



Alignment of

The Creative Curriculum®
for Infants, Toddlers & Twos



WITH

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With
Oklahoma Early Learning Guidelines for Infants, Toddlers and Twos

This document aligns the content in the *Oklahoma Early Learning Guidelines for Infants, Toddlers and Twos* with the goals and ideals of *The Creative Curriculum*® for Infants, Toddlers & Twos. *The Creative Curriculum*® for Infants, Toddlers & Twos is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

- Oklahoma Department of Human Services, Child Care Services. (2011). *Oklahoma early learning guidelines for infants, toddlers and twos*. Oklahoma City, OK: Author. Retrieved July 19, 2013 from http://www.okdhs.org/NR/rdonlyres/DCBC98D7-48B3-42C3-BEFE-C4ABE6F486AC/0/1023_OklahomaEarlyLearningGuide_occs036mo_04012011.pdf
- Teaching Strategies, LLC. (2011). *The Creative Curriculum*® for infants, toddlers & twos. Washington, DC: Author.

<p align="center">Oklahoma Early Learning Guidelines for Infants, Toddlers and Twos</p>	<p align="center">How <i>The Creative Curriculum</i>[®] for Infants, Toddlers & Twos meets Oklahoma Early Learning Guidelines for Infants, Toddlers and Twos</p>
<p>Approaches to Learning</p>	
<p>Young Infant: 0-8 months</p>	
<p>1. The child will demonstrate interest in learning through persistence and varying degrees of initiative, curiosity, sensory exploration and problem solving.</p>	
<p>Begin to show interest in exploring his/her environment.</p>	
<p>Notice and show interest in and excitement with familiar objects, people and events.</p>	<p>Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds</p>
<p>React to new objects and sounds by becoming more quiet, more active or changing his/her facial expressions.</p>	<p>Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds</p>
<p>Gaze attentively at teachers talking to them during caregiving routines such as feeding and diaper changing.</p>	<p>Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others</p>
<p>Consistently look, reach for and mouth toys and objects. Grasp, release, regrasp and re-release an object.</p>	<p>Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully</p>
<p>Experiment to see if kicking or grabbing at a toy like a mobile will repeat a sound/ motion.</p>	<p>Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results</p>
<p>Mobile Infant: 6-18 months</p>	
<p>1. The child will demonstrate interest in learning through persistence and varying degrees of initiative, curiosity, sensory exploration and problem solving.</p>	
<p>Increase attention span and persist in repetitive tasks.</p>	
<p>Show persistence by dropping a toy or object and looking for it, wanting to hear the same song or story over and over again, or repeating the same activity.</p>	<p>Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results</p>

Use multiple senses at one time to explore objects by looking, touching, mouthing and banging.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Show pleasure and encourage continued interaction by vocalizing and smiling when he/she is being read to, talked to or sung to.	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Demonstrate interest in new experiences such as reaching out to touch rain or stopping play to watch a garbage truck.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment Uses scientific inquiry skills
Pretend to do a task he/she has observed such as using a toy key to lock and unlock a door or feed a baby doll a bottle.	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
Toddler: 16-36 months	
1. The child will demonstrate interest in learning through persistence and varying degrees of initiative, curiosity, sensory exploration and problem solving.	
Explore relationships and the environment independently and with purpose.	
Play beside other children and imitate the play of another child.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
Engage in pretend play around familiar events (a tea party, a trip to the store, etc.). Substitute objects and toys for real items such as using a block as food as they “prepare dinner.”	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else

Seek and take pleasure in new skills, independence and appropriate risk-taking activities. (For example: climbing a ladder to the toddler slide, child may insist on “doing it myself” even if he or she needs assistance.)	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Enjoy opportunities to use art materials in various ways.	Explores the visual arts
Experiment with cause and effect. (For example: When a child shakes a maraca, they hear a sound.)	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Show curiosity by trying to figure out how something works, may try several strategies before finding the one that works, or may not find one that works.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Creative Skills	
Young Infant: 0-8 months	
1. The child will participate in activities that foster individual creativity.	
Respond to or show interest in sights and sounds in the environment. For example, familiar objects, routines, people, events and music.	
Look at, smile or coo at faces and simple designs.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Focus on and respond to facial expression and voice tones. Respond to adults’ initiations of play activity by smiling, cooing.	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Respond to music in the environment. (For example: calms to lullaby, turns head and moves arms and legs when hearing loud and/or soft tones).	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds Explores musical concepts and expression
Enjoy producing music and other sounds with rattles and bells.	Explores musical concepts and expression

Mobile Infant: 6-18 months	
1. The child will participate in activities that foster individual creativity.	
Begin to understand his/her world by using senses to explore and experience the environment.	
Delight in ability to produce sounds (smacks lips, squeals on purpose). Start to discover musical rhythm and create sounds by banging everyday objects.	Explores musical concepts and expression
Respond to and show preference for familiar songs and tunes. May like to hear or sing the same tune over and over.	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results Explores musical concepts and expression
Engage in imitation play, begin to fantasize and perform simple roleplay (lift a cup to lips, pat stuffed animals).	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
Begin to experiment with art materials. Hold large crayons, paintbrushes, markers or chalk, move them between hands and engage in random marks and scribbling.	Explores the visual arts
Participate in and enjoy a variety of tactile/sensory experiences such as water, textures, etc.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Toddler: 16-36 months	
1. The child will participate in activities that foster individual creativity.	
Begin to express thoughts and feelings through creative movement, music and dramatic activities.	
Learn words to simple songs; participate in group singing activities for short periods of time; and move freely in response to music and change of tempo.	Explores musical concepts and expression

Engage in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences. Use objects for other than intended purposes (For example: block for phone).	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Create art that represents people, objects and places. Tell about the art they created, what it is and what the action might be. (For example, marks on the page may represent their family).	Explores the visual arts
Communication Skills and Early Literacy (Language Arts)	
Young Infant: 0-8 months	
1. Receptive Language (Listening): The child will hear and respond to sounds in the environment.	
Demonstrate awareness of communication through listening and observing.	
Startle or cry when a loud noise is heard.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Turn to look at teacher's face when he/she speaks or smiles in response to the teacher's smile.	Uses appropriate conversational and other communication skills Uses social rules of language Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
2. Expressive Language (Speaking/Vocabulary): The child will express needs, thoughts, and interests through gestures, sounds or words.	
Demonstrate increasing ability to express wants, needs, thoughts and feelings.	
Make sounds or cries of varying intensity and pitch.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Communicate through facial expression or body movement: smiles, squeals, "mmmm" while sucking, etc.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs

Use gestures, babbles, sounds or body language to communicate: reach out to caregiver, point to things out of reach, coo with one or two consonants with several vowels.	Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds
Laugh aloud.	Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds
3. Print Awareness: The child will begin to recognize familiar faces, patterns, symbols and logos in the environment.	
Demonstrate an interest in human faces, patterns, colors and familiar pictures.	
Repeatedly stare at faces or patterns on objects.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Respond in a physical way to books or other print. (For example: put corner of book (board, cloth, or vinyl) into mouth, or push repeatedly on a book or page.)	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Show a preference by reaching for or looking at a favorite book, page or picture.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
4. Comprehension: The child will attach meaning to sounds, gestures, signs and words heard.	
Begin to respond to sounds in the environment.	
Startle or turn in the direction of sounds in the environment.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Respond to familiar words or gestures. (For example: stops crying when teacher says “bottle” or smiles and laughs when told “mommy is here.”)	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self

5. Pre-Writing: The child will explore different tools that will lead to making random marks, scribbles and pictures.	
Begin to develop eye-hand coordination and intentional hand control.	
Reach, grasp and put objects in his/her mouth.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Bring hands together to middle of body, hold toys with both hands or pass objects from one hand to the other.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Mobile Infant: 6-18 months	
1. Receptive Language (Listening): The child will hear and respond to sounds in the environment.	
Begin to recognize sounds and/or spoken words for familiar objects, people and simple requests.	
Look toward the teacher and smile when his/her name is spoken.	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Look, point and use gestures.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Point to objects to draw teacher's attention.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
2. Expressive Language (Speaking/Vocabulary): The child will express needs, thoughts, and interests through gestures, sounds or words.	
Demonstrate an increasing ability to communicate.	
Point and babble with inflections similar to adult speech.	Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds

Attempt to sing.	Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds
Communicate with gestures. (For example: Baby Signs, American Sign Language or other familiar gestures such as wave goodbye when prompted).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Communicate with one-word sentences. Begin using descriptive words. (For example: “more,” “big,” “out” and “up.”)	Uses language to express thoughts and needs Uses conventional grammar Uses one- or two-word sentences or phrases
3. Print Awareness: The child will begin to recognize familiar faces, patterns, symbols and logos in the environment.	
Demonstrate an increasing awareness of familiar books, signs and symbols.	
Make movements and sounds or words in response to pictures and books. (For example: the infant may use an open hand to pat favorite pictures or point to pictures in a book.)	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Begin to recognize signs and symbols frequently seen by naming or pointing to logos and signs.	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
Pretend to read books by holding the books and looking at pictures as if reading. Hold books upside down or backwards, turning pages from back to front.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
4. Comprehension: The child will attach meaning to sounds, gestures, signs and words heard.	
Begin to follow simple directions and demonstrate understanding of home and/or English language.	
Recognize familiar social games and routines.	Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life

Respond to simple questions or requests.	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
Point to objects, pictures and body parts as part of interactions with adults.	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Identifies familiar people, animals, and objects when prompted</p>
5. Pre-Writing: The child will explore different tools that will lead to making random marks, scribbles and pictures.	
Continue to develop small (fine) motor skills and incorporate more large (gross) motor skills that are used in pre-writing.	
Use his/her fingers/hand to grasp large crayon, marker or other tool with a whole fist and mark strokes, lines or scribbles randomly on paper and other surfaces.	<p>Demonstrates fine-motor strength and coordination</p> <p>Uses writing and drawing tools</p> <p>Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
Develop purposeful pincer grasp (uses thumb and forefinger to pick up items).	<p>Demonstrates fine-motor strength and coordination</p> <p>Uses writing and drawing tools</p> <p>Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>
Develop midline skills such as holding large crayons and transferring them from one hand to the other.	<p>Demonstrates fine-motor strength and coordination</p> <p>Uses writing and drawing tools</p> <p>Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>
Begin to recognize the relationship between familiar pictures and printed words.	<p>Demonstrates knowledge of print and its uses</p> <p>Uses print concepts</p> <p>Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>

Toddler: 16-36 months	
1. Receptive Language (Listening): The child will hear and respond to sounds in the environment.	
Begin to understand more requests and detailed statements that refer to positions in space, places, ideas, actions, people and feelings.	
Recognize familiar songs and books. (For example: start to sing parts of a familiar song.)	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers Explores musical concepts and expression
Understand pronouns such as “me,” “mine,” “yours,” “him” and “her”.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
Follow simple one-step, then two-step directions. (For example: picking up cup when asked by teacher, then picking up toy and putting it away.)	Listens to and understands increasingly complex language Follows directions Follows simple requests not accompanied by gestures
Recognize familiar places by logos.	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs
2. Expressive Language (Speaking/Vocabulary): The child will express needs, thoughts, and interests through gestures, sounds or words.	
Demonstrate increasing ability to combine sounds and simple words to express meaning and to communicate.	
Begin to combine two words, then use simple sentences, and expand sentence length as vocabulary increases.	Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly

Use language to communicate with other children and adults throughout daily activities and may show frustration when not understood.	Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people
Begin using “s” at the end of some words, such as “wants,” “trucks” and “mouses.”	Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly
Begin to name items from pictures.	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs
Attempt to sing songs with words, and later sing phrases of songs.	Explores musical concepts and expression
3. Print Awareness: The child will begin to recognize familiar faces, patterns, symbols and logos in the environment.	
Demonstrate interest in and enjoyment of looking at books, participating in reading and telling stories.	
Listen and look at pictures and print as teacher tells a story. Enjoy having the same book read several times; will carry the book or picture around and show it to others; mimic adult reading.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
Choose and/or view books independently.	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Start to recognize print and/or pictures in the environment. Recognize and say letter(s) in his/her name.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes and names a few letters in own name Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

Identify and talk about pictures in books. Say a phrase or word over and over from a book, fingerplay or song. Begin to anticipate what happens next in the story. Pretend to write or type.	Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts
4. Comprehension: The child will attach meaning to sounds, gestures, signs and words heard.	
Demonstrate understanding of the meaning of stories, social games, songs and poems; begin to understand more abstract ideas, feelings, positions in space; and begin to be involved in limited conversation.	
Demonstrate an understanding of language spoken at home.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
Listen and respond to one and two-step directions, stories, rhymes or finger plays.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences
Answer simple questions.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
Begin to understand the sequence or order of a story. Tell a story from imagination or experience.	Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end

5. Pre-Writing: The child will explore different tools that will lead to making random marks, scribbles and pictures.	
Continue to develop small (fine) motor and large (gross) motor skills that are used in prewriting.	
Hold a large crayon or writing tool with a whole fist grasp and scribble with increasing levels of control.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
Explore drawing, painting and writing as a way of communicating.	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
Tell teacher about drawing.	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is
Mathematics	
Young Infant: 0-8 months	
1. The child will begin to develop an awareness of patterns in the environment.	
Demonstrate expectations for familiar sequences of event.	
Focus on pictures and patterns.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Kick feet, wave arms or smile. (For example: when bottle is seen in expectation of being fed.)	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Pick up and mouth objects.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment

2. Spatial Awareness/Geometry: Children become aware of themselves in relation to objects and structures around them.	
Experience differences in his/her location, his/her position and the position of objects in the environment.	
Show a preference for how he/she is held by the caregiver.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Extend his/her reach to kick or touch objects.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Feel the shape of objects. (For example: wrap hands around the bottle during feeding.)	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
3. Number Sense: The child will begin to develop an awareness of quantity.	
Begin to explore objects in the environment, developing a foundation for number awareness.	
Reach for more toys.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Enjoy being read books that incorporate numbers and counting.	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books

Mobile Infant: 6-18 months	
1. The child will begin to develop an awareness of patterns in the environment.	
Begin to recognize similarities and differences, including familiar and unfamiliar people, objects and routines.	
Show anticipation of daily events. (For example: may move toward the table after hand washing without the teacher's instruction.)	Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life
Begin to be aware of differences between shapes, colors and textures.	Compares and measures Makes simple comparisons between two objects
Show preference for a special blanket, toy or activity.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
2. Spatial Awareness/Geometry: Children become aware of themselves in relation to objects and structures around them.	
Begin moving with purpose. (For example: reaches for toy.)	
Begin to become mobile (roll over, sit up, crawl and walk).	Demonstrates traveling skills Moves to explore immediate environment
Manipulate three dimensional objects.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
3. Number Sense: The child will begin to develop an awareness of quantity.	
Begin to show interest in characteristics of objects such as size or quantity.	
Show an interest in singing in the environment and begin to participate in singing along to songs that include numbers and counting.	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games

Fill containers with objects and dump them out.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Begin to use symbols, signs and language to show wanting “more.”	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Match objects one to one. (For example: Put lids on containers.)	Uses classification skills Matches similar objects Compares and measures Makes simple comparisons between two objects
Begin to nest objects inside of one another.	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Toddler: 16-36 months	
1. The child will begin to develop an awareness of patterns in the environment.	
Begin to demonstrate an understanding of patterns in the environment.	
Show interest in patterns in finger plays, nursery rhymes or songs.	Demonstrates knowledge of patterns Copies simple repeating patterns
Recognize that things have special places and that like things are grouped together.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
Match objects to pictures.	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs
Recognize patterns.	Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life

2. Spatial Awareness/Geometry: Children become aware of themselves in relation to objects and structures around them.	
Explore materials and space by handling, building, moving and manipulating.	
Build and explore structures of various sizes using boxes, blocks, sand molds and pots and pans.	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is
Begin to be aware that shapes have names.	Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)
Learn to manipulate his/her body in relation to people and objects around them. For example, the child might sit on another child, although having intentions to sit beside the other child.	Demonstrates traveling skills Experiments with different ways of moving
3. Number Sense: The child will begin to develop an awareness of quantity.	
Begin to develop an understanding of numbers, the counting process and making comparisons (measurement).	
Match one to one with larger quantities.	Uses classification skills Matches similar objects Compares and measures Makes simple comparisons between two objects
Connect language to concept and understand the differences in specific quantity and size. (For example: “more milk,” “two eyes,” and “He has more than me!”)	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

Physical Development	
Young Infant: 0-8 months	
1. Large Muscle Development – The child will participate in activities that involve large motor skills.	
Demonstrate basic movements. (For example: lifting and controlling head, developing abdominal muscles, moving arms and legs, rolling over, sitting with and without support and beginning creeping.)	
Turn head from side to side.	Demonstrates traveling skills Moves to explore immediate environment
Raise head off floor.	Demonstrates traveling skills Moves to explore immediate environment
Kick feet and move hands.	Demonstrates traveling skills Moves to explore immediate environment
Push head and chest off the floor.	Demonstrates traveling skills Moves to explore immediate environment
Roll over.	Demonstrates traveling skills Moves to explore immediate environment
Sit with support.	Demonstrates balancing skills Balances while exploring immediate environment
Sit without support.	Demonstrates balancing skills Balances while exploring immediate environment
Rock back and forth on hands and knees and begin to crawl.	Demonstrates traveling skills Moves to explore immediate environment
Stand firmly on legs with assistance while in teachers lap.	Demonstrates traveling skills Moves to explore immediate environment

2. The child will participate in activities that involve small motor skills.	
Demonstrate basic small muscle movements.	
Start with tight fists leading to open fist.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Grasp and release whatever is put in hand.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Play with fingers and put them in mouth.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Play with grasped objects.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Reach for and swipe at dangling objects.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Rake objects with hands.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
3. Child will participate in activities that require coordination of eye and hand movements.	
Begin to focus and follow objects with eyes, reach for and grasp objects.	
Follow people and objects with eyes.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Reach for and grasp objects.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully

Look at objects in hand.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Move objects from one hand to another.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
4. Child will participate in activities that require the development of self-help skills.	
Begin to participate in self help activities.	
Develop own schedule of feeding and sleeping.	Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life
Develop self soothing skills. (For example: sucks thumb or pacifier.)	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Begin to mouth and gum solid foods.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Attempt to feed self.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Mobile Infant: 6-18 months	
1. Large Muscle Development – The child will participate in activities that involve large motor skills.	
Demonstrate basic locomotor movements.	
Creep and crawl.	Demonstrates traveling skills Moves to explore immediate environment
Pull self to standing by holding on to furniture.	Demonstrates traveling skills Moves to explore immediate environment

Stand alone with and without support.	Demonstrates traveling skills Moves to explore immediate environment
Walk with assistance.	Demonstrates traveling skills Moves to explore immediate environment
Walk without support.	Demonstrates traveling skills Experiments with different ways of moving
Climb into chair and seat self.	Demonstrates balancing skills Experiments with different ways of balancing
Walk up and down stairs.	Demonstrates traveling skills Moves purposefully from place to place with control
Use large arm movements (non-locomotor).	
Bang toys and objects on table or floor.	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Throw balls or objects and move arms up or down with purpose.	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
Use rhythm instruments.	Explores musical concepts and expression
2. The child will participate in activities that involve small motor skills.	
Demonstrate increasing control of small muscles in hands.	
Reach and successfully grab objects of interest.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Pick up objects with thumb and forefinger (pincer grasp).	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Use simple hand signs and gestures.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements

3. Child will participate in activities that require coordination of eye and hand movements.	
Begin to strengthen hand and eye coordination by making hand to object contact.	
Put objects in containers, eventually matching shapes.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Stack blocks.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Place simple knobbed puzzle pieces into puzzle frame.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
4. Child will participate in activities that require the development of self-help skills.	
Demonstrate increased participation in self-help activities.	
Begin to feed self (hold bottle, use fingers, imitate others, use spoon and cup, but may spill).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Indicate wants through gestures and vocalizations.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Attempt to undress and dress self.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

Gain more independence and self-regulation in rest habits.	Demonstrates knowledge of patterns
Assist in care of self (in picking up toys, wiping nose, washing hands, daily routines).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Toddler: 16-36 months	
1. Large Muscle Development – The child will participate in activities that involve large motor skills.	
Demonstrate beginning non-locomotor movements.	
Sway or rock to music.	Demonstrates balancing skills Balances while exploring immediate environment
Squat, stoop or bend.	Demonstrates balancing skills Balances while exploring immediate environment
Reach for an object on tiptoes.	Demonstrates balancing skills Experiments with different ways of balancing
Try to balance while standing on one foot.	Demonstrates balancing skills Experiments with different ways of balancing
Use large arm movements (non-locomotor).	
Use rhythm instruments.	Explores musical concepts and expression
Throw balls or objects.	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
Use blocks or other materials.	Uses tools and other technology to perform tasks
Demonstrate advancing balance, control and coordination.	
Carry object while walking.	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
Dance to music, including songs that direct movement.	Demonstrates balancing skills Experiments with different ways of balancing
Jump off low objects.	Demonstrates balancing skills Sustains balance during simple movement experiences

Move on riding toys without pedals using feet.	Demonstrates traveling skills Experiments with different ways of moving
Stop and turn while running.	Demonstrates traveling skills Moves purposefully from place to place with control
Ride a toy using pedals.	Demonstrates traveling skills Moves purposefully from place to place with control
Walk up and down low steps with assistance.	Demonstrates balancing skills Sustains balance during simple movement experiences
Demonstrate spatial awareness of whole body.	
Become aware of how his/her body moves through space.	Demonstrates traveling skills Moves purposefully from place to place with control
Walk backwards.	Demonstrates traveling skills Experiments with different ways of moving
Climb structures.	Demonstrates traveling skills Moves purposefully from place to place with control
2. The child will participate in activities that involve small motor skills.	
Develop small muscle strength and develop coordination of hands and fingers.	
Continue to use both hands together and show no strong preference for a dominant hand.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Use hands to explore sensory materials.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
May begin to favor one hand over the other.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements

Use hands to pound, poke, squeeze and build.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Manipulate various art mediums.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Begin to snip with safety scissors.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Hold crayon, pencils and markers with thumb and finger.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Imitate finger plays with a growing complexity.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
Use both hands at the center of the body with increasing complexity.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Exhibit increased control when using various tools and objects.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Use items for building, stacking and fitting/connecting.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements

3. Child will participate in activities that require coordination of eye and hand movements.	
Demonstrate basic hand and eye coordination by making hand to object contact.	
Play with interlocking toys.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Catch a rolling ball with both hands.	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
Scribble spontaneously; begin to imitate marks.	Demonstrates emergent writing skills Writes to convey meaning Scribbles or marks
Sort various objects by size, color, and shape.	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
Begin fastening and unfastening.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Turn pages of a book one by one.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Build with blocks by stacking or lining up blocks end to end.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Use hands for simple finger plays.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements

Scoop, shovel, fill, pour, and dump.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Use a tool to pound objects.	Uses tools and other technology to perform tasks
Cutting with scissors.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
Use thumb and fingers to squeeze objects.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
4. Child will participate in activities that require the development of self help skills.	
Demonstrate and improve self help skills.	
Undress/dress first with assistance and then independently.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Feed self.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Learn to use the toilet. (This will be a progressive and regressive process.)	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Assist with simple tasks.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

Care for body.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self Demonstrates knowledge about self
Begin to self regulate resting needs.	Demonstrates knowledge of patterns
Health and Safety	
Young Infant: 0-8 months	
1. The child will participate in activities that promote health, safety and nutrition.	
Become familiar with routines of health and safety practices, while relying on teachers to provide a safe environment.	
Explore surroundings by reaching and seeking things to touch, grab, hold or put in his/her mouth.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Respond to repetition and adult conversation and singing during caregiving routines. (For example: the child might relax during bathing, diapering, or feeding routines.)	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Show increasing interest in being fed, food and meal times (from recognizing breast or bottle to holding bottle or cup; from opening mouth for food to finger feeding, etc.).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Use different gestures and cries to indicate basic care and health needs (hunger, sickness, sleepiness, discomfort, etc.).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs

Mobile Infant: 6-18 months	
1. The child will participate in activities that promote health, safety and nutrition.	
Show increasing awareness, imitate and begin to participate in health, safety and nutrition practices.	
Begin food transitions, such as from breast milk or formula to milk or milk substitute; pureed or jar baby food to finger foods, etc.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Begin eating solid foods and to show increasing ability to feed self.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Participate in health and hygiene activities. (For example: offer hands to be washed, hold toothbrush for brushing teeth, mimic cleaning using a cloth to wipe table, etc.)	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
Become increasingly curious and mobile and explore his/her environment.	Demonstrates traveling skills Moves to explore immediate environment
Toddler: 16-36 months	
1. The child will participate in activities that promote health, safety and nutrition.	
Show increasing understanding of and initiate health and safety practices.	
Show body awareness related to basic care routines (become quiet when placed on changing table; put brush/comb to hair; show discomfort when wet or soiled; may hide to have bowel movement, etc.).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Show interest in activities that promote health and begin to participate in care routines (wash and dry hands with adult assistance; put arms out when coat is being put on; participate in cleaning up a spill, etc.).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Begin to recognize bodily functions and to show interest in using the bathroom instead of the diaper.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

Respond to adult guidance and reminders related to health and safety. (For example, “Time to go potty.”)	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Eat independently using child sized dishes and utensils and exhibit food preferences; may have periods of picky eating or increased appetite.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Communicate nutrition related information and show interest in dramatic play materials related to food and nutrition.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
Science	
Young Infant: 0-8 months	
1. The child will begin to demonstrate early scientific inquiry skills by questioning, exploring, problem solving, discovering and examining.	
Use his/her senses to explore the environment.	
Turn toward new sounds.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Feel different textures.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
See faces and patterns.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Begin to understand cause and effect.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen

2. The child will investigate objects with physical properties and basic concepts of the earth.	
Begin to notice the differences in physical characteristics of objects.	
Begin to recognize people and objects based on their simple differences.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Use the five senses to experience physical properties of his/her environment.	Demonstrates knowledge of the physical properties of objects and materials
3. The child will observe and investigate living things.	
Notice plants, animals and other people in the environment.	
Respond automatically to the environment.	Demonstrates knowledge of the characteristics of living things
Mobile Infant: 6-18 months	
1. The child will begin to demonstrate early scientific inquiry skills by questioning, exploring, problem solving, discovering and examining.	
Increasingly show interest in surroundings and gather information through senses and movement.	
Continue to explore cause and effect.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Begin to solve problems.	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
Begin to notice the difference between familiar people and strangers.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults

Demonstrate object permanence.	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Use simple tools in self care and play.	Uses tools and other technology to perform tasks
2. The child will investigate objects with physical properties and basic concepts of the earth.	
Demonstrate motivation and curiosity in exploring the environment.	
Develop an awareness of materials of the earth.	Demonstrates knowledge of Earth's environment
Use simple language with weather concepts.	Demonstrates knowledge of Earth's environment
3. The child will observe and investigate living things.	
Explore characteristics of certain living things.	
Respond to and/or express curiosity about living things.	Demonstrates knowledge of the characteristics of living things
Toddler: 16-36 months	
1. The child will begin to demonstrate early scientific inquiry skills by questioning, exploring, problem solving, discovering and examining.	
Begin to develop scientific skills such as observing, comparing objects and exploring the environment.	
Expand understanding of cause and effect relationships.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Continue solving problems.	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
Continue to use senses to discover.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Expand vocabulary related to scientific concepts such as observing, exploring and comparing.	Uses scientific inquiry skills

2. The child will investigate objects with physical properties and basic concepts of the earth.	
Explore, discover, and investigate the physical properties of the earth.	
Develop an awareness of seasonal changes and begin to gain understanding of weather concepts.	Demonstrates knowledge of Earth's environment
Ask questions about the earth.	Demonstrates knowledge of Earth's environment
Identify or label characteristics of the earth's materials.	Demonstrates knowledge of Earth's environment
Participate in caring for the environment.	Demonstrates knowledge of Earth's environment
3. The child will observe and investigate living things.	
Explore and investigate physical properties of living things.	
Begin to understand characteristics of their environment.	Demonstrates simple geographic knowledge
Use sounds and simple words to describe things in the environment.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Social and Emotional Development	
Young Infant: 0-8 months	
1. The child will develop social skills and a sense of security through relationships with others who consistently meet his or her needs.	
Begin to form and maintain secure relationships with others.	
Recognize, respond or react to familiar and unfamiliar adults. For example, accept physical contact and respond to cuddling or maintain eye contact during feeding and interaction with an adult.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Show interest in others by smiling, squealing, rapid arm and leg movement or other movements.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate

Show awareness of feelings displayed by others by matching the facial expressions and smiling responsively.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
2. The child will develop strategies to regulate emotions and behavior.	
Begin to develop the skills necessary to participate in a variety of settings.	
Learn to sleep through normal environmental noise such as the dishwasher running, conversations, etc.	Demonstrates knowledge of patterns
Give cues to how they are responding to the environment. (For example: stop crying or kick legs in excitement when a familiar object is given to them, turn head and break eye contact when someone is in the space, frown, and/or arch back when there is too much noise, light or activity.)	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Learn to calm or soothe self when upset or tired, such as sucking fingers or a pacifier.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Relax when rocked gently and then fall asleep when placed in crib.	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self
3. The child perceives self as a unique individual.	
Demonstrate an emerging awareness of self and others.	
Express needs by crying differently based on the need. (For example: cries vary in pitch, length and volume to indicate hunger, pain, etc.)	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Use body movements to express feelings such as kicking in excitement.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs

Explore own body. For example, watch own hands in fascination and repeat body movements.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully Demonstrates knowledge about self
Smile at mirror image even though he/she may not recognize it as an image of his/herself.	Demonstrates knowledge about self
Mobile Infant: 6-18 months	
1. The child will develop social skills and a sense of security through relationships with others who consistently meet his or her needs.	
Continue to strengthen relationships with adults and begin to develop an interest in other children.	
Engage in social games with familiar people through playful back and forth interactions.	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Show feelings of security with familiar adults. (For example: begin to explore but look back to teacher for reassurance, smile and go to familiar adults when they enter the room, and snuggle closer to a familiar adult when an unfamiliar person tries to hold him/her.)	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Express self by using verbal and nonverbal cues, such as raising arms to show he/she wants to be picked up or held.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Begin to relate to other children.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions

2. The child will develop strategies to regulate emotions and behavior.	
Begin to recognize and respond to the emotional cues of self and others.	
Show comfort in having the same routine. (For example: naptime, after lunch, changing a diaper, reading story, having a designated spot to sleep.)	Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life
Try to self comfort or cry and move toward an adult for comfort, expecting the adult will respond to needs.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Begin to take care of needs by doing things like feeding him/her self or expressing a desire to take off own shoes.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
3. The child perceives self as a unique individual.	
Show awareness of self in voice, mirror image, and body.	
Express preferences.	Demonstrates knowledge about self
Express emotions (verbal and nonverbal) that fit the situation.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Like to be in constant sight and hearing of adult. Will often return to teacher as a secure base when playing.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world

Toddler: 16-36 months	
1. The child will develop social skills and a sense of security through relationships with others who consistently meet his or her needs.	
Continue to develop social interaction skills and begin to show independence while maintaining strong attachments with caregivers.	
Engage in solitary play, coloring, building or looking at picture books for a few minutes.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Engage in parallel play by playing alongside another child, imitating action or using similar materials.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Engage in brief social games that last a minute or two.	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Recognize familiar people in person or in a photograph.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs
Express self verbally and nonverbally with gestures. May become frustrated when not understood.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate

Respond to and initiate interaction with others. Smile or laugh in delight in response to others and show concern when others are hurting or crying.	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
2. The child will develop strategies to regulate emotions and behavior.	
Continue to learn and accept limits while developing an “I can do it” attitude.	
Show anxiety over separation from teacher, but may calm down once teacher has left.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Play calmly near other children, but may also cry, bite or hit if another child tries to use something the child is playing with.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Take a toy from another child, and not return it when asked to by an adult.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Responds appropriately to others’ expressions of wants
Begin to understand the concept of taking turns in a game.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
Begin to understand the concept of property such as “yours,” “his” and “mine.”	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
Carry out simple directions when stated in positive and brief statements.	Listens to and understands increasingly complex language Follows directions Follows simple requests not accompanied by gestures
Have a temper tantrum and cry, yell, hit, kick feet and refuse to stop when she is tired, hungry or angry.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification

3. The child perceives self as a unique individual.	
Show behaviors that reflect child's self concept and begin to distinguish self from others.	
Point to different parts of his/her body and name them.	Demonstrates knowledge about self
Attempt to complete daily basic living tasks such as dressing, self feeding, brushing teeth.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Understand the reflection in the mirror is actually their image.	Demonstrates knowledge about self
Recognize they are a separate person from others.	Demonstrates knowledge about self
Self and Social Awareness	
Young Infant: 0-8 months	
1. The child will participate in play and activities that will help him/her learn about self and others while gaining an understanding of how individual roles make up the community.	
Begin to recognize differences in people, routines and places/environments.	
Recognize others by voice and/or sight.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Sense and respond to others' emotions, such as happy, sad, etc.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Show preference for one adult over another adult, such as, 'my daddy' and 'his daddy'.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults

Mobile Infant: 6-18 months	
1. The child will participate in play and activities that will help him/her learn about self and others while gaining an understanding of how individual roles make up the community.	
Begin to make connections and understand his/her association with other people, places/environments and regular routines.	
Show an interest in community service workers and be fascinated with large trucks, planes, trains, lawn mowers or animals.	Shows basic understanding of people and how they live
Become familiar with routines, rituals and traditions relating to family and community culture.	Demonstrates knowledge about self Shows basic understanding of people and how they live
Toddler: 16-36 months	
1. The child will participate in play and activities that will help him/her learn about self and others while gaining an understanding of how individual roles make up the community.	
Begin to understand and act upon social concepts (geography, civics, history and economics) and how those concepts impact his/her environment.	
Identify his/her role as a member of a family/group.	Demonstrates knowledge about self
Begin to recognize community workers and show increased awareness of their jobs.	Shows basic understanding of people and how they live
Begin to play cooperatively or wait his/her turn in a variety of settings, including sharing and practicing using manners such as saying “please” and “thank you,” etc.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
Begin to understand that money is needed to purchase things.	Shows basic understanding of people and how they live
Develop an understanding of the concept of time by beginning to use words to describe time (such as later, after snack; after rest time; tomorrow we will not come to school). Note: Remember that these words will generally reflect past, present and future and may not be accurate representations of units of time. (“Yesterday we went to the zoo,” meaning last week or last summer.)	Explores change related to familiar people or places

<p>Develop an understanding of the location of familiar places within his/her community and region. Begin to recognize landmarks on familiar transportation routes.</p>	<p>Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols Demonstrates simple geographic knowledge</p>
<p>Begin to include representations of roads, bodies of water and buildings in his/her play.</p>	<p>Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols Demonstrates simple geographic knowledge</p>
<p>Begin to use words and identify pictures to indicate directionality, position and size.</p>	<p>Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Demonstrates simple geographic knowledge</p>
<p>Correctly use words such as big, little, above, below, beside, etc.</p>	<p>Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories</p>