADE LEVEL EXPECTATION	IN.II.1.1.1.1.	Turn towards voices and focus on speech directed towards them.  <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:

GRADE LEVEL EXPECTATION	IN.II.1.1.1.2.	Show excitement when hear familiar voices or familiar words (e.g., mama).  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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STANDARD / STRAND	VT.IN.II.1.	COMMUNICATION and EXPRESSION - Language Development (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.1.2.	Expressive Language (Speaking)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.1.2.1.	Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.
GRADE LEVEL EXPECTATION	IN.II.1.2.1.1.	Vocalize and use gestures to communicate (e.g., wave hi/bye).  <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:

GRADE LEVEL EXPECTATION	IN.II.1.2.1.2.	Babble (e.g., bah bah, ma ma) and jabber (e.g., bada).  <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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GRADE LEVEL EXPECTATION	IN.II.1.2.1.3.	Mimic the intonation of adult speech (e.g., rise to question).  <u>Progress Monitoring Skills</u> Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 44- Uses dramatic play to express creativity: Infants: 46- Uses prior knowledge to build new knowledge:
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STANDARD / STRAND	VT.IN.II.1.	COMMUNICATION and EXPRESSION - Language Development (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.1.4.	Social Rules of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.1.4.1.	Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.

GRADE LEVEL EXPECTATION	IN.II.1.4.1.1.	<p>Initiate and engage in simple turn taking interactions with others by using gestures, vocalizations, or facial expressions.</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 13- Engages in self-expression:  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 45- Demonstrates awareness of cause and effect:</p>
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GRADE LEVEL EXPECTATION	IN.II.1.4.1.2.	<p>Respond differently to different tones of voice and facial expressions.</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: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:  Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:  Infants: 19- Uses nonverbal communication for a variety of purposes:</p>
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STANDARD / STRAND	VT.IN.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Print Concepts
EXPECTATION	IN.II.2.1.1.1.	<p>Show interest in looking at books and in adult initiated literacy activities.</p> <p><u>Progress Monitoring Skills</u>  Infants: 21- Acquires meaning from a variety of materials read to him/her:  Infants: 22- Develops early phonological awareness (awareness of units of sound):  Infants: 23- Demonstrates awareness of print concepts :</p>

STANDARD / STRAND	VT.IN.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Fluency
EXPECTATION	IN.II.2.1.1.6.	<p>Emerging.</p> <p><u>Progress Monitoring Skills</u>  Infants: 21- Acquires meaning from a variety of materials read to him/her:</p>

		<p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 23- Demonstrates awareness of print concepts :</p>
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<b>STANDARD / STRAND</b>	<b>VT.IN.II.2.</b>	<b>COMMUNICATION and EXPRESSION - Literacy Development (Infants - By 12 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.II.2.2a.</b>	<b>Reading: Engagement with Literature and Informational Text (0-5)</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>IN.II.2.2a.1.</b>	Children develop “book language” and demonstrate comprehension.
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.II.2.2a.1.1.</b>	<p>Show interest in shared reading activities and looking at books.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 21- Acquires meaning from a variety of materials read to him/her:</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 23- Demonstrates awareness of print concepts :</p>

<b>GRADE LEVEL EXPECTATION</b>	<b>IN.II.2.2a.1.2.</b>	<p>Explore book through sight, touch, and by using their mouths.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 23- Demonstrates awareness of print concepts :</p>
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<b>STANDARD / STRAND</b>	<b>VT.IN.II.2.</b>	<b>COMMUNICATION and EXPRESSION - Literacy Development (Infants - By 12 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.II.2.3.</b>	<b>Writing</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>IN.II.2.3.1.</b>	Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions. (0-5)
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.II.2.3.1.1.</b>	<p>Make random marks.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 24- Uses writing for variety of purposes</p>

<b>GRADE LEVEL EXPECTATION</b>	<b>IN.II.2.3.1.2.</b>	<p>With adult assistance, hold writing tools.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 24- Uses writing for variety of purposes</p>
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<b>STANDARD / STRAND</b>	<b>VT.IN.II.3.</b>	<b>COMMUNICATION and EXPRESSION - Creative Arts and Expression (Infants - By 12 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.II.3.1.</b>	<b>Visual Arts</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>IN.II.3.1.1.</b>	Children create art using a variety of tools and art media to express their ideas, feelings, creativity, and develop appreciation of the art created by others.
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.II.3.1.1.1.</b>	<p>Gaze at pictures, photographs.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>

<b>GRADE LEVEL EXPECTATION</b>	<b>IN.II.3.1.1.2.</b>	<p>Show preference for bright colors and contrasting shapes.</p> <p><u>Progress Monitoring Skills</u></p>
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		Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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GRADE LEVEL EXPECTATION	IN.II.3.1.1.3.	<p>Hold, touch, and experience different textures of 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: 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 / STRAND	VT.IN.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.3.2.	Music
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.3.2.1.	Children engage in making and listening to music as a vehicle for expression and learning.
GRADE LEVEL EXPECTATION	IN.II.3.2.1.1.	<p>Imitate sounds by babbling and other vocalizations during or after an adult sings or chants.</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>

GRADE LEVEL EXPECTATION	IN.II.3.2.1.3.	<p>Use toys and objects as instruments to make sounds (e.g., bang pot with a wooden spoon).</p> <p><u>Progress Monitoring Skills</u>            Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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STANDARD / STRAND	VT.IN.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.3.3.	Theatre (Dramatic Play)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.3.3.1.	Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.
GRADE LEVEL EXPECTATION	IN.II.3.3.1.1.	<p>Imitate familiar actions (e.g., stirring using a spoon).</p> <p><u>Progress Monitoring Skills</u>            Infants: 10- Engages in a progression of individualized and imaginative play:            Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>

<b>STANDARD / STRAND</b>	<b>VT.IN.II.3.</b>	<b>COMMUNICATION and EXPRESSION - Creative Arts and Expression (Infants - By 12 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.II.3.4.</b>	<b>Dance</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>IN.II.3.4.1.</b>	Children use movement to creatively express their ideas and feelings, and to learn.
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.II.3.4.1.1.</b>	Move head, legs, and arms in response to music and other rhythmic sounds.  <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity:

<b>GRADE LEVEL EXPECTATION</b>	<b>IN.II.3.4.1.2.</b>	Express basic feelings (e.g., excitement, joy) through movement.  <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: Infants: 41- Participates in dance to express creativity:
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<b>STANDARD / STRAND</b>	<b>VT.IN.III.1.</b>	<b>LEARNING ABOUT THE WORLD - Mathematics (Infants - By 12 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.III.1.1a.</b>	<b>Number Sense, quantity, and Counting: Number Sense and Quantity</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>IN.III.1.1a.1.</b>	Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.III.1.1a.1.1.</b>	Use words, signs or gestures to request “more”  <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 EXPECTATION</b>	<b>IN.III.1.1a.1.2.</b>	Attend to songs, finger plays, and books that include numbers and numerals.  <u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 28- Sorts, orders, classifies, and creates patterns: Infants: 44- Uses dramatic play to express creativity:
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<b>STANDARD / STRAND</b>	<b>VT.IN.III.1.</b>	<b>LEARNING ABOUT THE WORLD - Mathematics (Infants - By 12 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.III.1.2a.</b>	<b>Number Relationships and Operations: Number Relationships and Operations</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>IN.III.1.2a.1.</b>	Children increasingly use numbers to describe relationships and to solve mathematical problems.
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.III.1.2a.1.1.</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:
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STANDARD / STRAND	VT.IN.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.1.3a.	Measurement, Classification and Data: Measurement, Comparison, Classification, and Time
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.1.3a.1.	Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.
GRADE LEVEL EXPECTATION	IN.III.1.3a.1.1.	Explore the size and shapes of objects by various means (e.g., holding, mouthing, banging).  <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:

GRADE LEVEL EXPECTATION	IN.III.1.3a.1.2.	Show awareness of basic daily routines (e.g., wake up, diaper change, fed).  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
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GRADE LEVEL EXPECTATION	IN.III.1.3a.1.3.	Use body in a way that corresponds to size of object (e.g. pincer grasp with small 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:
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STANDARD / STRAND	VT.IN.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.1.4a.	Geometry and Spatial Reasoning: Geometry and Spatial Sense
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.1.4a.1.	Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.
GRADE LEVEL EXPECTATION	IN.III.1.4a.1.1.	Explore objects of different shapes using different senses.  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight,

		length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:
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GRADE LEVEL EXPECTATION	IN.III.1.4a.1.2.	Continue to look for an object when it is completely hidden.  <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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GRADE LEVEL EXPECTATION	IN.III.1.4a.1.3.	Attend to how objects move in space by tracking objects with their eyes and head.  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:
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GRADE LEVEL EXPECTATION	IN.III.1.4a.1.4.	Explore relationships between objects through different actions (e.g., banging, rubbing, tapping together).  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:
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GRADE LEVEL EXPECTATION	IN.III.1.4a.1.5.	Put objects into other objects (e.g., rattle into bowl).  <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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STANDARD / STRAND	VT.IN.III.2.	LEARNING ABOUT THE WORLD - Science (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.2.1.	Physical Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.2.1.1.	Children construct concepts of the properties of matter, sound, motion and energy through exploration and investigations.
GRADE LEVEL EXPECTATION	IN.III.2.1.1.1.	Attend to and demonstrate interest in objects in their environment, using all of their senses to explore.  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity:

		<p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
GRADE LEVEL EXPECTATION	IN.III.2.1.1.2.	<p>Move and handle objects to learn more about them (e.g., drop food from high chair to see what happens).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
GRADE LEVEL EXPECTATION	IN.III.2.1.1.3.	<p>Explore ways to make different sounds with their bodies and objects (e.g., vocal sounds, clapping).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 25- Organizes, represents, and builds knowledge of quantity and number:</p> <p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
GRADE LEVEL EXPECTATION	IN.III.2.1.1.5.	<p>Looks for an object that is hidden out of sight.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
<b>STANDARD / STRAND</b>	<b>VT.IN.III.2.</b>	<b>LEARNING ABOUT THE WORLD - Science (Infants - By 12 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.III.2.2.</b>	<b>Life Sciences</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.2.2.1.	Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.
GRADE LEVEL EXPECTATION	IN.III.2.2.1.1.	<p>Demonstrate interest in people, plants and animals.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 33- Demonstrates knowledge related to living things and their environment:</p>
GRADE LEVEL EXPECTATION	IN.III.2.2.1.2.	<p>Use senses to explore and get information about the natural world.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
<b>STANDARD / STRAND</b>	<b>VT.IN.III.2.</b>	<b>LEARNING ABOUT THE WORLD - Science (Infants - By 12 months)</b>



<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.III.2.3.</b>	<b>Earth and Space Sciences</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>IN.III.2.3.1.</b>	Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.III.2.3.1.1.</b>	Explore water, soil, sand and rocks with adult guidance and support.  <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:

<b>STANDARD / STRAND</b>	<b>VT.IN.III.2.</b>	<b>LEARNING ABOUT THE WORLD - Science (Infants - By 12 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>IN.III.2.4.</b>	<b>Engineering Design</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>IN.III.2.4.1.</b>	Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.
<b>GRADE LEVEL EXPECTATION</b>	<b>IN.III.2.4.1.1.</b>	Demonstrate interest in people and objects in the environment.  <u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:

<b>GRADE LEVEL EXPECTATION</b>	<b>IN.III.2.4.1.2.</b>	Experiment with body movement.  <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity:
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<b>GRADE LEVEL EXPECTATION</b>	<b>IN.III.2.4.1.3.</b>	Track movement with eyes.  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:
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<b>GRADE LEVEL EXPECTATION</b>	<b>IN.III.2.4.1.4.</b>	Use all senses to explore the properties of objects in environment to gain knowledge.  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:
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<b>GRADE LEVEL EXPECTATION</b>	<b>IN.III.2.4.1.5.</b>	Use body to account for size when interacting with objects (e.g., opens arms wide to grasp a large ball).  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:
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		<p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
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GRADE LEVEL EXPECTATION	IN.III.2.4.1.6.	<p>Carrying objects, putting into containers and dumping.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
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STANDARD / STRAND	VT.IN.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.3.1.	Inquiry
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.3.1.1.	Children make sense of the world around them by actively gathering and interpreting information.
GRADE LEVEL EXPECTATION	IN.III.3.1.1.1.	<p>Indicate awareness of what is happening in immediate surroundings.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>

GRADE LEVEL EXPECTATION	IN.III.3.1.1.2.	<p>Explore objects in a variety of ways.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p>
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STANDARD / STRAND	VT.IN.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.3.2.	Family and Community; Civics, Government & Society
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.3.2.1.	Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.
GRADE LEVEL EXPECTATION	IN.III.3.2.1.1.	<p>Demonstrate recognition of family members and caretakers by smiling, vocalizing, or crawling in the their direction.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 05- Develops gross-motor skills:</p> <p>Infants: 15- Develops relationships with adults:</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>

GRADE LEVEL EXPECTATION	IN.III.3.2.1.2.	Show a preference for familiar versus unfamiliar adults.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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GRADE LEVEL EXPECTATION	IN.III.3.2.1.3.	Explore the similarities and differences among people (e.g., touching their faces or hair, watching others' facial expressions).  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 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: 13- Engages in self-expression: Infants: 16- Develops relationships with peers: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 47- Demonstrates problem-solving skills:
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GRADE LEVEL EXPECTATION	IN.III.3.2.1.4.	Seek family members and other familiar adults for play and meeting their needs.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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STANDARD / STRAND	VT.IN.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.3.3.	Physical & Cultural Geography
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.3.3.1.	Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.
GRADE LEVEL EXPECTATION	IN.III.3.3.1.1.	Explore similarities and differences of familiar people by touching faces, feeling their hair, etc.  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

STANDARD / STRAND	VT.IN.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.3.4.	History
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.3.4.1.	Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.
GRADE LEVEL EXPECTATION	IN.III.3.4.1.1.	Notice daily routines.  <u>Progress Monitoring Skills</u>

		Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
GRADE LEVEL EXPECTATION	IN.III.3.4.1.2.	Respond to changes in daily routines.  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
STANDARD / STRAND	VT.IN.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.3.5.	Economics
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.3.5.1.	Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.
GRADE LEVEL EXPECTATION	IN.III.3.5.1.1.	N/A  <u>Progress Monitoring Skills</u> Infants: 39- Demonstrates an awareness of economics in his/her community

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