



Alignment of



Teaching Strategies GOLD®
Objectives for Development & Learning:
Birth *Through* Kindergarten



WITH

**Alignment of the *Michigan Early Childhood Standards of Quality for Infant and Toddler Programs*
With
*Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten***

This document aligns the Strands, Goals, and Early Knowledge, Skills, and Attitudes in the *Michigan Early Childhood Standards of Quality for Infant and Toddler Programs* with the objectives and dimensions of the *Teaching Strategies GOLD®* assessment system.

References

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<i>Early Childhood Standards of Quality for Infant and Toddler Programs: Strands, Goals, and Early Knowledge, Skills, and Attitudes</i>	<i>Teaching Strategies GOLD® Objectives and Dimensions</i>
Strand A: Well-being: The health and well-being of each infant and toddler is protected and nurtured.	
Goal 1: Infants and toddlers experience environments where their physical health is promoted.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. Increasing awareness, understanding, and appreciation of their bodies and how they function	4. Demonstrates traveling skills 4. Experiments with different ways of moving 5. Demonstrates balancing skills 4. Experiments with different ways of balancing 6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
b. Increased coordination (e.g., eye-hand movements)	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects 7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 2. Grasps drawing and writing tools, jabbing at paper
c. Emerging self-help and self-care skills for eating, drinking, toileting, resting, sleeping, washing, and dressing	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
d. Positive attitudes towards eating, sleeping, and toileting	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Goal 2: Infants and toddlers experience environments where their social and emotional well-being is nurtured.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. Emerging skill in self-regulation	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult to calm self

b. An increasing capacity to pay attention, focus, concentrate, and be involved	11. Demonstrates positive approaches to learning 11a. Attends and engages 3 emerging to 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
c. A growing capacity to tolerate and enjoy a moderate degree of change, surprises, uncertainty, and potentially puzzling events	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
d. A sense of personal worth and the worth of others, and knowledge that personal worth does not depend on today's behavior or ability	29. Demonstrates knowledge about self
e. An increasing ability to identify their own emotional responses and those of others	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
f. Confidence and ability to express emotional needs without fear	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
g. Trust that their social-emotional needs will be responded to	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
h. A trusting relationship with nurturing and responsive caregivers	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
i. The ability to respond and engage in reciprocal interactions	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions 2. Establishes and sustains positive relationships 2d. Makes friends 2. Seeks a preferred playmate; shows pleasure when seeing a friend
j. Emerging capacities for caring and cooperation	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Responds appropriately to others' expressions of wants
Goals 3: Infants and toddlers experience environments where they are kept safe from harm.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. Increasing awareness of what can harm them	29. Demonstrates knowledge about self

b. Increasing confidence that they can participate and take risks without fear of harm	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
c. Comfort in expressing their fears openly and trust that their fears will be taken seriously	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
d. Ability to respond to caregiver instructions related to safety	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
Strand B: Belonging: Infants and toddlers feel a sense of belonging.	
Goal 1: Infants and toddlers experience environments where they know they belong and have a place.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. An increasing ability to play an active part in the day to day activities of the program	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
b. Skills in caring for the environment (e.g., cleaning up, wiping the table, flushing the toilet, helping others)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
c. Confidence in and an ability to express their ideas	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
d. A feeling of being valued as an important individual who belongs within the group setting	29. Demonstrates knowledge about self
e. A comfort level in taking on different roles in their environment (e.g., helping others, turning off the water, holding the door)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
f. A n attachment to their primary caregivers and primary care group	2. Establishes and sustains positive relationships 2 a. Forms relationships with adults 4. Uses trusted as a secure base from which to explore the world 2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions

Goal 2: Infants and toddlers experience environments where they are comfortable with routines, schedules, and activities.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. An understanding of the routines, family customs, and regular events of the program	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
b. An understanding that these routines, customs, and regular events can be different in other settings	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
c. An understanding that they and others can be a part of the group	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 3 emerging to 4. Takes turns
d. Capacities to predict routines and regular events that make up the day or the session	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
e. A growing ability to cope with change	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
f. Enjoyment of and interest in a moderate degree of change	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
g. Increasing mastery of self-help skills to assist with daily personal routines	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
h. A n increasing sense of independence and competence during daily routines and activities	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Goal 3: Infants and toddlers experience environments where they increasingly understand the nature and boundaries of acceptable behavior	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. An increasing capacity to successfully communicate their feelings, needs, and wants	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

b. A recognition that the setting has reasonable boundaries and expectations for behavior	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
c. The beginning of an understanding of the reasons for boundaries and expectations	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
d. Expectations that the setting is predictable, fair, and consistently caring	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
e. An increasing awareness of the impact and consequences of their actions	3. Participates cooperatively and constructively in a group 3a. Balances needs and rights of self and others 2. Responds appropriately to others' expressions of wants
f. An increasing ability to self-regulate their behavior	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
g. The ability to express disagreement with peers and caregivers in developmentally appropriate ways	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 2. Expresses feelings during a conflict
Goal 4: Infants and toddlers experience environments where positive connections among their families, the program, and the children are affirmed.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. An understanding of the links between the early childhood education and care setting and their homes through people, images, objects, languages, sounds, smells, and tastes	12. Remembers and connects experiences 12b. Makes connections 1 emerging to 2. Looks for familiar persons when they are named; relates objects to events
b. Interest and pleasure in discovering new environments where the people, images, objects, languages, sounds, smells, and tastes are sometimes different from those at home	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

c. The ability to interact with an increasing number of significant people in their lives, beyond their families and primary caregivers	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p>4. Uses trusted adult as a secure base from which to explore the world</p> <p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p>2. Plays near other children; uses similar materials or actions</p>
Strand C: Exploration: Infants and toddlers learn through active exploration of the environment.	
Goal 1: Infants and toddlers experience environments where the importance of spontaneous play is recognized and play is valued as meaningful learning.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. Strategies for exploring and satisfying their curiosity	<p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>2. Uses senses to explore the immediate environment</p>
b. Symbolic, pretend, and dramatic play	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>2. Recognizes people, objects, and animals in pictures or photographs</p> <p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p>2. Imitates actions of others during play; uses real objects as props</p>
c. Creativity and spontaneity in their play	<p>11. Demonstrates positive approaches to learning</p> <p>11e. Shows flexibility and inventiveness in thinking</p> <p>1 emerging to 2. Imitates others in using objects in new and/or unanticipated ways</p>
d. The ability to make decisions and choose their own materials	<p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems</p> <p>2. Reacts to a problem; seeks to achieve a specific goal</p>
e. An emerging sense that not knowing and being uncertain are part of learning	<p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>2. Uses senses to explore the immediate environment</p>

f. An emerging sense of intentionality in their play and relationships	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Goal 2: Infants and toddlers experience environments where they gain confidence in and greater control of their bodies.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. Increasing control over their bodies, including increasing abilities in the use of large and small muscles, balance and coordination of eye-hand movements, and increasing agility, coordination, and balance	4. Demonstrates traveling skills 4. Experiments with different ways of moving 5. Demonstrates balancing skills 4. Experiments with different ways of balancing 6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
b. Strategies for actively exploring and making sense of the world by using their bodies, including active exploration with all the senses, and the use of tools, materials, and equipment to extend skills	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment 28. Uses tools and other technology to perform tasks
c. Confidence with moving in space, moving to rhythm, and playing near and with others	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions 35. Explores dance and movement concepts
d. Awareness of good hygiene practices (e.g., tooth brushing, hand washing, covering mouth/nose when coughing)	29. Demonstrates knowledge about self

Goal 3: Infants and toddlers experience environments where they learn strategies for active exploration, thinking, and reasoning.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. The confidence to explore and make sense of their world through simple problem solving, recognizing patterns, learning from trial and error, asking questions, listening to others, simple planning, observing, and listening to stories	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds 11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results 11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment 23. Demonstrates knowledge of patterns 1 emerging to 2. Shows interest in simple patterns in everyday life
b. An attitude of themselves as “explorers” — competent, confident learners who ask questions and make discoveries	24. Uses scientific inquiry skills
c. The confidence to choose and experiment with materials, to explore actively with all the senses, and to use what they learn to generalize their learning to other experiences	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
d. The ability to learn new things from the materials and people around them	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it

Goal 4: Infants and toddlers experience environments where they develop a growing sense of social relationships, the natural environment, and the physical world.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. The ability to question, explore, generate, and modify their own ideas about the world around them	24. Uses scientific inquiry skills
b. Familiarity with a variety of materials (e.g., sand, water, ice, bubbles, blocks, paper)	24. Uses scientific inquiry skills
c. Spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together and moved in space	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 1 emerging to 2. Follows simple directions related to position (in, on, under, up, down) 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 1 emerging to 2. Matches two identical shapes
d. A knowledge of the natural environment in the outdoor area of the program and the local neighborhood (e.g., the neighborhood park, grassy field, a wooded area)	32. Demonstrates simple geographic knowledge
e. Social relationships and social concepts (e.g., friendship, authority, social rules and understandings)	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions 2. Establishes and sustains positive relationships 2d. Makes friends 2. Seeks a preferred playmate; shows pleasure when seeing a friend
Goal 5: Infants and toddlers experience environments where their interests and initiative provide direction for learning opportunities and for the practice and mastery of developing skills.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. Progressively more complex skills	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
b. The ability to pursue interests independently	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results

c. The understanding that they have a significant role in initiating exploration, play, and learning	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Strand D: Communication: Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.	
Goal 1: Infants and toddlers experience environments where they develop attitudes and skills to communicate successfully with others.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. The ability to express their feelings and emotions in a range of appropriate ways	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
b. Confidence that their first languages [e.g., whether spoken English, a spoken language other than English, or American Sign Language (ASL)] are valued, supported, and understood	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
c. Responsive and reciprocal communication skills (e.g., turn-taking)	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 2. Responds to speech by looking towards speaker; watches for signs of being understood when communicating
d. A playful interest in repetitive sounds and words, and aspects of language (e.g., rhythm, rhyme, alliteration)	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 1 emerging to 2. Joins in rhyming songs and games 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 1 emerging to 2. Sings songs and recites rhymes and refrains with repeating initial sounds

<p>e. Increasing skill with and understanding of non-verbal messages, including the ability to attend to and make non-verbal requests</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others</p> <p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p>
<p>f. The inclination and ability to communicate, pay attention, and respond appropriately to others</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others</p> <p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p>
<p>g. Increasing knowledge and skill in syntax, meaning, and vocabulary in at least one language</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 3 emerging to 4. Names familiar people, animals, and objects</p> <p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases</p>
<p>h. Language skills in real, play, and problem-solving contexts as well as in more structured language contexts (e.g., through books, finger plays, singing, story telling/re-enacting)</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p> <p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 1 emerging to 2. Contributes particular language from the book at the appropriate time</p>
<p>i. Communication skills for increasingly complex purposes (e.g., expressing and asking others about intentions, expressing feelings and attitudes, negotiating, predicting, planning, reasoning, guessing, storytelling)</p>	<p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 2. Makes simple statements about recent events and familiar people and objects that are not present</p>

<p>Goal 2: Infants and toddlers experience environments where they have opportunities to communicate through the use of symbols/pictures, signs, and stories.</p>	
<p>Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop</p>	
<p>a. An understanding that symbols/pictures can be “read” by others, and that thoughts, experiences, and ideas can be represented through gestures, signs, words, pictures, print, numbers, sounds, shapes, models, facial expression, and photographs</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p> <p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 1 emerging to 2. Recognizes people, objects, and animals in pictures or photographs</p>
<p>b. Familiarity with symbols/pictures and their uses (including print) by exploring and observing them in activities that have meaning and purpose and are developmentally appropriate for infants and toddlers</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 1 emerging to 2. Recognizes people, objects, and animals in pictures or photographs</p>
<p>c. Familiarity with an appropriate selection of the stories and literature valued by the cultures in their community</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books</p>
<p>d. Familiarity with numbers and their uses by exploring and observing the use of numbers in activities that have meaning and purpose for infants and toddlers</p>	<p>20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in the correct order)</p> <p>20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more</p> <p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 1 emerging to 2. Recognizes and names a few numerals</p>

e. An interest in exploring and using mathematical, reading, and writing materials	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 1 emerging to 2. Grasps drawing and writing tools, jabbing at paper 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
f. An interest in creating and using symbols/pictures	33. Explores the visual arts
g. An expectation that words, books, numbers, and other symbols/pictures can amuse, delight, comfort, illuminate, inform, and excite	33. Explores the visual arts
Goal 3: Infants and toddlers experience environments where they discover and develop different ways to be creative and expressive about their feelings and thoughts.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. Familiarity with the properties and characteristics of the materials used in the creative and expressive arts	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts
b. Skill and confidence with the processes of art (e.g., drawing, collage, painting, print-making, constructing)	33. Explores the visual arts
c. Skill with media that can be used for expressing a mood or a feeling or for representing information (e.g., crayons, pencils, paint, blocks, wood, musical instruments, movement)	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
d. An ability to be creative and expressive through a variety of activities (e.g., pretend play, art, storytelling, music)	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language

e. An awareness that music, art, drama, and dance can be expressions of feeling, mood, situation, and culture	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
f. Confidence to sing songs, including songs of their own, and to experiment with chants and pitch patterns	34. Explores musical concepts and expression
g. An increasing ability to keep a steady beat (e.g., through speech, chants, dances, movement to simple rhythmic patterns)	23. Demonstrates knowledge of patterns 3 emerging to 4. Copies simple repeating patterns 34. Explores musical concepts and expression
h. An expectation that music, art, drama, and dance can amuse, delight, comfort, illuminate, inform, and excite	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
i. Familiarity with a variety of types of music, art, drama, and dance as expressions of feeling, mood, situation, occasion, and culture	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
Strand E: Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.	
Goal 1: Infants and toddlers experience environments where the opportunities for learning are equitable, irrespective of gender, ability, age, ethnicity, or background.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. Empathy, understanding, and awareness of others' feelings, and make comforting and accepting gestures to peers and others in distress	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions

b. Emerging concern for other children who may be excluded from activities because they are different	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
c. Understanding of the pro-social value of honesty and truthfulness to the extent their construction of and perception of reality permits it	30. Shows basic understanding of people and how they live
d. The ability to carry out or follow through on simple tasks that help or benefit themselves or others	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Respond appropriately to others' expressions of wants
e. Positive and accepting attitudes toward people of a variety of backgrounds/ characteristics (e.g., race, physical characteristics, culture, ethnic background)	30. Shows basic understanding of people and how they live
f. The ability to respond and engage in developmentally appropriate reciprocal interactions	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
g. Emerging skills in caring and cooperation	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Respond appropriately to others' expressions of wants
Goal 2: Infants and toddlers experience environments where they are affirmed as individuals.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. A sense of "who they are," their place in the wider world of relationships, and the ways in which these are appreciated	29. Demonstrates knowledge about self
b. A range of abilities and interests (e.g., spatial, visual, linguistic, physical, musical, logical or mathematical, personal, social) which build on the children's strengths	29. Demonstrates knowledge about self
c. A sense of being able to make something happen that matters to them and to others	29. Demonstrates knowledge about self
d. A growing sense that they are valued and that their presence and activities gain positive responses from others	29. Demonstrates knowledge about self
e. A sense of optimism, that life is exciting and enjoyable, and they have a positive place within it	29. Demonstrates knowledge about self
f. The ability to look forward to events that affirm their growth (e.g., getting taller, getting new shoes, a first haircut, looking forward to upcoming visitors and events)	29. Demonstrates knowledge about self
g. An awareness of themselves as unique individuals	29. Demonstrates knowledge about self

Goal 3: Infants and toddlers experience environments where they are encouraged to interact and learn with and alongside others.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. An increasing ability to take another’s point of view and to empathize with others	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others’ emotional expressions
b. Ways to enjoy solitary play when they choose to be alone	29. Demonstrates knowledge about self
c. An increasing sense of competence and confidence in growing abilities	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
d. Acceptable ways to assert their independence	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 2. Expresses feelings during a conflict
e. ‘Friendship skills,’ where they can play harmoniously with their peers through cooperation and participate in the give and take of ideas	2. Establishes and sustains positive relationships 2d. Makes friends 2. Seeks a preferred playmate; shows pleasure when seeing a friend 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Respond appropriately to others’ expressions of wants
f. An increasing ability to share by showing interest in and awareness of the feelings of others	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Respond appropriately to others’ expressions of wants
Goal 4: Infants and toddlers experience environments where they and their families are empowered to make contributions within the program and as members of their communities.	
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop	
a. A growing sense of themselves as part of a family	29. Demonstrates knowledge about self
b. A sense of pride in themselves and their families	29. Demonstrates knowledge about self
c. A growing sense of connection and consistency across their homes, the program, and their community	30. Shows basic understanding of people and how they live
d. A positive sense about their participation in the program, their families, and their community	30. Shows basic understanding of people and how they live