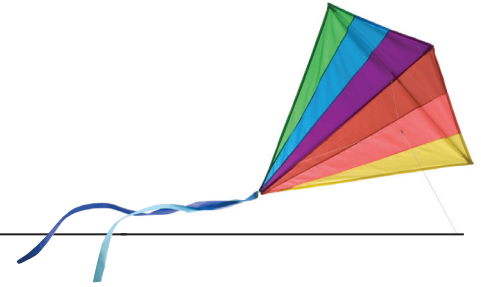




Alignment of



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



WITH

**Alignment of the *Teaching Strategies GOLD*[®] Objectives for Development & Learning: Birth Through Kindergarten
With
*Pennsylvania Learning Standards for Early Childhood: Infants - Toddlers***

This document aligns the content in the *Pennsylvania Learning Standards for Early Childhood: Infants-Toddlers* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

References

Pennsylvania Department of Education. (2014). *Pennsylvania learning standards for early childhood: Infants and Toddlers*. Harrisburg, PA: Author. Retrieved from <https://www.pakeys.org/uploadedContent/Docs/Career%20Development/2014%20%20Infant%20toddler%20standards.pdf>

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Approaches to Learning through Play	
AL.1 Constructing and Gathering Knowledge	
A. Curiosity and Initiative	
Broad Standard Statement: Infants and toddlers will use sensory exploration and demonstrate a growing interest in the environment to gain information.	
Infant	
AL.1. I.A Uses the senses as a primary means to explore and learn from the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Young Toddler	
AL.1. YT.A Show interest in various environmental stimuli.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Older Toddler	
AL.1. OT.A Explore characteristics of and ask questions about objects, people, activities and environments.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations 11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen 25. Demonstrates knowledge of the characteristics of living things

B. Risk Taking	
Broad Standard Statement: Infants and toddlers will demonstrate increased independence as they explore their environment and engage in new activities.	
Infant	
AL.1. I.B Explore in the comfort of a familiar surrounding or adult.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Young Toddler	
AL.1. YT.B Explore the environment in close proximity to and in the constant sight of familiar adult.	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
Older Toddler	
AL.1. OT.B Explore the environment independently seeking occasional approval from adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
C. Stages of Play	
Broad Standard Statement: Infants and toddlers patterns of play will increase in complexity.	
Infant	
AL.1. I.C Engage in parallel play.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
Young Toddler	
AL.1. YT.C Engage in associative play.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions

Older Toddler	
<p>AL.1. OT.C Engage with others in simple cooperative play.</p>	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2c. Interacts with peers <ul style="list-style-type: none"> 4. Uses successful strategies for entering groups 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others <ul style="list-style-type: none"> 2. Responds appropriately to others' expressions of wants

AL.2 Organizing and Understanding Information	
A. Engagement and Attention	
Broad Standard Statement: Infants and toddlers engagement and attention to tasks will develop over time.	
Infant	
AL.2. I.A Interact with others, objects or activities for short periods of time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to signs and sounds 11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Young Toddler	
AL.2.I. YT.A Engage with others, focus attention and participate in activities for longer periods of time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Older Toddler	
AL.2. OT.A Focus attention and participate in task oriented activities.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

B. Task Analysis	
Broad Standard Statement: Infants and toddler will develop an increased ability to understand the steps needed to complete tasks.	
Infant	
AL.2. I.B Anticipate next step of a familiar routine or activity.	<p>12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p> <p>12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events</p>
Young Toddler	
AL.2. YT.B Know the sequence of familiar routines.	<p>12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support</p>
Older Toddler	
AL.2. OT.B Identify and complete the sequence of familiar routines and tasks.	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p> <p>12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support</p>

C. Persistence	
Broad Standard Statement: Infants and toddlers will develop an increased capacity to attend to a task even when faced with challenges.	
Infant	
AL.2. I.C Engage with an object in more than one way.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Young Toddler	
AL.2. YT.C Attempt to accomplish challenging tasks.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Older Toddler	
AL.2. OT.C Attempt to accomplish challenging tasks by employing familiar strategies.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
D. Patterning	
Broad Standard Statement: Infants and toddler will begin to understand simple patterns.	
Infants	
Emerging	
Young Toddler	
AL.2. YT.D Recognize simple patterns in the environment.	23. Demonstrates knowledge of patterns 1 emerging to 2. Shows interest in simple patterns in everyday life
Older Toddler	
AL.2. OT.D Recognize and create simple patterns.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life

E. Memory	
Broad Standard Statement: Infants and toddler will demonstrate an increased ability to retain and recall information.	
Infant	
AL.2. I.E Recognize and respond to familiar adults and routines.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrate a secure attachment to one or more adults
Young Toddler	
AL.2. YT.E Recall information from previous experiences.	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
Older Toddler	
AL.2. OT.E Retain and recall information from previous experiences.	12. Remembers and connects experiences 12a. Recognizes and recalls 3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view

AL.3 Applying Knowledge	
A/B. Creativity/Invention	
Broad Standard Statement: Infants and toddler will interact with their environment in increasingly unique and novel ways.	
Infant	
AL.3. I.A/B Respond to music, art and stories.	34. Explores musical concepts and expression
Young Toddler	
AL.3. YT.A/B Express self through simple actions, gestures and words.	34. Explores musical concepts and expression
Older Toddler	
AL.3. OT.A/B Construct music, art and stories as a means of self-expression.	34. Explores musical concepts and expression
C. Representation	
Broad Standard Statement: Infants and toddlers will use a variety of materials to represent their understanding of the environment.	
Infant	
AL.3. I.C Use a variety of materials to create.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 1 emerging to 2. Imitates others in using objects in new and/or unanticipated ways
Young Toddler	
AL.3. YT.C Use a variety of materials to represent familiar objects.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways 14. Uses symbol and images to represent something no present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props

Older Toddler	
<p>AL.3. OT.C Experiment with materials to represent objects.</p>	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways</p> <p>14. Uses symbol and images to represent something no present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is</p> <p>14. Uses symbol and images to represent something no present 14a. Thinks symbolically 3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>

AL.4 Learning Through Experience	
A. Making Connections	
Broad Standard Statement: Infants and toddlers will demonstrate an increasing ability to make connections between experiences.	
Infant	
AL.4. I.A Demonstrate comfort in routines, objects and materials that reflect home experiences.	<p>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</p> <p>12. Remembers and connects experiences 12b. Makes connections 1 emerging to 2. Looks for familiar persons when they are named; relates objects to events</p>
Young Toddler	
AL.4. YT.A Relay experience from one setting to another.	<p>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</p> <p>12. Remembers and connects experiences 12b. Makes connections 1 emerging to 2. Looks for familiar persons when they are named; relates objects to events</p>

Older Toddler	
AL.4. OT.A Notice similarities and differences between settings.	<p>12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p> <p>12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events</p> <p>31. Explores change related to familiar people or places</p>
B. Resiliency-Competence	
Broad Standard Statement: Infants and toddlers will demonstrate competence while attempting activities and tasks.	
Infant	
AL.4. I.B Use comfort of familiar experiences to explore new activities and experiences.	<p>11. Demonstrates positive approaches to learning 11b. Persists 1 emerging to 2. Repeats actions to obtain similar results</p> <p>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</p>
Young Toddler	
AL.4. YT.B Repeat familiar activity to gain comfort and confidence.	<p>11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results</p>

Older Toddler	
AL.4. OT.B Approach new experiences with confidence.	<p>11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful</p> <p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 5 emerging to 6. Shows eagerness to learn about a variety of topics and ideas</p>
C. Problem Solving	
Broad Standard Statement: Infants and toddlers will increasingly act with intention and persistence in attempt to problem solve.	
Infant	
AL.4. IC Play with a variety of objects to determine similar and different outcomes.	<p>11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results</p>
Young Toddler	
AL.4. YTC Solve simple problems independently.	<p>11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful</p> <p>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.</p>
Older Toddler	
AL.4. OTC Attempt problem solving activities to achieve a positive outcome.	<p>11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful</p> <p>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.</p>

Language and Literacy Development	
English/Language Arts	
1.1 Foundational Skills	
A. Book Handling	
Broad Standard Statement: Infants and toddlers will demonstrate book handling skills.	
Infant	
1.1. I.A Explore books in a variety of ways.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Young Toddler	
1.1. YT.A Demonstrate beginning book handling skills.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 3 emerging to 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Older Toddler	
1.1. OT.A Demonstrate book handling skills.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
B. Print Concepts	
Broad Standard Statement: Infants and toddlers will become increasingly aware of print.	
Infant	
1.1 I.B Demonstrate interest in books that have color, pattern, and contrast.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Young Toddler	
1.1 YT.B Demonstrate interest in pictures and text.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 1 emerging to 2. Shows understanding that text is meaningful and can be read

Older Toddler	
1.1 OT.B Recognize that print has meaning.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
C. Phonological Awareness	
Broad Standard Statement: Infants and toddlers will learn to make sense of sounds within the environment.	
Infant	
1.1 I.C Respond to sounds in the environment.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore immediate environment
Young Toddler	
1.1 YT.C Identify and imitate familiar sounds in the environment.	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
Older Toddler	
1.1 OT.C Categorize familiar sounds.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds

D. Phonics and Word Recognition	
Broad Standard Statement: Infants and toddlers will engage with print within their environment.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
1.1. OT.D Recognize familiar environmental print.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read

1.2 Reading Informational Text	
B. Key Ideas and Details	
Broad Standard Statement: Infants and toddlers will actively engage with text.	
Infant	
1.2 I.B Attend to a picture in a text when reading with an adult.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Young Toddler	
1.2 YT.B Respond to simple questions about a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
Older Toddler	
1.2 OT.B Answer simple questions about a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
C. Key Ideas and Details	
Broad Standard Statement: Infants and Toddlers will begin to relate text to their personal experiences.	
Infant	
Emerging	
Young Toddler	
1.2 YT.C Relate familiar objects in a text to personal experience.	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 12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events

Older Toddler	
1.2 OT.C Relate text to personal experiences when asked.	12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies the knowledge to a similar situation
E. Craft and Structure – Text Structure	
Broad Standard Statement: Infants and toddlers will show an awareness of parts of the book.	
Infant	
Emerging	
Young Toddler	
1.2. YT.E Identify a favorite book by its cover.	17. Demonstrates knowledge of print and its uses 17a. uses and appreciates books 3 emerging to 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Older Toddler	
1.2 OT.E Identify a text by the front cover.	17. Demonstrates knowledge of print and its uses 17a. uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
G. Integration of Knowledge and Ideas	
Broad Standard Statement: Infants and toddlers will begin to associate pictures with text.	
Infant	
Emerging	
Young Toddler	
Emerging	

Older Toddler	
1.2 OT.G Notice details in illustration or picture.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 3 emerging to 4. 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
J. Vocabulary Acquisition and Use	
Broad Standard Statement: Infants and toddlers will acquire and use an increased amount of vocabulary in everyday speech.	
Infant	
1.2 I.J Use single words to identify family members and familiar objects.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Young Toddler	
1.2. YT.J Use new vocabulary in everyday speech.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations
Older Toddler	
1.2. OT.J Use expanded vocabulary in everyday speech.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations

L. Range of Reading	
Broad Standard Statement: Infants and toddlers will engage in reading activities.	
Infant	
1.2 I.L Engage in reading activities.	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
Young Toddler	
1.2. YT.L Actively engage in reading activities for short periods of time.	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 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
Older Toddler	
1.2. OT.L Actively engage in small group reading activities.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures

1.3 Reading Literature	
A. Key Ideas and Details- Theme	
Broad Standard Statement: Infants and toddlers will recall an event from a story.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
1.3.OT.A Recall an event from a story.	12. Remembers and connects 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation 18. Comprehends and responds to books and other texts 18c. Retells stories 2. Retells some events from a familiar story with close adult prompting
B. Key Ideas and Details- Text Analysis	
Broad Standard Statement: Infants and toddlers will actively engage with a story.	
Infant	
1.3 I.B Attend to a picture in a story when reading with an adult.	17. Demonstrates a knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books

Young Toddler	
1.3 YT.B Respond to simple questions about a story.	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-aouds and other book conversations 2. Contributes particular language from the book at the appropriate time</p> <p>18. Comprehends and responds to books and other texts 18c. Retells stories 1 emerging to 2. Retells some events from a familiar story with close adult prompting</p>
Older Toddler	
1.2 OT.B Answer simple questions about a story.	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-aouds and other book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures</p> <p>18. Comprehends and responds to books and other texts 18c. Retells stories 2. Retells some events from a familiar story with close adult prompting</p>
C. Key Ideas and Details- Literary Elements	
Broad Standard Statement: Infants and toddlers will recognize basic elements of a story.	
Infant	
Emerging	
Young Toddler	
Emerging	

Older Toddler	
1.3.OT.C Recognize pictures of familiar characters in a book.	<p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 1 emerging to 2. 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</p> <p>18. Comprehends and responds to books and other texts 18c. Retells stories 2. Retells some events from a familiar story with close adult prompting</p>
G. Integration of Knowledge and Ideas	
Broad Standard Statement: Infants and toddlers will use illustrations as a source of information about a story.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
1.3 OT.G Notice details in illustration or picture.	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures</p> <p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; manes and describes what is on each page, using pictures as cues</p>

J. Vocabulary Acquisition and Use	
Broad Standard Statement: Infants and toddlers will acquire and use an increased amount of vocabulary in everyday speech.	
Infant	
1.3 I.J Use single words to identify family members and familiar objects.	9. Uses language to express thoughts and needs 9a. uses an expanding expressive vocabulary 4. Names familiar people , animals, and objects
Young Toddler	
1.3. YT.J Use new vocabulary in everyday speech.	9. Uses language to express thoughts and needs 9a. uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Older Toddler	
1.3. OT.J Use expanded vocabulary in everyday speech.	9. Uses language to express thoughts and needs 9a. uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
L. Range of Reading	
Broad Standard Statement: Infants and toddlers will begin to participate in group story times.	
Infant	
1.3 I.L Engage in reading activities.	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
Young Toddler	
1.3. YT.L Actively engage in reading activities for short periods of time	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 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time

Older Toddler	
<p>1.2. OT.L Actively engage in small group reading activities.</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p> <p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures</p>

1.4 Writing	
M. Narrative	
Broad Standard Statement: Infants and toddlers will engage in pre-writing by communicating about their illustrations.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
1.4.OT.M Tell a story about a picture.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
R. Narrative Conventions of Language	
Broad Standard Statement: Infants and toddlers will develop pre-writing skills.	
Infant	
1.4.I.R Make marks with writing and drawing tools.	19. Demonstrates emergent writing skills 1. Scribbles or marks
Young Toddler	
1.4.YT.R Scribble with writing and drawing tools.	19. Demonstrates emergent writing skills 2. Controlled linear scribbles
Older Toddler	
1.4.OT.R Intentionally make marks with writing and drawing tools.	19. Demonstrates emergent writing skills 3. Mock letters or letter-like forms

V. Conducting Research	
Broad Standard Statement: Infants and toddlers will use sensory exploration and demonstrate a growing interest in the environment to gain information.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
1.4.OT.V Ask questions about topics of personal interest to gain information.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

1.5 Speaking and Listening	
A. Comprehension and Collaboration	
Broad Standard Statement: Infants and toddlers will engage in reciprocal communication.	
Infant	
1.5.I.A Use sounds and gestures as a form of reciprocal communication.	10. Uses appropriate conversation and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Young Toddler	
1.5.YT.A Use sounds, gestures, and words as a form of reciprocal communication.	10. Uses appropriate conversation and other communication skills 10a. Engages in conversations 3 emerging to 4. Initiates and attends to brief conversations
Older Toddler	
1.5.OT.A Engage in reciprocal conversations and interactions with peers and adults.	10. Uses appropriate conversation and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
C. Comprehension and Collaboration Evaluation	
Broad Standard Statement: Infants and toddlers will develop receptive language skills.	
Infant	
1.5.I.C Respond in ways that indicate understanding of what is being communicated.	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 2. Responds to speech by looking toward the speaker; watches for signs of being understood when communicating

Young Toddler	
<p>1.5.YT.C Respond to questions, comments or directions.</p>	<p>8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures</p> <p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
Older Toddler	
<p>1.5.OT.C Respond to questions, comments or directions.</p>	<p>8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures</p> <p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>

D/E. Presentation of Knowledge	
Broad Standard Statement: Infants and toddlers will develop expressive language skills.	
Infant	
1.5.I.D/E Babble and begin to use single words and/or signs.	<p>9. Uses language to express thoughts and needs 9a. uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p> <p>9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sound and combines sounds</p>
Young Toddler	
1.5.YT.D/E Use 1-2 words and/or signs to communicate.	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people</p>
Older Toddler	
1.5.OT.D/E Use simple sentences; communicating clearly enough to be understood by familiar adults.	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words</p>

G. Conventions of Standard English	
Broad Standard Statement: Infants and Toddlers demonstrate command of the conventions of standard English when speaking.	
Infant	
Emerging	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 1 emerging to 2. Uses one- or two-word sentences or phrases
Young Toddler	
Emerging	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases
Older Toddler	
1.5.OT.G Demonstrate command of the conventions of standard English when speaking based on older toddler development.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly

Mathematical Thinking and Expression	
2.1 Numbers and Operations	
A.1. Counting and Cardinality: <i>Cardinality</i>	
Broad Standard Statement: Infants and toddlers will demonstrate increased understanding of numbers and rote counting.	
Infant	
2.1. I.A.1 Explore objects	11. Demonstrates a positive approach to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Young Toddler	
2.1 YT.A.1 Imitate rote counting using some names of numbers.	20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in correct order)
Older Toddler	
2.1 OT.A.1 Know some number names and the count sequence.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
A.2. Counting and Cardinality: <i>Counting</i>	
Broad Standard Statement: Infants and toddlers will develop an increasing ability to count to tell the number of objects.	
Infant	
Emerging	
Young Toddler	
Emerging	20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in correct order)

Older Toddler	
2.1 OT.A.2 Count to tell the number of objects.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
A.3. Counting and Cardinality: Comparing	
Broad Standard Statement: Infants and Toddlers will develop and increasing understanding of comparisons between objects.	
Infant	
2.1 I.A.3 Explore relationships between objects.	20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of one, two, and more 22. Compares and measures 1 emerging to 2. Makes simple comparisons between two objects
Young Toddler	
2.1. YT.A.3 Explore simple comparisons of quantity.	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
Older Toddler	
2.1 .OT.A.3 Use comparative language to show understanding of more or less.	20. Uses number concepts and operations 20b. Quantifies 3 emerging to 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

M.P. Counting and Cardinality: <i>Mathematical Processes</i>	
Broad Standard Statement: Infants and toddlers will demonstrate an increased ability to use mathematical processes when quantifying, comparing and representing numbers.	
Infant	
2.1.I.MP Engage in numerical play.	20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of one, two, and more
Young Toddler	
2.1.YT.MP Engage and persist in numerical play.	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more 22. Compares and measures 1 emerging to 2. Makes simple comparisons between two objects
Older Toddler	
2.1.OT.MP Use mathematical processes when quantifying, comparing and representing numbers.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts 20. Uses number concepts and operations 20c. Connects numerals with their quantities 2. Recognizes and names a few numerals 22. Compares and measures 2. Makes simple comparisons between two objects

2.2 Algebraic Concepts	
A.1. Operations and Algebraic Thinking	
Broad Standard Statement: Infants and toddlers will engage in simple addition and subtraction experiences.	
Infant	
Emerging	
Young Toddler	
2.2 YT.A.1 Sort manipulatives into sets.	<p>13. Uses classification skills 2. Matches similar objects</p> <p>20. Uses number concepts and operations 20b. Quantifies 3 emerging to 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p> <p>22. Compares and measures 1 emerging to 2. Makes simple comparisons between two objects</p>
Older Toddler	
2.2 .OT.A.1 Add to and take apart sets.	<p>13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristics, e.g., color, size, shape</p> <p>20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p> <p>22. Compares and measures 2. Makes simple comparisons between two objects</p>

2.3 Geometry	
A.1. Geometry: Identification	
Broad Standard Statement: Infants and toddlers will demonstrate an increased ability to identify basic shapes.	
Infant	
2.3.IA.1 Explore objects of different sizes and shapes	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 1 emerging to 2. Matches two identical shapes
Young Toddler	
2.3.YT.A.1 Match identical shapes.	13. Uses classification skills 2. Matches similar objects 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes
Older Toddler	
2.3.OT.A.1 Recognize and identify basic shapes in the environment.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristics, e.g., color, size, shape 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
A. 2. Geometry: Application	
Broad Standard Statement: Infants and toddlers will create and compose simple shapes.	
Infant	
Emerging	
Young Toddler	
Emerging	

Older Toddler	
2.3.OT.A.2 Create and compose simple shapes.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)

A. Geometry : Math Process	
Broad Standard Statement: Infants and toddlers will demonstrate an increased ability to use mathematical processes when engaged in geometric play.	
Infant	
2.3.I.MP Engage in geometric play.	<p>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)</p> <p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 1 emerging to 2. Matches two identical shapes</p>
Young Toddler	
2.3.YT.MP Engage and persist in geometric play.	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (in, on, under, up, down)</p> <p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes</p>
Older Toddler	
2.3.OT.MP Use mathematical processes when creating and composing shapes.	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)</p> <p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)</p>

2.4 Measurement, Data and Probability	
A.1. Measurement and Data: <i>Measurement</i>	
Broad Standard Statement: Infants and toddlers will explore basic measureable attributes of everyday objects.	
Infant	
Emerging	
Young Toddler	
2.4.YT.A.1 Engage in measurement experiences.	22. Compares and measures 2. Makes simple comparison between two objects
Older Toddler	
2.4.OT.A.1 Use basic measurement vocabulary.	22. Compares and measures 3 emerging to 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of daily events and a few ordinal numbers.
A.2. Measurement and Data: <i>Data</i>	
Broad Standard Statement: Infants and toddlers will demonstrate an increased ability to classify and organize data.	
Infant	
Emerging	
Young Toddler	
2.4 YT.A.2 Participate in sorting objects.	13. Uses classification skills 2. Matches similar objects 20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of one, two, and more. 22. Compares and measures 2. Makes simple comparison between two objects

Older Toddler	
<p>2.4 OT.A.2 Classify objects and count the number of objects in each category.</p>	<p>13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristics, e.g., color, size, shape</p> <p>20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p> <p>22. Compares and measures 3 emerging to 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of daily events and a few ordinal numbers.</p>

MP. Measurement and Data	
Broad Standard Statement: Infants and toddlers will demonstrate an increased ability to engage in and communicate about measuring, representing, organizing and understanding data.	
Infant	
Emerging	
Young Toddler	
2.1.YT.MP Engage and persist when measuring and sorting objects.	<p>13. Uses classification skills 2. Matches similar objects</p> <p>20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of one, two, and more.</p> <p>22. Compares and measures 2. Makes simple comparison between two objects</p>
Older Toddler	
2.1.OT.MP Use mathematical processes when measuring; organizing data.	<p>13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristics, e.g., color, size, shape</p> <p>20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p> <p>22. Compares and measures 3 emerging to 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of daily events and a few ordinal numbers.</p>

Scientific Thinking and Technology	
3.1 Biological Sciences	
A. Living and Non-Living Organisms	
1. Common Characteristics of Life	
Broad Standard Statement: Infant and toddlers will demonstrate an increased understanding of living and non-living things.	
Infant	
3.1 I.A.1 Show interest in the natural world.	25. Demonstrates knowledge of the characteristics of living things
Young Toddler	
3.1 YT.A.1 Explore the characteristics of living things.	25. Demonstrates knowledge of the characteristics of living things
Older Toddler	
3.1 OT.A.1 Identify basic characteristics of some living and non-living things.	25. Demonstrates knowledge of the characteristics of living things
2. Energy Flow	
Broad Standard Statement: Infants and toddlers will demonstrate an increased understanding of the basic needs of plants and animals.	
Infant	
Emerging	
Young Toddler	
3.1.YT.A.2 Explore the basic needs of plants and animals.	25. Demonstrates knowledge of the characteristics of living things 27. Demonstrates knowledge of the Earth’s environment
Older Toddler	
3.1. OT.A.2 Recognize that plants and animals have basic needs.	25. Demonstrates knowledge of the characteristics of living things 27. Demonstrates knowledge of the Earth’s environment

3. Life Cycles	
Broad Standard Statement: Infants and toddlers will notice plants and animals growing and changing.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
3.1.OT.A.3 Notice plants and animals growing and changing.	24. Use scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
5. Form and Function	
Broad Standard Statement: Infants and toddlers will increase their ability to recognize and identify basic parts of living things.	
Infant	
3.1.I.A.5 Explore parts of living things in their environment.	24. Use scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
Young Toddler	
3.1.I.A.5 Explore parts of living things in their environment.	24. Use scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials

Older Toddler	
3.1.OT.A.5 Identify basic parts of living things.	24. Use scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials

9. Science as Inquiry	
Broad Standard Statement: Infants and toddlers will become increasingly purposeful in their exploration of living and non-living things.	
Infant	
3.1.I.A.9 Participate in simple investigations of living and non-living things.	24. Use scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
Young Toddler	
3.1.YT.A.9 Participate in simple investigations to observe living and non-living things.	24. Use scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
Older Toddler	
3.1.OT.A.9 Participate in simple investigations of living and non-living things to answer a question.	24. Use scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials

3.1 Biological Sciences	
B. Genetics	
1. Heredity	
Broad Standard Statement: Infants and toddlers will demonstrate an increased awareness of characteristics of living things from the same species.	
Infant	
3.1.I.B.1 Recognize self and family members.	29. Demonstrates knowledge about self
Young Toddler	
3.1.YT.B.1 Recognize familiar animals and their babies.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
Older Toddler	
3.1.OT.B.1 Notice similarities and differences between living things from the same species.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
6. Science as Inquiry	
Broad Standard Statement: Infants and toddlers will become increasingly purposeful in their exploration of the physical characteristics of living things from the same species.	
Infant	
3.1. I.B.6 Participate in simple investigations of physical characteristics of living things.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials

Young Toddler	
<p>3.1.YT.B.6 Participate in simple investigations to observe physical characteristics of living things.</p>	<p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
Older Toddler	
<p>3.1.OT.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question.</p>	<p>24. Uses scientific inquiry skills</p> <p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p>

3.1 Biological Sciences	
C. Evolution	
3. Unifying Themes (Constancy and Change)	
Broad Standard Statement: Infants and toddlers will notice changes that occur in animals.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
3.1.OT.C.3 Notice changes that occur in animals.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
4. Science as Inquiry	
Broad Statement: Infants and toddlers will become increasingly purposeful in their investigation of the physical characteristics of animals.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
3.1.OT.C.4 Participate in simple investigations of changes that occur in animals.	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials

3.2 Physical Sciences	
A. Chemistry	
1. Properties of Matter	
Broad Standard Statement: Infants and toddlers will become increasingly purposeful in their investigation of the characteristics of objects.	
Infant	
3.2.I.A.1 Explore objects with varying characteristics.	<p>13. Uses classification skills 1 emerging to 2. Matches similar objects</p> <p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
Young Toddler	
3.2.YT.A.1 Engage with objects to learn about their characteristics.	<p>13. Uses classification skills 2. Matches similar objects</p> <p>24. Uses scientific inquiry skills</p> <p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
Older Toddler	
3.2.OT.A.1 Describe objects by their characteristics.	<p>13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p> <p>24. Uses scientific inquiry skills</p> <p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p>

3. Matter and Energy	
Broad Standard Statement: Infants and toddlers will become increasingly aware of changes in matter.	
Infant	
3.2.I.A.3 Observe activities involving changes in matter.	<p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
Young Toddler	
3.2.YT.A.3 Engage in activities involving changes in matter.	<p>24. Uses scientific inquiry skills</p> <p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
Older Toddler	
3.2.OT.A.3 Notice changes in matter.	<p>24. Uses scientific inquiry skills</p> <p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p>

6. Science as Inquiry	
Broad Standard Statement: Infants and toddlers will become increasingly purposeful in their investigation in the changes of matter.	
Infant	
3.2.I.A.6 Participate in simple investigations of matter.	<p>24. Uses scientific inquiry skills</p> <p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
Young Toddler	
3.2.YT.A.6 Participate in simple investigations to observe changes in matter.	<p>24. Uses scientific inquiry skills</p> <p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
Older Toddler	
3.2.OT.A.6 Participate in simple investigations of matter to answer a question.	<p>24. Uses scientific inquiry skills</p> <p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p>

1. Force & Motion of Practices & Rigid Bodies	
Broad Standard Statement: Infants and toddlers will become increasingly purposeful in their investigation of how objects move.	
Infant	
3.2.I.B.1 Explore the motion of objects.	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment 28. Uses tools and other technology to perform tasks
Young Toddler	
3.2.YT.B.1 Recognize and explore how objects move.	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment 28. Uses tools and other technology to perform tasks
Older Toddler	
3.2.OT.B.1 Communicate about the motion of objects.	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment 28. Uses tools and other technology to perform tasks

5. Nature of Waves (Sound and Light Energy)	
Broad Standard Statement: Infants and Toddlers will learn to make sense of sounds within the environment.	
Infant	
3.2.I.B.5 Respond to sounds in the environment.	24. Uses scientific inquiry skills 11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Young Toddler	
3.2.YT.B.5 Identify and imitate familiar sounds in the environment.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways 24. Uses scientific inquiry skills
Older Toddler	
3.2.OT.B.5 Categorize familiar sounds.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristics, e.g., color, size, shape 24. Uses scientific inquiry skills

7. Science as Inquiry	
Broad Standard Statement: Infants and toddlers will become increasingly purposeful in their investigation of motion and sound.	
Infant	
3.2.I.B.7 Participate in simple investigations of motion and sound.	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment 28. Uses tools and other technology to perform tasks
Young Toddler	
3.2.YT.B.7 Participate in simple investigations to observe motion and sound.	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment 28. Uses tools and other technology to perform tasks
Older Toddler	
3.2.OT.B.7 Participate in simple investigations of motion and sound to answer a question.	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment 28. Uses tools and other technology to perform tasks

3.3 Earth and Space Sciences	
A. Earth Structure, Processes and Cycles	
1. Earth Features and the Processes that Change it	
Broad Standard Statement: Infants and toddlers will demonstrate an increased understanding of earth materials.	
Infant	
3.3.I.A.1 Explore earth materials.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment
Young Toddler	
3.3.YT.A.1 Engage with earth materials.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment 28. Uses tools and other technology to perform tasks
Older Toddler	
3.3.OT.A.1 Describe earth materials.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment 28. Uses tools and other technology to perform tasks

4. Water	
Broad Standard Statement: Infants and toddlers will become increasingly purposeful in their investigation of water leading to an increased understanding of its uses.	
Infant	
3.3.I.A.4 Explore water.	26. Demonstrates knowledge of the physical properties of objects and materials
Young Toddler	
3.3.YT.A.4 Engage with water.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
Older Toddler	
3.3.OT.A.4 Discuss basic uses of water.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth's environment 28. Uses tools and other technology to perform tasks

5. Weather and Climate	
Broad Standard Statement: Infants and toddlers will increase their awareness of weather and its impact on daily life.	
Infant	
3.3.I.A.5 Observe weather conditions.	27. Demonstrates knowledge of the Earth’s environment
Young Toddler	
3.3.YT.A.5 Observe and begin to label weather conditions.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment
Older Toddler	
3.3.OT.A.5 Describe changes in weather conditions, and discuss how weather affects daily life.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation 24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment 28. Uses tools and other technology to perform tasks

7. Science as Inquiry	
Broad Standard Statement: Infants and toddlers will become increasingly purposeful in their investigation of earth materials, processes, and cycles.	
Infant	
3.3.I.A.7 Participate in simple investigations of earth materials, processes, and cycles.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment
Young Toddler	
3.3.YT.A.7 Participate in simple investigations of earth materials, processes, and cycles.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment
Older Toddler	
3.3.OT.A.7 Participate in simple investigations of earth materials, processes, and cycles to answer a question.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment

Environment and Ecology	
4.1 Ecology	
A. The Environment	
Broad Standard Statement: Infants and toddlers will demonstrate an increased understanding of living and non-living things in the immediate and surrounding environment.	
Infant	
4.1.I.A Show interest the environment.	<p>24. Uses scientific inquiry skills</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p> <p>27. Demonstrates knowledge of the Earth’s environment</p>
Young Toddler	
4.1.YT.A Explore the characteristics of living and non-living things.	<p>13. Uses classification skills 2. Matches similar objects</p> <p>24. Uses scientific inquiry skills</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p> <p>27. Demonstrates knowledge of the Earth’s environment</p>
Older Toddler	
4.1.OT.A Identify basic characteristics of some living and non-living things.	<p>13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, shape</p> <p>24. Uses scientific inquiry skills</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p> <p>27. Demonstrates knowledge of the Earth’s environment</p>

D. Biodiversity	
Broad Standard Statement: Infants and toddlers will demonstrate an increased understanding of the basic needs of living things.	
Infant	
Emerging	
Young Toddler	
4.1.YT.D Explore the basic needs of plants and animals.	25. Demonstrate knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment
Older Toddler	
4.1.OT.D Recognize that plants and animals have basic needs.	25. Demonstrate knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment

E. Succession	
Broad Standard Statement: Infants and toddlers will demonstrate an increasing awareness of weather change.	
Infant	
4.1.I.E Observe weather conditions.	27. Demonstrate knowledge of Earth’s environment
Young Toddler	
4.1.YT.E Observe and begin to label weather conditions.	13. Uses classification skills 2. Matches similar objects 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment
Older Toddler	
4.1.OT.E Describe changes in weather conditions, and discuss how weather affects daily life.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation 13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, shape 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment

4.2 Watersheds and Wetlands	
A. Watersheds	
Broad Standard Statement: Infants and toddlers will participate in discussions about water in the environment.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
4.2.OT.A Participate in discussions about water in the environment.	26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of the Earth’s environment
C. Aquatic Ecosystem	
Broad Standard Statement: Infants and toddlers will demonstrate an increased understanding of aquatic (water) and terrestrial (land) habitats.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
4.2.OT.C Discuss different places animals can live.	25. Demonstrate knowledge of the characteristics of living things 27. Demonstrates knowledge of the Earth’s environment

4.4 Agriculture and Society	
A. Food and Fiber Systems	
Broad Standard Statement: Infants and toddlers will demonstrate an increased understanding of the basic needs of plants and animals.	
Infant	
Emerging	
Young Toddler	
4.4.YT.A Explore the basic needs of plants and animals.	25. Demonstrate knowledge of the characteristics of living things 27. Demonstrates knowledge of the Earth’s environment
Older Toddler	
4.4.OT.A Recognize that plants and animals have basic needs.	25. Demonstrate knowledge of the characteristics of living things 27. Demonstrates knowledge of the Earth’s environment
C. Applying Sciences to Agriculture	
Broad Standard Statement: Infants and toddlers will notice plants and animals growing and changing.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
4.4. OT.C Notice plants and animals growing and changing.	24. Uses scientific inquiry skills 25. Demonstrate knowledge of the characteristics of living things 27. Demonstrates knowledge of the Earth’s environment

D. Technology Influences on _____	
Broad Standard Statement: Infants and toddlers will become increasingly aware of basic gardening tools.	
Infant	
4.4.I.D Observe basic gardening tools being used.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment 24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
Young Toddler	
4.4.YT.D Imitate the use of basic gardening tools.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen 24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
Older Toddler	
4.4.OT.D Label basic garden tools.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects and actions from the past (a few months before); recalls 1 or 2 items removed from view 24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks

4.4 Human and the Environment	
A. Sustainability	
Broad Standard Statement: Infants and toddlers will demonstrate an increased understanding of people’s basic needs.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
4.5.OT.A Communicate about the basic needs of people.	25. Demonstrate knowledge of the characteristics of living things 30. Shows basic understanding of people and how they live
B. Integrated Pest Management	
Broad Standard Statement: Infants and toddlers will demonstrate an increased awareness of living things within the natural environment that can be harmful.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
4.5.OT.B Communicate about insects and animals that can be harmful.	12. Remembers and connects 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation 25. Demonstrate knowledge of the characteristics of living things 30. Shows basic understanding of people and how they live

D. Waste Management	
Broad Standard Statement: Infants and toddlers will demonstrate an increased awareness of appropriate ways to dispose of waste.	
Infant	
Emerging	
Young Toddler	
4.5.YT.D Use appropriate trash receptacles.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 27. Demonstrates knowledge of Earth’s environment 28. Uses tools and other technology to perform tasks
Older Toddler	
4.5.OT.D Communicate about and use appropriate trash receptacles.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 27. Demonstrates knowledge of Earth’s environment 28. Uses tools and other technology to perform tasks

15.4 Computer and Information Technology	
A. Influence of Emerging Technologies	
Broad Standard Statement: Infants and toddlers will use their natural curiosity about the world to appropriately engage with various technologies.	
Infant	
15.4.I.A Imitate use of various technologies in play.	14. Uses symbols and images to represent something not present 14b. engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props 28. Uses tools and other technology to perform a task
Young Toddler	
15.4.YT.A Imitate use of various technologies in play.	14. Uses symbols and images to represent something not present 14b. engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else 28. Uses tools and other technology to perform a task
Older Toddler	
15.4.OT.A Communicate about technology in their environment.	14. Uses symbols and images to represent something not present 14b. engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else 28. Uses tools and other technology to perform a task

M. Emerging Technologies in Careers	
Broad Standard Statement: Infants and toddlers will demonstrate an increased understanding of workplace technologies.	
Infant	
15.4.I.M Explore pictures and objects that represent workplace technologies.	28. Uses tools and other technology to perform a task
Young Toddler	
15.4.YT.M Engage with objects that represent workplace technologies.	28. Uses tools and other technology to perform a task
Older Toddler	
15.4.OT.M Communicate about workplace technologies and their uses.	28. Uses tools and other technology to perform a task

Social Studies Thinking	
5. Civics and Government	
5.1 Principles and Documents of Government	
A. Rule of Law	
Broad Standard Statement: Infants and toddlers will demonstrate an increased understanding of socially acceptable behaviors.	
Infant	
5.1. I. A Respond to adult guidance about behavior.	<ul style="list-style-type: none"> 1. Regulates own emotions an behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 2. Uses adult support to calm self 1. Regulates own emotions an behaviors <ul style="list-style-type: none"> 1b. Follows limits and expectations <ul style="list-style-type: none"> 2. Responds to changes in an adult’s tone of voice and expression 1. Regulates own emotions an behaviors <ul style="list-style-type: none"> 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 2. Indicates needs and wants; participates as adult attends to needs
Young Toddler	
5.1. YT. A Demonstrate basic understanding of rules.	<ul style="list-style-type: none"> 1. Regulates own emotions an behaviors <ul style="list-style-type: none"> 1b. Follows limits and expectations <ul style="list-style-type: none"> 4. Accepts redirection from adults
Older Toddler	
5.1 .OT.A Follow basic rules.	<ul style="list-style-type: none"> 1. Regulates own emotions an behaviors <ul style="list-style-type: none"> 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders

5.2 Rights and Responsibilities of Citizenship	
A. Civics Rights and Responsibilities	
Broad Standard Statement: Infants and Toddlers show increased awareness of themselves as members of a group.	
Infant	
Emerging	
Young Toddler	
5.2.YT.A Demonstrate sense of belonging to a group such as a class or family.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2c. Interacts with peers <ul style="list-style-type: none"> 2. Plays near other children; uses similar materials or actions 2. Establishes and sustains positive relationships 2d. Makes friends <ul style="list-style-type: none"> 2. Seeks a preferred playmate; shows pleasure when seeing a friend
Older Toddler	
5.2.OT.A Communicate a sense of belonging to a group such as a class or family.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2c. Interacts with peers <ul style="list-style-type: none"> 3 emerging to 4. Uses successful strategies for entering groups 2. Establishes and sustains positive relationships 2d. Makes friends <ul style="list-style-type: none"> 4. Plays with one or two preferred playmates 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others <ul style="list-style-type: none"> 3 emerging to 4. Takes turns

B. Conflict and _____	
Broad Standard Statement: Infants and toddlers will demonstrate an increased ability to communicate about and seek help for interpersonal conflicts.	
Infant	
5.2.I.B Express emotion relating to a conflict.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 2. Uses adult support to calm self 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1b. Follows limits and expectations <ul style="list-style-type: none"> 2. Responds to changes in an adult’s tone of voice and expression 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 2. Indicates needs and wants; participates as adult attends to needs
Young Toddler	
5.2.YT.B Express emotion relating to a conflict.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 4. Comforts self by seeking out special object or person 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1b. Follows limits and expectations <ul style="list-style-type: none"> 4. Accepts redirection from adults 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> 3a. Balances needs and rights of self and others <ul style="list-style-type: none"> 3 emerging to 4. Takes turns 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> 3b. Solves social problems <ul style="list-style-type: none"> 4. Seeks adult support to solve social problems

Older Toddler	
<p>5.2.OT.B Communicate about a conflict and seek help to solve.</p>	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 4. Comforts self by seeking out special object or person 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> 3a. Balances needs and rights of self and others <ul style="list-style-type: none"> 4. Takes turns 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> 3b. Solves social problems <ul style="list-style-type: none"> 5 emerging to 6. Suggests solutions to social problems

C. Government Services	
Broad Standard Statement: Infants and toddlers will demonstrate an increased understanding of workers in the community.	
Infant	
5.3.IC Explore costumes and props that represent community workers.	<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>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 1 emerging to 2. Imitates actions of others during play; uses real objects as props</p> <p>30. Shows basic understanding of people and how they live</p>
Young Toddler	
5.3.YT.C Engage with costumes and props that represent community workers.	<p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <p>30. Shows basic understanding of people and how they live</p>
Older Toddler	
5.3.OT.C Recognize community workers through their uniforms and equipment.	<p>12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 objects removed from view</p> <p>30. Shows basic understanding of people and how they live</p>

6. Economics	
6.1 Scarcity and Choice	
D. Incentives and Choice	
Broad Standard Statement: Infants and toddlers will demonstrate an increased ability to make intentional choices.	
Infant	
6.1.I.D Demonstrate preference for specific objects and people.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2a. Forms relationships with adults <ul style="list-style-type: none"> 2. Demonstrates a secure attachment to one or more adults
Young Toddler	
6.1.YT.D Make simple choices.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 4. Comforts self by seeking out special object or person 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1b. Follows limits and expectations <ul style="list-style-type: none"> 4. Accepts redirection from adults 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2a. Forms relationships with adults <ul style="list-style-type: none"> 4. Uses trusted adult as a secure base from which to explore the world
Older Toddler	
6.1.OT.D Communicate about a choice based on individual interest.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 6. Is able to look at a situation differently or delay gratification 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rule, routines, and transitions with occasional reminders

6.3 Functions of Government	
D. Government's Role in International Trade	
Broad Standard Statement: Infants and toddlers will communicate about products produced locally.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
6.3.D Communicate about products produced locally.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view 32. Demonstrates simple geographic knowledge

6.5 Income, Profit, and Wealth	
C. Types of Business	
Broad Standard Statement: Infants and toddlers will communicate about local businesses.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
6.5.OT.C Communicate about local businesses.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view 32. Demonstrates simple geographic knowledge

7. Geography	
7.1 Basic Geographic Literacy	
A. Geographic Tools	
Broad Standard Statement: Infants and toddlers will develop an awareness of landmark and familiar places.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
7.1.OT.A Use maps in play.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks 32. Demonstrates simple geographic knowledge

7.2 Physical Characteristics of Places and Regions	
A. Physical Characteristics	
Broad Standard Statement: Infants and toddlers will describe the characteristics of home to gain understanding of physical features.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
7.2. OT. A Describe the characteristics of home to gain understanding of physical features.	30. Shows basic understanding of people and how they live

8. History	
8.1 Historical Analysis and Skills Development	
A. Continuity and Change over Time	
Broad Standard Statement: Infants and toddlers will demonstrate an increased awareness of sequences of events.	
Infant	
8.1.I.A Anticipate next step of a familiar routine or activity.	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events
Young Toddler	
8.1.YT.A Know the sequence of familiar routines.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Older Toddler	
8.1.OT.A Identify and complete the sequence of familiar routines and tasks.	12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation

Creative Thinking and Expression	
9.1.M Production and Performance: Music and Movement	
A. Elements and Principles	
Broad Standard Statement: Infants and toddlers will demonstrate an increased understanding of the basic elements of music and movement.	
Infant	
Emerging	
Young Toddler	
9.1. M.YT.A. Demonstrate an understanding of basic elements of music and movement.	34. Explores dance and movement concepts
Older Toddler	
9.1.M.OT.A Know and use basic elements of music and movement.	34. Explores dance and movement concepts
B. Demonstration	
Broad Standard Statement: Infants and toddlers will respond to music in a variety of ways.	
Infant	
9.1.M.I.B Respond to music.	34. Explores dance and movement concepts
Young Toddler	
9.1.M.YT.B Engage with music.	34. Explores dance and movement concepts
Older Toddler	
9.1.M.OT.B Respond to and communicate about music.	34. Explores dance and movement concepts

E. Representation	
Broad Standard Statement: Infants and toddlers will use imagination and creativity to express self through music and dance.	
Infant	
9.1.M.I.E Respond to music.	34. Explores dance and movement concepts
Young Toddler	
9.1.M.YT.E Engage with music.	34. Explores dance and movement concepts
Older Toddler	
9.1.M.OT.E Respond to and communicate about music.	34. Explores dance and movement concepts
J. Technologies	
Broad Standard Statement: Infants and toddlers will use a variety of technologies in music and movement activities.	
Infant	
9.1.M.I.J Use technologies for producing music.	28. Uses tools and other technology to perform tasks 34. Explores dance and movement concepts
Young Toddler	
9.1.M.YT.J Use a variety of technologies for producing music or performing movements.	28. Uses tools and other technology to perform tasks 34. Explores dance and movement concepts
Older Toddler	
9.1.M.OT.J Use a variety of technologies for producing music or performing movements.	28. Uses tools and other technology to perform tasks 34. Explores dance and movement concepts

9.1.D Production and Performance: Dramatic and Performance Play	
B. Demonstrations	
Broad Standard Statement: Infants and toddlers will demonstrate increase complexity in dramatic play.	
Infant	
9.1.D.I.B Act out familiar scenarios.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
Young Toddler	
9.1.D.YT.B Act out familiar scenarios using objects with intended purpose.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Older Toddler	
9.1.D.OT.B Explore real or make believe scenarios through dramatic play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
E. Representation	
Broad Standard Statement: Infants and toddlers will use imagination and creativity to express self through dramatic play.	
Infant	
Emerging	
Young Toddler	
Emerging	

Older Toddler	
<p>9.1.D.OT.E Use imagination and creativity to express self through dramatic play.</p>	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p> <p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>

9.1.V Production and Performance: Visual Arts	
A. Elements and Principles	
Broad Standard Statement: Infants and toddlers increased understanding of the basic elements of visual arts.	
Infant	
Emerging	
Young Toddler	
9.1. V.YT.A. Demonstrate an understanding of basic elements of visual arts.	33. Explores the visual arts
Older Toddler	
9.1.V.OT.A Know and use basic elements of visual arts.	33. Explores the visual arts
B. Demonstration	
Broad Standard Statement: Infants and Toddlers will demonstrate increased complexity in combining a variety of art materials to engage in the process of art.	
Infant	
9.1.V.I.B Combine a variety of materials to engage in the process of art.	33. Explores the visual arts
Young Toddler	
9.1.V.YT.B Combine a variety of materials to engage in the process of art.	33. Explores the visual arts
Older Toddler	
9.1.V.OT.B Combine a variety of materials to engage in the process of art.	33. Explores the visual arts

E. Representation	
Broad Standard Statement: Infants and toddlers will use imagination and creativity to express self through the process of art.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
9.1.M.OT.E Use imagination and creativity to express self through the process of art.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks 33. Explores the visual arts
J. Technologies	
Broad Standard Statement: Infants and Toddlers will use a variety of technologies in the process of creating art.	
Infant	
9.1.V.I.J Use technologies in the process of creating art.	28. Uses tools and other technology to perform a task 33. Explores the visual arts
Young Toddler	
9.1.V.YT.J Use a variety of technologies in the process of creating art.	28. Uses tools and other technology to perform a task 33. Explores the visual arts
Older Toddler	
9.1.V.OT.J Use a variety of technologies in the process of creating art.	28. Uses tools and other technology to perform a task 33. Explores the visual arts

9.3 Critical Response to Works of Art	
F. Identification	
Broad Standard Statement: Infants and toddlers will engage with and communicate about a variety of art forms.	
Infant	
9.3.I.F Explore a variety of art forms.	33. Explores the visual arts
Young Toddler	
9.3.YT.F Engage with a variety of art forms.	33. Explores the visual arts
Older Toddler	
9.3. OT.F Communicate about a variety of art forms.	33. Explores the visual arts

G. Critical Response	
Broad Standard Statement: Infants and Toddlers will show interest in and respond to artistic expressions.	
Infant	
9.3.I.G Respond to various art forms.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds 33. Explores the visual arts
Young Toddler	
9.3.YT.G Show interest in others’ artistic expressions.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds 33. Explores the visual arts
Older Toddler	
9.3.OT.G Comment on characteristics of others’ artistic expressions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 33. Explores the visual arts

Health, Wellness and Physical Development	
10.1. Concepts of Health	
B. Interaction of Body Systems	
Broad Standard Statement: Infants and toddlers will identify basic body parts.	
Infant	
10.1.I.B Locate basic body parts when named by an adult.	<p>12. Remembers and connects experiences 12a. Recognizes and recalls 1 emerging to 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen.</p> <p>29. Demonstrates knowledge about self</p>
Young Toddler	
10.1.YT.B Locate basic body parts when asked.	<p>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.</p> <p>29. Demonstrates knowledge about self</p>
Older Toddler	
10.1.OT.B Identify and locate basic body parts.	<p>12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p> <p>29. Demonstrates knowledge about self</p>

C. Nutrition	
Broad Standard Statement: Infants and toddlers will participate in experiences related to healthy food choices.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
10.1. OT. C Participate in experiences related to healthy food choices.	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p> <p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas</p> <p>25. Demonstrates knowledge of the characteristics of living things</p> <p>29. Demonstrates knowledge about self</p>

10.2. Healthful Living	
A. Health Practices, Products, and Services	
Broad Standard Statement: Infants and toddlers will demonstrate an increased understanding of basic hygiene practices.	
Infant	
10.2.IA Participate in fundamental practices for good health.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Young Toddler	
10.2.YT.A Engage in fundamental practices for good health.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Older Toddler	
10.2.OT.A Discuss fundamental practices for good health.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

10. 3. Safety and Injury Prevention	
A. Safe and Unsafe Practices	
Broad Standard Statement: Infants and toddlers will engage in basic safety practices.	
Infant	
10.3.I.A Respond to basic safety words.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 2. Responds to changes in an adult’s tone of voice and expression 8. Listens to and understands increasingly complex language 8b. Follows directions <ul style="list-style-type: none"> 2. Responds to simple verbal requests by gestures or tone of voice
Young Toddler	
10.3.YT.A Cooperate with basic safety practices.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 4. Accepts redirection from adults 8. Listens to and understands increasingly complex language 8b. Follows directions <ul style="list-style-type: none"> 4. Follows simple requests not accompanied by gestures
Older Toddler	
10.3.OT.A Use and communicate about basic safety practices.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders 8. Listens to and understands increasingly complex language 8b. Follows directions <ul style="list-style-type: none"> 6. Follows directions of two or more steps that relate to familiar objects and experiences

10.4 Physical Activity: Gross Motor Coordination	
A. Control and Coordination	
Broad Standard Statement: Infants and toddlers will gain control of their body and movements.	
Infant	
10.4.IA Develop control of the body.	<ul style="list-style-type: none"> 4. Demonstrates traveling skills <ul style="list-style-type: none"> 2. Moves to explore the immediate environment 5. Demonstrates balancing skills <ul style="list-style-type: none"> 2. Balances while exploring immediate environment 6. Demonstrates gross-motor manipulative skills <ul style="list-style-type: none"> 2. Reaches, grasps, and releases objects 7. Demonstrates fine-motor strength and coordination <ul style="list-style-type: none"> 7a. Uses fingers and hands <ul style="list-style-type: none"> 2. Reaches for, touches, and holds objects purposefully
Young Toddler	
10.4.YT.A Control and coordinate the movement of the body.	<ul style="list-style-type: none"> 4. Demonstrates traveling skills <ul style="list-style-type: none"> 4. Experiments with different ways of moving 5. Demonstrates balancing skills <ul style="list-style-type: none"> 4. Experiments with different ways of balancing 6. Demonstrates gross-motor manipulative skills <ul style="list-style-type: none"> 4. Manipulates balls or similar objects with stiff body movements 7. Demonstrates fine-motor strength and coordination <ul style="list-style-type: none"> 7a. Uses fingers and hands <ul style="list-style-type: none"> 4. Uses fingers and whole-arm movements to manipulate and explore objects

Older Toddler	
10.4.OT.A Combine and coordinate body movement.	<ul style="list-style-type: none"> 4. Demonstrates traveling skills <ul style="list-style-type: none"> 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills <ul style="list-style-type: none"> 6. Sustains balance during simple movement experiences 6. Demonstrates gross-motor manipulative skills <ul style="list-style-type: none"> 6. Manipulates balls or similar objects with flexible body movements 7. Demonstrates fine-motor strength and coordination <ul style="list-style-type: none"> 7a. Uses fingers and hands <ul style="list-style-type: none"> 6. Uses refined wrists and finger movements
B. Balance and Strength	
Broad Standard Statement: Infants and toddlers will exhibit and demonstrate balance and strength.	
Infant	
10.4.I.B Exhibit strength and balance in stationary body movements.	<ul style="list-style-type: none"> 5. Demonstrates balancing skills <ul style="list-style-type: none"> 2. Balances while exploring immediate environment
Young Toddler	
10.4.YT.B Exhibit balance and strength when moving from place to place.	<ul style="list-style-type: none"> 5. Demonstrates balancing skills <ul style="list-style-type: none"> 4. Experiments with different ways of balancing
Older Toddler	
10.4.OT.B Demonstrate balance and strength when performing gross motor activities.	<ul style="list-style-type: none"> 5. Demonstrates balancing skills <ul style="list-style-type: none"> 6. Sustains balance during simple movement experiences

10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development	
A. Strength, Coordination and Muscle	
Broad Standard Statement: Infants and toddlers will develop control and coordination of the hand.	
Infant	
10.5.I.A Use fingers and hands to accomplish actions.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Young Toddler	
10.5.YT.A Coordinate use of fingers, hands and wrists to accomplish actions.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Older Toddler	
10.5.OT.A Coordinate use of fingers, hands and wrists to accomplish actions.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrists and finger movements
B. Eye/Hand Coordination	
Broad Standard Statement: Infants and toddlers will develop skills to manipulate toys and objects.	
Infant	
10.5.I.B Use eye and hand coordination to perform a task.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Young Toddler	
10.5.YT.B Coordinate eye and hand movements to perform a task.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects

Older Toddler	
10.5.OT.B Coordinate eye and hand movements to perform a task.	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>6. Uses refined writs and finger movements</p>
C. Use of Tools	
Broad Standard Statement: Infants and toddlers will develop skills to use basic tools.	
Infant	
10.5.IC Manipulate basic tools.	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>2. Reaches for, touches, and holds objects purposefully</p>
Young Toddler	
10.5.YT.C Use basic tools.	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>4. Uses fingers and whole-arm movements to manipulate and explore objects</p> <p>7. Demonstrates fine-motor strength and coordination</p> <p>7b. Uses writing and drawing tools</p> <p>2. Grasps drawing and writing tools, jabbing at paper</p>
Older Toddler	
10.5.OT.C Use basic tools demonstrating refined skill.	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>6. Uses refined writs and finger movements</p> <p>7. Demonstrates fine-motor strength and coordination</p> <p>7b. Uses writing and drawing tools</p> <p>4. Grips drawing and writing tools with whole hand by may use whole-arm movements to make marks</p>

Social and Emotional Development	
16.1 Self-Awareness and Self-Regulation	
A. Regulates Emotions and Behaviors	
Broad Standard Statement: Infants and toddlers will demonstrate an increasing awareness of emotion.	
Infant	
16.1.IA Demonstrate an emotional response to the environment.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
Young Toddler	
16.1.YT.A Demonstrate an emotional response in reaction to an experience.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Older Toddler	
16.1.OT.A Make connections between emotions and behavior.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
B. Influences of Personal Traits	
Broad Standard Statement: Infants and toddlers will demonstrate an increasing awareness of self by showing preferences for objects, people and activities.	
Infant	
16.1. I. B Demonstrate preference for specific objects and people.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one more adults
Young Toddler	
16.1.YT.B Demonstrate preference for specific objects or activities.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person

Older Toddler	
16.1.OT.B Communicate preference for people, objects, and activities.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings 4. Comforts self by seeking out special object or person
C. Resiliency	
Broad Standard Statement: Infants and toddlers will demonstrate competence while attempting activities and tasks.	
Infant	
16.1.I.C Use comfort of familiar experiences to explore new activities and experiences.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2a. Forms relationships with adults <ul style="list-style-type: none"> 2. Demonstrates a secure attachment to one more adults 11. Demonstrates positive approaches to learning <ul style="list-style-type: none"> 11d. Shows curiosity and motivation <ul style="list-style-type: none"> 2. Uses senses to explore the immediate environment
Young Toddler	
16.1.YT.C Repeat familiar activity to gain comfort and confidence.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2a. Forms relationships with adults <ul style="list-style-type: none"> 4. Uses trusted adult as a secure base from which to explore the world 11. Demonstrates positive approaches to learning <ul style="list-style-type: none"> 11d. Shows curiosity and motivation <ul style="list-style-type: none"> 4. Explores and investigates ways to make something happen
Older Toddler	
16.1.OT.C Approach new experiences with confidence.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2a. Forms relationships with adults <ul style="list-style-type: none"> 6. Manages separations without distress and engages with a trusted adult 11. Demonstrates positive approaches to learning <ul style="list-style-type: none"> 11d. Shows curiosity and motivation <ul style="list-style-type: none"> 6. Shows eagerness to learn about a variety of topics and ideas

D. Goal Setting	
Broad Standard Statement: Infants and toddlers will establish goals independently.	
Infant	
Emerging	
Young Toddler	
Emerging	
Older Toddler	
16.1.OT.D Establish goals independently.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
E. Identity Development	
Broad Standard Statement: Infants and toddlers will demonstrate an increased concept of self.	
Infant	
16.1.I.E Respond to self in mirror.	29. Demonstrates knowledge about self
Young Toddler	
16.1.OT.E Convey ownership of objects and people.	29. Demonstrates knowledge about self
Older Toddler	
16.1.OT.E Use language that indicates knowledge of self.	29. Demonstrates knowledge about self

16.2 Establishing and Maintaining Relationships	
A. Relationships: Trust and Attachment	
Broad Standard Statement: Infants and toddlers will attach to familiar adults and use this bond as a secure base to develop independence.	
Infant	
16.2.I.A Show affection and bond with familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Young Toddler	
16.2.YT.A Use trusted adult as a secure base from which to explore the environment.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses a trusted adult as a secure base from which to explore the world
Older Toddler	
16.2.OT.A Develop relationships that extend beyond trusted adults.	2. Establishes and sustains positive relationships 2b. Makes friends 4. Plays with one or two preferred playmates
B. Diversity	
Broad Standard Statement: Infants and toddlers will recognize there are similarities and differences between self and others.	
Infant	
16.2. I.B Notice differences in others.	29. Demonstrates knowledge about self 31 Explores change related to familiar people or places
Young Toddler	
16.2. YT. B Recognize similarities and differences between self and others.	13. Uses classification skills 2. Matches similar objects 29. Demonstrates knowledge about self

Older Toddler	
16.2. OT.B Communicate about similarities and differences between self and others.	<p>13. Uses classification skills 4. places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p> <p>29. Demonstrates knowledge about self</p>
C. Communication	
Broad Standard Statement: Infants and toddlers will engage in reciprocal conversations.	
Infant	
16.2.IC Use sounds and gestures as a form of reciprocal communication.	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p> <p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others</p>
Young Toddler	
16.2.YT.C Use sounds, gestures and words as a form of reciprocal communication.	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects</p> <p>9. Uses language to express thoughts and needs, 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people</p> <p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations</p>
Older Toddler	
16.2.OT.C Engage in reciprocal conversations and interactions with peers and adults.	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations</p>

D. Managing Interpersonal Conflicts	
Broad Standard Statement: Infants and toddlers will demonstrate an increased ability to communicate about and seek help for interpersonal conflicts.	
Infant	
16.2.I. D Express emotion relating to a conflict.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2b. Responds to emotional cues <ul style="list-style-type: none"> 2. Reacts to others’ emotional expressions 3. Participates cooperatively and constructively in group situations 3b. Solves social problems <ul style="list-style-type: none"> 1 emerging to 2. Expresses feelings during a conflict
Young Toddler	
16.2. YT. D. Express emotion relating to a conflict.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2b. Responds to emotional cues <ul style="list-style-type: none"> 4. Demonstrates concern about the feelings of others 3. Participates cooperatively and constructively in group situations 3b. Solves social problems <ul style="list-style-type: none"> 2. Expresses feelings during a conflict
Older Toddler	
16.2. OT.D. Communicate about a conflict and seek help to solve.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2b. Responds to emotional cues <ul style="list-style-type: none"> 4. Demonstrates concern about the feelings of others 3. Participates cooperatively and constructively in group situations 3b. Solves social problems <ul style="list-style-type: none"> 4. Seeks adult help to resolve social problems

E. Support: Asking for Help	
Broad Standard Statement: Infants and toddlers will utilize relationships with trusted adults and peers to meet needs.	
Infant	
16.2. I.E Indicate needs through vocalizations and body movements.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 2. Indicates needs and wants; participates as adult attends to needs
Young Toddler	
16.2.Y.T. E Communicate needs.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 4. Seeks to do things for self 3. Participates cooperatively and constructively in group situations 3b. Solves social problems <ul style="list-style-type: none"> 2. Expresses feelings during a conflict
Older Toddler	
16.2.O.T. E Ask for help when needed.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 6. Demonstrates confidence in meeting own needs 3. Participates cooperatively and constructively in group situations 3b. Solves social problems <ul style="list-style-type: none"> 4. Seeks help to resolve social problems

16.3 Decision Making & Responsibility	
A. Decision Making Skills	
Broad Standard Statement: Infants and toddlers will recognize that choices have consequences.	
Infant	
16.3.I.A Demonstrate preference for specific objects and people.	1. Regulates own emotions and behaviors 1a. Manages feelings 3 emerging to 4. Comforts self by seeking out special object or person
Young Toddler	
16.3.YT.A Make simple choices.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Older Toddler	
16.3.OT.A Recognize the consequences of choices.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
B. Understanding Social Norms (Social Identity)	
Broad Standard Statement: Infants and toddlers will demonstrate an increased understanding of socially acceptable behaviors.	
Infant	
16.3.I.B Respond to adult guidance about 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
Young Toddler	
16.3.YT.B Demonstrate basic understanding of rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults

Older Toddler	
16.3.OT.B Follow basic rules.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders
C. Responsible Active Engagement: Empathy	
Broad Standard Statement: Infants and toddlers will demonstrate an increased ability to recognize and respond to the emotional expressions of others.	
Infant	
16.3.IC React to others' expressions of emotion.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2b. Responds to emotional cues <ul style="list-style-type: none"> 2. Reacts to others' emotional expressions
Young Toddler	
16.3.YT.C Engage in empathy and compassion in some situations.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2b. Responds to emotional cues <ul style="list-style-type: none"> 3 emerging to 4. Demonstrates concern about the feelings of others
Older Toddler	
16.3.OT.C Demonstrate empathy and compassion for others.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2b. Responds to emotional cues <ul style="list-style-type: none"> 4. Demonstrates concern about the feelings of others