



# Curriculum Alignment with

## Wyoming Early Learning Guidelines and Foundations

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

CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.B-6.	BIRTH TO 6 MONTHS
GRADE LEVEL EXAMPLE	1.COM.B-6.1.	LANGUAGE COMPREHENSION (Receptive Language): Understanding the meaning of feelings and ideas expressed by others. Increased vocabulary development.
EXPECTATION	1.COM.B-6.1.1.	<p>Responds to sounds in the environment—startles or cries to unexpected sound</p> <p><u>Progress Monitoring Skills</u>  Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:  Infants: 31- Demonstrates scientific inquiry skills:</p>

EXPECTATION	1.COM.B-6.1.2.	<p>Watches speaker's face or hands when she is talking or gesturing</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: 31- Demonstrates scientific inquiry skills:  Infants: 45- Demonstrates awareness of cause and effect:</p>
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EXPECTATION	1.COM.B-6.1.3.	<p>Prefers slower, high pitched sounds</p> <p><u>Progress Monitoring Skills</u>  Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:  Infants: 31- Demonstrates scientific inquiry skills:</p>
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CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.B-6.	BIRTH TO 6 MONTHS
GRADE LEVEL EXAMPLE	1.COM.B-6.2.	LANGUAGE EXPRESSION (Expressive/language production): Using sounds, gestures, words, phrases, and sentences to express self. Initial expression occurs during social relationships.
EXPECTATION	1.COM.B-6.2.2.	<p>Makes sounds to try and continue interactions</p> <p><u>Progress Monitoring Skills</u>  Infants: 20- Uses increasingly complex spoken language:</p>

EXPECTATION	1.COM.B-6.2.3.	<p>Babbles and talks to self, exploring and playing with many sounds, such as blowing bubbles, and bbb, mmm, etc.</p> <p><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:</p>
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<b>CONTENT STANDARD</b>	<b>WY.1.COM.</b>	<b>COMMUNICATION: Language &amp; Literacy</b>
<b>BENCHMARK</b>	<b>1.COM.B-6.</b>	<b>BIRTH TO 6 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>1.COM.B-6.3.</b>	<b>LITERACY:</b> The foundations of reading and writing (literacy) begin in infancy. Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, draw and scribble as they build their literacy abilities.
<b>EXPECTATION</b>	<b>1.COM.B-6.3.1.</b>	Looks at pictures of familiar faces or babies  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:

<b>EXPECTATION</b>	<b>1.COM.B-6.3.2.</b>	Listens to repetition of words, songs, or rhymes  <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:
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<b>EXPECTATION</b>	<b>1.COM.B-6.3.3.</b>	Enjoys listening to caregiver read out loud while sitting on caregiver's lap and looking at pictures  <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):
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<b>CONTENT STANDARD</b>	<b>WY.1.COM.</b>	<b>COMMUNICATION: Language &amp; Literacy</b>
<b>BENCHMARK</b>	<b>1.COM.6-12.</b>	<b>6 TO 12 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>1.COM.6-12.1.</b>	<b>LANGUAGE COMPREHENSION:</b> Language that children are able to understand or comprehend.
<b>EXPECTATION</b>	<b>1.COM.6-12.1.1.</b>	Quiets down or gets excited when hearing a familiar voice  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:

<b>EXPECTATION</b>	<b>1.COM.6-12.1.3.</b>	Responds appropriately to familiar words  <u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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<b>CONTENT STANDARD</b>	<b>WY.1.COM.</b>	<b>COMMUNICATION: Language &amp; Literacy</b>
<b>BENCHMARK</b>	<b>1.COM.6-12.</b>	<b>6 TO 12 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>1.COM.6-12.2.</b>	<b>LANGUAGE EXPRESSION:</b> Language that children are able to say or produce on their own.
<b>EXPECTATION</b>	<b>1.COM.6-12.2.1.</b>	Babbles to self beginning to imitate changes in pitch  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression:

		<p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
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EXPECTATION	1.COM.6-12.2.2.	<p>Uses consistent sound combinations to label specific people or things—mama, dada, baba</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 20- Uses increasingly complex spoken language:</p>
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EXPECTATION	1.COM.6-12.2.3.	<p>Responds to words or music with gestures—waves or kisses when saying hi or bye-bye, plays peek-a-boo, or dances to music</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: 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> <p>Infants: 44- Uses dramatic play to express creativity:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
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EXPECTATION	1.COM.6-12.2.4.	<p>Uses a few words to express objects or actions—up, go, baba</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 20- Uses increasingly complex spoken language:</p>
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CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	1.COM.6-12.3.	LITERACY: The foundations of reading and writing (literacy) begin in infancy. Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, draw and scribble as they build their literacy abilities.
EXPECTATION	1.COM.6-12.3.1.	<p>Shows increased interest in stories, books, and songs</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>

		Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
EXPECTATION	1.COM.6-12.3.4.	Explores marking on paper with a variety of materials  <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes
CONTENT STANDARD	WY.2.SED.	SENSE OF SELF & RELATIONSHIPS: Social & Emotional Development
BENCHMARK	2.SED.B-6.	BIRTH TO 6 MONTHS
GRADE LEVEL EXAMPLE	2.SED.B-6.1.	DEVELOPING A SENSE OF SELF: Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings, and ability to influence the world around them.
EXPECTATION	2.SED.B-6.1.1.	Begins to show attachment to primary caregiver(s)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	2.SED.B-6.1.3.	Recognizes that adults respond to baby's cues  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	2.SED.B-6.1.4.	Begins to develop social skills by smiling back at caregiver(s), imitating facial expressions, and smiling at familiar people  <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:
CONTENT STANDARD	WY.2.SED.	SENSE OF SELF & RELATIONSHIPS: Social & Emotional Development
BENCHMARK	2.SED.B-6.	BIRTH TO 6 MONTHS
GRADE LEVEL EXAMPLE	2.SED.B-6.2.	SOCIAL INTERACTIONS & FEELINGS: Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, they gain control over some of their feelings and learn new ways to express them.
EXPECTATION	2.SED.B-6.2.2.	Calms when rocked, swaddled, or held. Enjoys being gently bounced or moved around  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
EXPECTATION	2.SED.B-6.2.3.	Communicates being overwhelmed through yawning, fussing, turning away, arching back, and extending arms and legs  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:

EXPECTATION	2.SED.B-6.2.4.	Smiles and coos to show happiness. Cries to communicate distress or pain  <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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EXPECTATION	2.SED.B-6.2.5.	Becomes upset or irritable when regular routine is disrupted  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
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EXPECTATION	2.SED.B-6.2.6.	Demonstrates increasing ability to calm self  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
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EXPECTATION	2.SED.B-6.2.7.	Shows distress when another baby is crying  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
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EXPECTATION	2.SED.B-6.2.8.	Uses whole body to express emotion  <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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CONTENT STANDARD	WY.2.SED.	SENSE OF SELF & RELATIONSHIPS: Social & Emotional Development
BENCHMARK	2.SED.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	2.SED.6-12.1.	DEVELOPING A SENSE OF SELF: Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings, and ability to influence the world around them.
EXPECTATION	2.SED.6-12.1.1.	Shows interest in their image in a mirror (stares, smiles, reaches out to touch image)  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:
EXPECTATION	2.SED.6-12.1.2.	Explores face and body parts of others—touches face, pats cheek, explores hands, etc.  <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:

		Infants: 33- Demonstrates knowledge related to living things and their environment:
EXPECTATION	2.SED.6-12.1.3.	<p>Responds to own name</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>
EXPECTATION	2.SED.6-12.1.4.	<p>Shows preference for certain foods, textures, sounds, and music</p> <p><u>Progress Monitoring Skills</u>  Infants: 02- Participates in activities related to nutrition:  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>
CONTENT STANDARD	WY.2.SED.	SENSE OF SELF & RELATIONSHIPS: Social & Emotional Development
BENCHMARK	2.SED.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	2.SED.6-12.2.	SOCIAL INTERACTIONS & FEELINGS: Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, the gain control over some of their feelings and learn new ways to express them.
EXPECTATION	2.SED.6-12.2.1.	<p>Begins to sleep for extended/longer periods during the night by exploring ways to go back to sleep, such as pacifier, comfort object, thumb-sucking, or music</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:</p>
EXPECTATION	2.SED.6-12.2.2.	<p>Prefers to be with a familiar person and reacts when separated</p> <p><u>Progress Monitoring Skills</u>  Infants: 13- Engages in self-expression:  Infants: 15- Develops relationships with adults:</p>
EXPECTATION	2.SED.6-12.2.3.	<p>Reacts to changes in established routines by fussing, crying, or showing discontent</p> <p><u>Progress Monitoring Skills</u>  Infants: 09- Demonstrates self-control:  Infants: 16- Develops relationships with peers:</p>
EXPECTATION	2.SED.6-12.2.5.	Responds to other baby's feelings and interactions

		<u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
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<b>CONTENT STANDARD</b>	<b>WY.3.AL.</b>	<b>CURIOUS MINDS: Cognitive Skills, General Knowledge &amp; Approaches to Learning</b>
<b>BENCHMARK</b>	<b>3.AL.B-6.</b>	<b>BIRTH TO 6 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>3.AL.B-6.1.</b>	<b>EXPLORATION AND DISCOVERY: Experiencing things, developing curiosity, and inquiring about the world.</b>
<b>EXPECTATION</b>	<b>3.AL.B-6.1.1.</b>	Reacts to touch by moving feet, hands, 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: 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:

<b>EXPECTATION</b>	<b>3.AL.B-6.1.3.</b>	Responds to touch or sound with purposeful movements—kicks feet, moves arms, or coos in response to caregiver's interaction  <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:
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<b>EXPECTATION</b>	<b>3.AL.B-6.1.4.</b>	Watches people, objects, and activities intently  <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>EXPECTATION</b>	<b>3.AL.B-6.1.5.</b>	Reacts to new objects, voices, sounds, and touches by becoming more active or quiet  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
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<b>EXPECTATION</b>	<b>3.AL.B-6.1.6.</b>	Explores single object held nearby or in own grasp  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction:
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		Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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<b>CONTENT STANDARD</b>	<b>WY.3.AL.</b>	<b>CURIOUS MINDS: Cognitive Skills, General Knowledge &amp; Approaches to Learning</b>
<b>BENCHMARK</b>	<b>3.AL.B-6.</b>	<b>BIRTH TO 6 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>3.AL.B-6.2.</b>	<b>PROBLEM SOLVING AND CREATIVE EXPRESSION:</b> Developing the ability to find a solution to a simple problem and learning to be creative in self-expression.
<b>EXPECTATION</b>	<b>3.AL.B-6.2.1.</b>	Reacts to the rhythm of simple daily routines—rocking to sleep, listening to familiar adult talking or singing, being carried and handed to caregiver  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

<b>EXPECTATION</b>	<b>3.AL.B-6.2.2.</b>	Engages in self-soothing activities—sucks thumb, fingers, or fist; cries softly and rhythmically; rubs hand over soft texture  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
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<b>EXPECTATION</b>	<b>3.AL.B-6.2.3.</b>	Prepares body to be lifted by familiar adult—reaches with arms, moves body in anticipation  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
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<b>CONTENT STANDARD</b>	<b>WY.3.AL.</b>	<b>CURIOUS MINDS: Cognitive Skills, General Knowledge &amp; Approaches to Learning</b>
<b>BENCHMARK</b>	<b>3.AL.B-6.</b>	<b>BIRTH TO 6 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>3.AL.B-6.2.</b>	<b>PROBLEM SOLVING AND CREATIVE EXPRESSION:</b> Developing the ability to find a solution to a simple problem and learning to be creative in self-expression.
<b>EXPECTATION</b>	<b>3.AL.B-6.2.4.</b>	Experiments with behaviors that make something happen
<b>EXPECTATION</b>	<b>3.AL.B-6.2.4.1.</b>	Splashes water to make object move  <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:

<b>EXPECTATION</b>	<b>3.AL.B-6.2.4.2.</b>	Makes sounds or moves to keep familiar adult's attention  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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<b>CONTENT STANDARD</b>	<b>WY.3.AL.</b>	<b>CURIOUS MINDS: Cognitive Skills, General Knowledge &amp; Approaches to Learning</b>
<b>BENCHMARK</b>	<b>3.AL.B-6.</b>	<b>BIRTH TO 6 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>3.AL.B-6.3.</b>	<b>CONCEPT DEVELOPMENT AND MEMORY:</b> Understanding cause and effect and the permanence of things. Developing memory skills.
<b>EXPECTATION</b>	<b>3.AL.B-6.3.1.</b>	Holds attention of adults by smiling, vocalizing, and gesturing  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

EXPECTATION	3.AL.B-6.3.2.	<p>Uses more than one sense at a time—when holding a toy will shake it, look at it, and listen for a sound</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:  Infants: 08- Demonstrates interest and curiosity:  Infants: 27- Explores and communicates about distance, weight, length, height, and time:  Infants: 30- Explores, recognizes, and describes shapes and shape concepts:  Infants: 31- Demonstrates scientific inquiry skills:</p>
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EXPECTATION	3.AL.B-6.3.3.	<p>Follows path of dropped object—looks down when dropping a toy</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: 31- Demonstrates scientific inquiry skills:  Infants: 45- Demonstrates awareness of cause and effect:</p>
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CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.B-6.	BIRTH TO 6 MONTHS
GRADE LEVEL EXAMPLE	3.AL.B-6.3.	CONCEPT DEVELOPMENT AND MEMORY: Understanding cause and effect and the permanence of things. Developing memory skills.
EXPECTATION	3.AL.B-6.3.4.	Enjoys repeating sounds and actions
EXPECTATION	3.AL.B-6.3.4.1.	<p>Transfers an object from hand to hand</p> <p><u>Progress Monitoring Skills</u>  Infants: 06- Develops fine-motor skills:  Infants: 46- Uses prior knowledge to build new knowledge:</p>

EXPECTATION	3.AL.B-6.3.4.2.	<p>Bangs an object again to repeat the sound</p> <p><u>Progress Monitoring Skills</u>  Infants: 46- Uses prior knowledge to build new knowledge:</p>
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CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	3.AL.6-12.1.	EXPLORATION AND DISCOVERY: Experiencing things, developing curiosity and inquiring about the world.
EXPECTATION	3.AL.6-12.1.1.	<p>Manipulates things in the environment and watches what happens—bangs on table with object or hand; fingers, touches, and mouths objects</p> <p><u>Progress Monitoring Skills</u>  Infants: 09- Demonstrates self-control:  Infants: 13- Engages in self-expression:</p>

EXPECTATION	3.AL.6-12.1.2.	<p>Notices new people and objects in familiar environment</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:  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>
EXPECTATION	3.AL.6-12.1.3.	<p>Uses several senses at once to explore environment—mouths and holds a toy</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: 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: 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>
EXPECTATION	3.AL.6-12.1.4.	<p>Demonstrates intense curiosity through constant exploration</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>
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	3.AL.6-12.2.	PROBLEM SOLVING AND CREATIVE EXPRESSION: Developing the ability to find a solution to a simple problem and learning to be creative in self-expression.
EXPECTATION	3.AL.6-12.2.1.	<p>Problem solves by moving body towards object of interest—rolls toward an item of interest</p> <p><u>Progress Monitoring Skills</u>  Infants: 05- Develops gross-motor skills:</p>
EXPECTATION	3.AL.6-12.2.2.	<p>Begins to stay with an activity until successful by trying different approaches</p> <p><u>Progress Monitoring Skills</u>  Infants: 14- Demonstrates self-control:</p>
EXPECTATION	3.AL.6-12.2.3.	<p>Picks up piece of food and tries to put it in mouth</p> <p><u>Progress Monitoring Skills</u>  Infants: 02- Participates in activities related to nutrition:</p>

EXPECTATION	3.AL.6-12.2.4.	<p>Begins to explore art materials</p> <p><u>Progress Monitoring Skills</u>  Infants: 24- Uses writing for variety of purposes  Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>
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EXPECTATION	3.AL.6-12.2.5.	<p>Seeks assistance from caregiver to solve problem using vocalizations, gestures, 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: 19- Uses nonverbal communication for a variety of purposes:  Infants: 47- Demonstrates problem-solving skills:</p>
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CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	3.AL.6-12.3.	CONCEPT DEVELOPMENT AND MEMORY: Understanding cause and effect and the permanence of things. Developing memory skills.
EXPECTATION	3.AL.6-12.3.1.	<p>Remembers simple games and objects from the day before—Pat-a-Cake, So-Big, Peek-a-Boo</p> <p><u>Progress Monitoring Skills</u>  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 44- Uses dramatic play to express creativity:</p>

CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	3.AL.6-12.3.	CONCEPT DEVELOPMENT AND MEMORY: Understanding cause and effect and the permanence of things. Developing memory skills.
EXPECTATION	3.AL.6-12.3.2.	Discovers repeated actions have similar effects
EXPECTATION	3.AL.6-12.3.2.1.	<p>Someone picks up dropped toy each time</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>

EXPECTATION	3.AL.6-12.3.2.2.	<p>Pushing a button on a toy causes a noise</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>
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<b>CONTENT STANDARD</b>	<b>WY.3.AL.</b>	<b>CURIOUS MINDS: Cognitive Skills, General Knowledge &amp; Approaches to Learning</b>
<b>BENCHMARK</b>	<b>3.AL.6-12.</b>	<b>6 TO 12 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>3.AL.6-12.3.</b>	<b>CONCEPT DEVELOPMENT AND MEMORY:</b> Understanding cause and effect and the permanence of things. Developing memory skills.
<b>EXPECTATION</b>	<b>3.AL.6-12.3.4.</b>	Understands “more” in reference to food or play  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:

<b>EXPECTATION</b>	<b>3.AL.6-12.3.5.</b>	In play, imitates aspects of daily routine—rocks baby doll to sleep, feeds stuffed animal  <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:
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<b>EXPECTATION</b>	<b>3.AL.6-12.3.6.</b>	Imitates older peer’s or caregiver’s actions—clapping hands, using baby sign language, hugging stuffed animal  <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: Infants: 46- Uses prior knowledge to build new knowledge:
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<b>CONTENT STANDARD</b>	<b>WY.4.PHD.</b>	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
<b>BENCHMARK</b>	<b>4.PHD.B-6.</b>	<b>BIRTH TO 6 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>4.PHD.B-6.1.</b>	<b>GROSS MOTOR:</b> Gross motor refers to the use and control of the large muscles, such as head, back, arms, and legs, allowing infants and toddlers to explore and interact with people and their environment.
<b>EXPECTATION</b>	<b>4.PHD.B-6.1.3.</b>	Rolls from back to stomach and stomach to back  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

<b>EXPECTATION</b>	<b>4.PHD.B-6.1.4.</b>	May move from place to place by rolling  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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<b>EXPECTATION</b>	<b>4.PHD.B-6.1.5.</b>	Sits with support on caregiver’s lap or cushions  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
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<b>CONTENT STANDARD</b>	<b>WY.4.PHD.</b>	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
<b>BENCHMARK</b>	<b>4.PHD.B-6.</b>	<b>BIRTH TO 6 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>4.PHD.B-6.2.</b>	<b>FINE MOTOR:</b> Fine motor refers to the small muscles of the hands, arms, legs, and feet that children use to move objects. Infants and toddlers develop finger and hand and eye coordination allowing them to explore toys, pick up food, and begin to draw and scribble.
<b>EXPECTATION</b>	<b>4.PHD.B-6.2.1.</b>	Grasps finger when placed in her hand  <u>Progress Monitoring Skills</u>

		Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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EXPECTATION	4.PHD.B-6.2.2.	Shows awareness of hands and begins to use hands to hold breast/bottle during feeding time  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
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EXPECTATION	4.PHD.B-6.2.3.	Follows a slowly moving object 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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EXPECTATION	4.PHD.B-6.2.4.	Uses hands to bring objects to mouth, such as toes, fingers, toys placed in hands  <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:
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CONTENT STANDARD	WY.4.PHD.	STRONG & HEALTHY BODIES: Physical Health and Development
BENCHMARK	4.PHD.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	4.PHD.6-12.1.	GROSS MOTOR: Gross motor refers to the use and control of the large muscles, such as head, back, arms, and legs, allowing infants and toddlers to explore and interact with people and their environment.
EXPECTATION	4.PHD.6-12.1.1.	Able to sit up without support  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

EXPECTATION	4.PHD.6-12.1.2.	May crawl, scoot, or creep to get where baby wants to go  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition: Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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CONTENT STANDARD	WY.4.PHD.	STRONG & HEALTHY BODIES: Physical Health and Development
BENCHMARK	4.PHD.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	4.PHD.6-12.1.	GROSS MOTOR: Gross motor refers to the use and control of the large muscles, such as head, back, arms, and legs, allowing infants and toddlers to explore and interact with people and their environment.
EXPECTATION	4.PHD.6-12.1.3.	Develops ability to stand (usually in this order)

EXPECTATION	4.PHD.6-12.1.3.1	Pulls to stand  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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EXPECTATION	4.PHD.6-12.1.3.2	Stands and “cruises” while holding onto furniture  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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EXPECTATION	4.PHD.6-12.1.3.3	Stands alone  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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<b>CONTENT STANDARD</b>	<b>WY.4.PHD.</b>	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
<b>BENCHMARK</b>	<b>4.PHD.6-12.</b>	<b>6 TO 12 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	4.PHD.6-12.2.	FINE MOTOR: Fine motor refers to the small muscles of the hands, arms, legs, and feet that children use to move objects. Infants and toddlers develop finger and hand and eye coordination allowing them to explore toys, pick up food, and begin to draw and scribble.
EXPECTATION	4.PHD.6-12.2.2.	Manipulates object in hand, moves object 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:

EXPECTATION	4.PHD.6-12.2.3.	Picks up and looks at small object using thumb and index finger  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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<b>CONTENT STANDARD</b>	<b>WY.4.PHD.</b>	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
<b>BENCHMARK</b>	<b>4.PHD.6-12.</b>	<b>6 TO 12 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	4.PHD.6-12.3.	SELF-HELP: Infants and toddlers develop a growing awareness and interest in their own needs. They first get their needs met by communicating with trusted adults. Then they begin to participate in taking care of themselves.
EXPECTATION	4.PHD.6-12.3.1.	Begins finger feeding self small pieces of food, such as a piece of biscuit or other finger foods  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:

EXPECTATION	4.PHD.6-12.3.2.	Cooperates with caregiver during care routines such as diapering, dressing, etc.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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