

Alignment of  
**The Creative Curriculum<sup>®</sup>**  
for Infants  
**with**



# The Creative Curriculum® for Infants

aligned to

## Indiana Early Learning Standards

Standards adopted 2023

### STANDARD / STRAND

### English/Language Arts (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	ELA1.	Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.
INDICATOR / STANDARD	ELA1.1.	<b>Demonstrate Receptive Communication</b>
EXPECTATION / INDICATOR		Demonstrate continual growth in understanding increasingly complex and varied vocabulary  <b>The Creative Curriculum for Infants</b> <ul style="list-style-type: none"> <li>• Skill Development Card L13.2, "That's My Name!"</li> <li>• Skill Development Card L18.1, "Come Here!"</li> <li>• Skill Development Card L21.2, "All Gone!"</li> </ul>
EXPECTATION / INDICATOR		Respond to words or gestures  <b>The Creative Curriculum for Infants</b> <ul style="list-style-type: none"> <li>• Skill Development Card L13.1, "Say My Name"</li> <li>• Skill Development Card L10.1, "Playful Glances"</li> <li>• Skill Development Card L18.1, "Come Here"</li> </ul>
EXPECTATION / INDICATOR		Recognize familiar objects, people, and voices  <b>The Creative Curriculum for Infants</b> <ul style="list-style-type: none"> <li>• Skill Development Card L05.1, "Hearing Your Voice"</li> <li>• Skill Development Card SE04.1, "I Know You!"</li> <li>• Skill Development Card C02.1, "Here Comes Your Bottle"</li> </ul>
EXPECTATION / INDICATOR		Orient to sounds in the learning environment  <b>The Creative Curriculum for Infants</b> <ul style="list-style-type: none"> <li>• Skill Development Card L05.1, "Hearing Your Voice"</li> <li>• Skill Development Card L10.3, "Look Over Here!"</li> <li>• Skill Development Card C07.2, "Watch My Rattle"</li> </ul>
EXPECTATION / INDICATOR		Begin to make eye contact when caregiver speaks  <b>The Creative Curriculum for Infants</b> <ul style="list-style-type: none"> <li>• Skill Development Card SE02.1, Eye Contact</li> <li>• Skill Development Card L02.1, "Nurturing Communication"</li> <li>• Skill Development Card L05.1, "Hearing Your Voice"</li> </ul>

### STANDARD / STRAND

### English/Language Arts (Infant)

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>ELA1.</b>	<b>Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.</b>
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<b>INDICATOR / STANDARD</b>	<b>ELA1.2.</b>	<b>Demonstrate Expressive Communication</b>
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EXPECTATION / INDICATOR Use facial expressions or gestures to communicate

**The Creative Curriculum for Infants**

- Skill Development Card L17.1, “Understanding Gestures”
- Skill Development Card L17.2, “I See What You’re Saying”
- Skill Development Card L22.1, “Baby’s First Waves”

EXPECTATION / INDICATOR Use simple vocalizations to communicate

**The Creative Curriculum for Infants**

- Skill Development Card L09.1, “Ah-Goo!”
- Skill Development Card L12.1, “Tell Me More!”
- Skill Development Card L15.1, “Babbling Development”

EXPECTATION / INDICATOR Express sounds and patterns of home language

**The Creative Curriculum for Infants**

- Curriculum Guide for Infants and Toddlers, Caring and Teaching, Multilingual Learners pg. 16
- Teaching Guide 1, You & Me, Frequently Asked Questions, pg. 7

**STANDARD / STRAND** **English/Language Arts (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>ELA1.</b>	<b>Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.</b>
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<b>INDICATOR / STANDARD</b>	<b>ELA1.3.</b>	<b>Demonstrate ability to engage in conversations</b>
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EXPECTATION / INDICATOR Attend to an object, event, or person with an adult.

**The Creative Curriculum for Infants**

- Skill Development Card L05.2, “Side-to-Side Chat”
- Skill Development Card L07.1, “Watch Me”
- Skill Development Card L25.1 “Early Conversations”

**STANDARD / STRAND** **English/Language Arts (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>ELA2.</b>	<b>Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.</b>
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<b>INDICATOR / STANDARD</b>	<b>ELA2.1.</b>	<b>Demonstrate awareness of the alphabet</b>
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EXPECTATION / INDICATOR (Developmentally appropriate/emerging outcomes first appear in younger toddler)

**No Correlations**

**STANDARD / STRAND** **English/Language Arts (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>ELA2.</b>	<b>Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.</b>
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<b>INDICATOR / STANDARD</b>	<b>ELA2.2.</b>	<b>Demonstrate phonological awareness</b>
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EXPECTATION / INDICATOR	Orient to sounds in the learning environment
	<p><b><u>The Creative Curriculum for Infants</u></b></p> <ul style="list-style-type: none"> <li>• Skill Development Card C01.1, “Creating an Engaging Environment”</li> <li>• Skill Development Card L10.2, “Looky-Loo”</li> <li>• Teaching Guide 2, <i>Exploring My World, Playing With Toys</i>, pg. 91</li> </ul>

EXPECTATION / INDICATOR	Discriminate sounds in the learning environment
	<p><b><u>The Creative Curriculum for Infants</u></b></p> <ul style="list-style-type: none"> <li>• Skill Development Card L05.1, “Hearing Your Voice”</li> <li>• Skill Development Card L13.2, “That’s My Name!”</li> <li>• Teaching Guide 3, <i>Let’s Create, Outdoors</i>, pg. 77</li> </ul>

**STANDARD / STRAND**

**English/Language Arts (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>ELA2.</b>	<b>Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.</b>
<b>INDICATOR / STANDARD</b>	<b>ELA2.3.</b>	<b>Demonstrate awareness and understanding of concepts of print</b>

EXPECTATION / INDICATOR	Look at books while an adult holds and manipulates the book
	<p><b><u>The Creative Curriculum for Infants</u></b></p> <ul style="list-style-type: none"> <li>• Skill Development Card L08.1, “Book Exploration”</li> <li>• Skill Development Card L08.2, “Book Glances”</li> <li>• Skill Development Card L11.1, “I See the Animals”</li> </ul>

EXPECTATION / INDICATOR	Begin to hold and manipulate a book with adult support
	<p><b><u>The Creative Curriculum for Infants</u></b></p> <ul style="list-style-type: none"> <li>• Skill Development Card L14.1, “Looking at Books”</li> <li>• Skill Development Card LT01.1, “Cozy Reading Time”</li> <li>• Skill Development Card LT01.2, “Sticky Book”</li> </ul>

EXPECTATION / INDICATOR	Respond to songs
	<p><b><u>The Creative Curriculum for Infants</u></b></p> <ul style="list-style-type: none"> <li>• Skill Development Card L07.3, “Look Who’s Talking”</li> <li>• Skill Development Card L05.3, “Sleepy Baby”</li> <li>• Skill Development Card LT03.1, “Rhythms &amp; Rhymes for Routines”</li> </ul>

EXPECTATION / INDICATOR	Listen to repetition of familiar words, songs, signs, rhymes, and stories
	<p><b><u>The Creative Curriculum for Infants</u></b></p> <ul style="list-style-type: none"> <li>• Skill Development Card LT03.2, “Let’s Bounce!”</li> <li>• Skill Development Card LT03.3, “On Our Way”</li> <li>• Skill Development Card LT03.4, “Fish &amp; Friend”</li> </ul>

**STANDARD / STRAND**

**English/Language Arts (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>ELA2.</b>	<b>Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.</b>
<b>INDICATOR / STANDARD</b>	<b>ELA2.4.</b>	<b>Demonstrate comprehension</b>

EXPECTATION / INDICATOR Demonstrate interest in hearing a familiar story or book

**The Creative Curriculum for Infants**

- Skill Development Card L19.1, “Engaging With Books”
- Skill Development Card LT02.1, “Creating a Cozy Reading Corner”
- Skill Development Card LT02.2, “Let’s Read a Book”

EXPECTATION / INDICATOR Attend to caregiver’s voice while being held and/or read to

**The Creative Curriculum for Infants**

- Skill Development Card L11.1, “I See the Animals”
- Skill Development Card L11.2, “What’s That?”
- Skill Development Card L08.2, “Book Glances”

**STANDARD / STRAND**

**English/Language Arts (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>ELA3.</b>	<b>Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.</b>
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<b>INDICATOR / STANDARD</b>	<b>ELA3.1.</b>	<b>Demonstrate mechanics of writing</b>
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EXPECTATION / INDICATOR Grasp and manipulate objects when placed in hand

**The Creative Curriculum for Infants**

- Skill Development Card C10.2, “Hand to Mouth”
- Skill Development Card P07.1, “My Hands Can Hold Things!”
- Teaching Guide 1, *See, Reach, and Play, Playing With Toys*, pg. 56

**STANDARD / STRAND**

**English/Language Arts (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>ELA3.</b>	<b>Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.</b>
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<b>INDICATOR / STANDARD</b>	<b>ELA3.2.</b>	<b>Demonstrate ability to communicate a story</b>
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EXPECTATION / INDICATOR (Developmentally appropriate/emerging outcomes first appear in older toddler)

**No Correlations**

**STANDARD / STRAND**

**Mathematics (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>M1.</b>	<b>Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.</b>
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<b>INDICATOR / STANDARD</b>	<b>M1.1.</b>	<b>Demonstrate strong sense of counting</b>
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EXPECTATION / INDICATOR Repeat a movement like a clap

**The Creative Curriculum for Infants**

- Skill Development Card C15.1, “Imitating Gestures”
- Skill Development Card SE13.4, “Mimicking Movements”
- Teaching Guide 1, *Hello, Hands, Stories and Books*, pg. 85

**STANDARD / STRAND**

**Mathematics (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>M1.</b>	<b>Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.</b>
<b>INDICATOR / STANDARD</b>	<b>M1.2.</b>	<b>Demonstrate understanding of written numerals</b>
EXPECTATION / INDICATOR		(Developmentally appropriate/emerging outcomes first appear in younger toddler)

**No Correlations**

**STANDARD / STRAND**

**Mathematics (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>M1.</b>	<b>Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.</b>
<b>INDICATOR / STANDARD</b>	<b>M1.3.</b>	<b>Recognition of number relations</b>
EXPECTATION / INDICATOR		Explore objects one at a time

**The Creative Curriculum for Infants**

- Skill Development Card C04.2, "I Choose This One"
- Skill Development Card C10.2, "Hand to Mouth"

EXPECTATION / INDICATOR		Indicate a desire for more
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**The Creative Curriculum for Infants**

- Teaching Guide 2, Finding My Voice, Routine Spotlight, pg 58
- Skill Development Card M02.1, "Would You Like More"
- Skill Development Card M08.1, "More, Please!"

EXPECTATION / INDICATOR		Give more when asked
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**The Creative Curriculum for Infants**

- Skill Development Card SE16.1, "Pass It To Me!"
- Skill Development Card M15.2, "Asking For More"

**STANDARD / STRAND**

**Mathematics (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>M2.</b>	<b>Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.</b>
<b>INDICATOR / STANDARD</b>	<b>M2.1.</b>	<b>Exhibit understanding of mathematical structure</b>
EXPECTATION / INDICATOR		(Developmentally appropriate/emerging outcomes first appear in younger toddler)

**No Correlations**

**STANDARD / STRAND**

**Mathematics (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>M2.</b>	<b>Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.</b>
<b>INDICATOR / STANDARD</b>	<b>M2.2.</b>	<b>Demonstrate awareness of patterning</b>
EXPECTATION / INDICATOR		Show interest in visual, auditory, and tactile patterns

**The Creative Curriculum for Infants**

- Skill Development Card M06.1, "Exploring Patterns"
- Skill Development Card M06.2, "Patterns in Pictures"

• *Skill Development Card P25.2, “Sensational Scraps”*

EXPECTATION /  
INDICATOR

Recognize daily routines

**The Creative Curriculum for Infants**

- *Skill Development Card C27.1, “Getting Ready”*
- *Teaching Guide 1, My Day With You, Routine Spotlight, pg. 32*

**STANDARD / STRAND**

**Mathematics (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>M3.</b>	<b>Data Analysis - Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.</b>
<b>INDICATOR / STANDARD</b>	<b>M3.1.</b>	<b>Demonstrate understanding of classifying</b>

EXPECTATION /  
INDICATOR

(Developmentally appropriate/emerging outcomes first appear in younger toddler)

**No Correlations**

**STANDARD / STRAND**

**Mathematics (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>M4.</b>	<b>Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.</b>
<b>INDICATOR / STANDARD</b>	<b>M4.1.</b>	<b>Understanding of spatial relationships</b>

EXPECTATION /  
INDICATOR

Explore how things fit and move

**The Creative Curriculum for Infants**

- *Skill Development Card P27.1, “Drop In!”*
- *Skill Development Card P27.2, “Snack Drop”*
- *Skill Development Card C31.1, “Pull It!”*

EXPECTATION /  
INDICATOR

Put object in, out, on, and off of other things

**The Creative Curriculum for Infants**

- *Skill Development Card M03.1, “Can You Find It?”*
- *Skill Development Card M03.2, “Put It On!”*
- *Skill Development Card M09.1, “Using Positional Words to Clean Up”*

**STANDARD / STRAND**

**Mathematics (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>M4.</b>	<b>Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.</b>
<b>INDICATOR / STANDARD</b>	<b>M4.2.</b>	<b>Exhibit ability to identify, describe, analyze, compare, and create shapes</b>

EXPECTATION /  
INDICATOR

(Developmentally appropriate/emerging outcomes first appear in younger toddler)

**No Correlations**

**STANDARD / STRAND**

**Mathematics (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>M5.</b>	<b>Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.</b>
<b>INDICATOR / STANDARD</b>	<b>M5.1.</b>	<b>Understand the concept of time</b>

EXPECTATION / INDICATOR

Cooperate with a routine

**The Creative Curriculum for Infants**

- Skill Development Card SE09.3, “Reaching Up High”
- Skill Development Card SE19.1, “Pass It to Me”
- Skill Development Card SE17.1, “Socks Off!”

**STANDARD / STRAND**

**Mathematics (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>M5.</b>	<b>Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.</b>
<b>INDICATOR / STANDARD</b>	<b>M5.2.</b>	<b>Understand measurement through description and comparison</b>

EXPECTATION / INDICATOR

Explore objects with different shapes and sizes

**The Creative Curriculum for Infants**

- Skill Development Card M04.1, “Shape Blocks”
- Skill Development Card P21.2, “Two-Handed Ball Drop”
- Teaching Guide 2, *Exploring My World, Outdoors*, pg. 85

EXPECTATION / INDICATOR

Explore objects with different attributes, big/little, soft/hard

**The Creative Curriculum for Infants**

- Skill Development Card P33.2, “Different Kinds of Blocks”
- Teaching Guide 1, *See, Reach, and Play, Stories and Books*, pg. 55
- Teaching Guide 1, *My Day With You, Outdoors*, pg. 33

**STANDARD / STRAND**

**Science (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SC1.</b>	<b>Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.</b>
<b>INDICATOR / STANDARD</b>	<b>SC1.1.</b>	<b>Demonstrate ability to explore objects in the physical world</b>

EXPECTATION / INDICATOR

Observe and experience the physical environment using all five senses

**The Creative Curriculum for Infants**

- Curriculum Guide for Infants and Toddlers, *How Children Develop and Learn, Development and Learning Through Sensory Exploration* pg. 20
- Teaching Guide 2, *Exploring My World, Routine Spotlight*, pg. 80
- Teaching Guide 2, *Finding My Voice, Discovery*, pg. 64

EXPECTATION / INDICATOR

React to changes in light

**The Creative Curriculum for Infants**

- Curriculum Guide for Infants and Toddlers, *Creating Environments for Routines, Naptime* pg. 61
- Teaching Guide 3, *Little Hands, Big Actions, Outdoors*, pg. 63



EXPECTATION / INDICATOR	Focus attention on sounds, movement, caregiver, and objects
	<p><b><u>The Creative Curriculum for Infants</u></b></p> <ul style="list-style-type: none"> <li>• Skill Development Card C01.1, “Creating an Engaging Environment”</li> <li>• Skill Development Card C07.1, “Exploring Rattles”</li> <li>• Skill Development Card P15.2, “Turning This Way &amp; That”</li> </ul>

**STANDARD / STRAND**

**Science (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SC1.</b>	<b>Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.</b>
<b>INDICATOR / STANDARD</b>	<b>SC1.2.</b>	<b>Demonstrate awareness of the physical properties of objects</b>

EXPECTATION / INDICATOR	Touch objects with varying physical attributes, may show a preference for one over another
	<p><b><u>The Creative Curriculum for Infants</u></b></p> <ul style="list-style-type: none"> <li>• Teaching Guide 1, <i>See, Reach, and Play, Outdoors</i>, pg. 55</li> <li>• Skill Development Card C04.2, “I Choose This One”</li> <li>• Skill Development Card C23.1, “Colors All Around”</li> </ul>

EXPECTATION / INDICATOR	Notice cause and effect within the physical environment
	<p><b><u>The Creative Curriculum for Infants</u></b></p> <ul style="list-style-type: none"> <li>• Skill Development Card C11.1, “Down It Goes”</li> <li>• Skill Development Card C11.2, “Where Did It Go?”</li> <li>• Teaching Guide 3, <i>Little Hands, Big Actions, Outdoors</i>, pg. 63</li> </ul>

EXPECTATION / INDICATOR	Perform actions with objects and observe results
	<p><b><u>The Creative Curriculum for Infants</u></b></p> <ul style="list-style-type: none"> <li>• Skill Development Card C20.1, “Observing Problem-Solving”</li> <li>• Skill Development Card C07.1, “Exploring Rattles”</li> <li>• Skill Development Card C12.2, “Tappy, Tap, Tap”</li> </ul>

**STANDARD / STRAND**

**Science (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SC2.</b>	<b>Earth and Space Science - Early learners develop foundational skills in learning to understand the natural world through exploration of Earth, sky, weather, and seasons.</b>
<b>INDICATOR / STANDARD</b>	<b>SC2.1.</b>	<b>Recognize seasonal and weather related changes</b>

EXPECTATION / INDICATOR	Observe and experience the difference in weather
	<p><b><u>The Creative Curriculum for Infants</u></b></p> <ul style="list-style-type: none"> <li>• Teaching Guide 1, <i>You &amp; Me, Outdoors</i>, pg. 11</li> <li>• Teaching Guide 2, <i>On the Move, Outdoors</i>, pg. 33</li> </ul>

**STANDARD / STRAND**

**Science (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SC3.</b>	<b>Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants</b>
<b>INDICATOR / STANDARD</b>	<b>SC3.1.</b>	<b>Demonstrate awareness of life</b>

EXPECTATION / INDICATOR Demonstrate interest in and interact with plants, animals, and people

**The Creative Curriculum for Infants**

- Skill Development Card L11.1, "I See the Animals"
- Skill Development Card L27.1, "Look at Us!"

Teaching Guide 2, Finding My Voice, Stories and Books pg. 67

EXPECTATION / INDICATOR Discover body parts

**The Creative Curriculum for Infants**

- Skill Development Card SE08.1, "Discovering My Feet!"
- Skill Development Card P09.1, "Here Is My Hand!"
- Skill Development Card L32.1, "Where Are Your Ears?"

**STANDARD / STRAND**

**Science (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SC3.</b>	<b>Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants</b>
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<b>INDICATOR / STANDARD</b>	<b>SC3.2.</b>	<b>Demonstrate awareness of the preservation, protection, and care of living creatures and plants</b>
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EXPECTATION / INDICATOR (Developmentally appropriate/emerging outcomes first appear in older toddler)

**No correlations**

**STANDARD / STRAND**

**Science (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SC4.</b>	<b>Engineering - Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.</b>
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<b>INDICATOR / STANDARD</b>	<b>SC4.1.</b>	<b>Demonstrate engineering design skills</b>
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EXPECTATION / INDICATOR Demonstrate an interest in people-made objects

**The Creative Curriculum for Infants**

- Skill Development Card C05.1, "I See Me on My Tummy"
- Skill Development Card C16.2, "Hidden Toys at Tummy Time"

EXPECTATION / INDICATOR Explore and manipulate people-made objects

**The Creative Curriculum for Infants**

- Skill Development Card C07.1, "Exploring Rattles"
- Skill Development Card C12.1, "Bang the Drum!"
- Teaching Guide 2, Exploring My World, Playing With Toys, pg. 82

**STANDARD / STRAND**

**Science (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SC5.</b>	<b>Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.</b>
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<b>INDICATOR / STANDARD</b>	<b>SC5.1.</b>	<b>Demonstrate scientific curiosity</b>
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EXPECTATION / INDICATOR Observe and show interest in objects, organisms, and events in the environment

**The Creative Curriculum for Infants**

- Skill Development Card C04.2, "I Choose This One!"
- Skill Development Card C16.2, "Hidden Toys at Tummy Time"
- Teaching Guide 2, Exploring My World, Sand and Water, pg. 87

EXPECTATION /  
INDICATOR

Repeat action that causes an interesting effect

**The Creative Curriculum for Infants**

- Skill Development Card C07.2, "Watch My Rattle!"
- Skill Development Card C12.1, "Bang the Drum!"
- Skill Development Card C15.1, "Imitating Gestures"

EXPECTATION /  
INDICATOR

Actively explore the learning environment

**The Creative Curriculum for Infants**

- Teaching Guide 2, Exploring My World, Playing With Toys, pg. 91
- Skill Development Card C01.1, "Creating an Engaging Environment"
- Skill Development Card P28.1, "Crawling on Different Surfaces"

**STANDARD / STRAND**

**Science (Infant)**

**PROFICIENCY  
STATEMENT /  
SUBSTRAND**

**SC6.**

**Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.**

**INDICATOR / STANDARD**

**SC6.1.**

**Demonstrate decomposition of larger tasks into smaller steps**

EXPECTATION /  
INDICATOR

Recognize daily routines

**The Creative Curriculum for Infants**

- Skill Development Card SE17.1, "Socks Off!"
- Skill Development Card SE17.2, "Getting Dressed Song"
- Skill Development Card L24.1, "Mealtime Requests"

**STANDARD / STRAND**

**Science (Infant)**

**PROFICIENCY  
STATEMENT /  
SUBSTRAND**

**SC6.**

**Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.**

**INDICATOR / STANDARD**

**SC6.2.**

**Demonstrate algorithmic thinking and debugging**

EXPECTATION /  
INDICATOR

(Developmentally appropriate/emerging outcomes first appear in older toddler)

**No Correlations**

**STANDARD / STRAND**

**Social Studies (Infant)**

**PROFICIENCY  
STATEMENT /  
SUBSTRAND**

**SS1.**

**Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.**

**INDICATOR / STANDARD**

**SS1.1.**

**Demonstrate development of self**

EXPECTATION /  
INDICATOR

Engage in onlooker play

- Skill Development Card SE19.1, "Playful Opportunities"
- Skill Development Card SE19.2, "Playing Side By Side"
- Skill Development Card SE21, "Rattles With Friends"

EXPECTATION / INDICATOR      Begin to show awareness of self as an individual, separate from others

**The Creative Curriculum for Infants**

- Skill Development Card C21.1, “Silly Me, Silly You”
- Skill Development Card C21.2, “Hello Mirror”
- Teaching Guide 2, *Exploring My World, Routine Spotlight*, pg. 76

EXPECTATION / INDICATOR      Show affection and bond with familiar adults

**The Creative Curriculum for Infants**

- Skill Development Card SE04.1, “I Know You!”
- Teaching Guide 1, *You & Me, Routine Spotlight*, pg. 22

**STANDARD / STRAND**

**Social Studies (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SS2.</b>	<b>History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.</b>
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<b>INDICATOR / STANDARD</b>	<b>SS2.1.</b>	<b>Demonstrate awareness of chronological thinking</b>
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EXPECTATION / INDICATOR      Participate in daily routines with caregivers (e.g., diaper changes and feeding)

**The Creative Curriculum for Infants**

- Skill Development Card SE17.1, “Socks Off!”
- Skill Development Card L24.1, “Mealtime Requests”
- Teaching Guide 1, *Hello, Hands, Routine Spotlight*, pg. 84

**STANDARD / STRAND**

**Social Studies (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SS2.</b>	<b>History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.</b>
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<b>INDICATOR / STANDARD</b>	<b>SS2.2.</b>	<b>Demonstrate awareness of personal historical knowledge</b>
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EXPECTATION / INDICATOR      Begin to develop knowledge of cause and effect (e.g., crying results in caregiver response)

**The Creative Curriculum for Infants**

- Skill Development Card SE01.1, “Comforting Baby”
- Skill Development Card SE06.1, “Using My Voice”
- Skill Development Card SE10.1, “I’ll Be Back Soon!”

**STANDARD / STRAND**

**Social Studies (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SS2.</b>	<b>History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.</b>
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<b>INDICATOR / STANDARD</b>	<b>SS2.3.</b>	<b>Demonstrate awareness of the foundations of government or authority</b>
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EXPECTATION / INDICATOR      (Developmentally appropriate/emerging outcomes first appear in older toddler)

**No Correlations**

**STANDARD / STRAND**

**Social Studies (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SS3.</b>	<b>Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.</b>
<b>INDICATOR / STANDARD</b>	<b>SS3.1.</b>	<b>Demonstrate awareness of the world in spatial terms</b>
EXPECTATION / INDICATOR		Begin to discover use of body and objects in the learning environment

**The Creative Curriculum for Infants**

- Skill Development Card SE08.1, “Discovering My Feet”
- Skill Development Card P24.1, “Getting Down”
- Skill Development Card P28.3, “Over & Under”

**STANDARD / STRAND**

**Social Studies (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SS3.</b>	<b>Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.</b>
<b>INDICATOR / STANDARD</b>	<b>SS3.2.</b>	<b>Demonstrate awareness of places and regions</b>
EXPECTATION / INDICATOR		Explore the immediate early learning environment around them

**The Creative Curriculum for Infants**

- Skill Development Card C01.1, “Creating an Engaging Environment”
- Teaching Guide 2, *On the Move, Outdoors*, pg. 33,
- Teaching Guide 1, *Hello, Hands!, Outdoors*, pg. 81

**STANDARD / STRAND**

**Social Studies (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SS4.</b>	<b>Economics - Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.</b>
<b>INDICATOR / STANDARD</b>	<b>SS4.1.</b>	<b>Demonstrate awareness of economics, spending, and making money</b>
EXPECTATION / INDICATOR		Demonstrate preference for specific objects and people

**The Creative Curriculum for Infants**

- Skill Development Card SE15.1, “I Don’t Want You”
- Skill Development Card P03.1, “Look at What I See”
- Skill Development Card C04.2, “I Choose This One!”

**STANDARD / STRAND**

**Social Studies (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SS5.</b>	<b>Citizenship - Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.</b>
<b>INDICATOR / STANDARD</b>	<b>SS5.1.</b>	<b>Demonstrate awareness of citizenship</b>
EXPECTATION / INDICATOR		Interact with the physical environment to make needs known

**The Creative Curriculum for Infants**

- Skill Development Card C20.1, “Observing Problem-Solving”
- Skill Development Card C20.2, “Getting to You”

EXPECTATION / INDICATOR		Demonstrate comfort in familiar routines, objects, and materials
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		<p><b>The Creative Curriculum for Infants</b></p> <ul style="list-style-type: none"> <li>• Skill Development Card SE01.1, “Comforting Baby”</li> <li>• Skill Development Card SE17.2, “Getting Dressed Song”</li> <li>• Skill Development Card C27.1, “Getting Ready”</li> </ul>
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EXPECTATION / INDICATOR Respond to adult guidance about behavior

		<p><b>The Creative Curriculum for Infants</b></p> <ul style="list-style-type: none"> <li>• Skill Development Card L21.1, “No, No”</li> <li>• Skill Development Card L21.3, “Uh-Oh!”</li> <li>• Skill Development Card SE16.1, “Pass It To Me!”</li> </ul>
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**STANDARD / STRAND**

**Student Wellbeing (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SW1.</b>	<b>Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.</b>
<b>INDICATOR / STANDARD</b>	<b>SW1.1.</b>	<b>Demonstrate self awareness and confidence</b>

EXPECTATION / INDICATOR Respond to own name

		<p><b>The Creative Curriculum for Infants</b></p> <ul style="list-style-type: none"> <li>• Skill Development Card L13.1, “Say My Name!”</li> <li>• Skill Development Card L13.2, “That’s My Name!”</li> </ul>
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EXPECTATION / INDICATOR Show interest in choices available in learning environment (e.g., explore books, soft blocks)

		<p><b>The Creative Curriculum for Infants</b></p> <ul style="list-style-type: none"> <li>• Skill Development Card C04.2, “I Choose This One!”</li> <li>• Skill Development Card C16.2, “Hidden Toys at Tummy Time”</li> <li>• Skill Development Card L14.1, “Looking at Books”</li> </ul>
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EXPECTATION / INDICATOR Communicate to indicate physical and emotional needs and look to a caregiver to meet those needs

		<p><b>The Creative Curriculum for Infants</b></p> <ul style="list-style-type: none"> <li>• Skill Development Card L01.1, “Crying to Communicate”</li> <li>• Skill Development Card SE06.1, “Using My Voice”</li> </ul> <p><i>Curriculum Guide for Infants and Toddlers, Caring and Teaching, Meeting Children’s Basic Needs, pg. 12</i></p>
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**STANDARD / STRAND**

**Student Wellbeing (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SW1.</b>	<b>Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.</b>
<b>INDICATOR / STANDARD</b>	<b>SW1.2.</b>	<b>Demonstrate identification and expression of emotions</b>

EXPECTATION / INDICATOR Communicate to express pleasure or displeasure

		<p><b>The Creative Curriculum for Infants</b></p> <ul style="list-style-type: none"> <li>• Skill Development Card SE06.2, “Hunger Cues”</li> <li>• Skill Development Card L04.1, “Baby Coos”</li> <li>• Skill Development Card L06.1, “Laugh Out Loud”</li> </ul>
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EXPECTATION / INDICATOR Seek adults to help ease displeasure once communicated

**The Creative Curriculum for Infants**

- Skill Development Card SE01.1, “Comforting Baby”
- Skill Development Card SE06.1, “Using My Voice”
- Skill Development Card SE09.1, “Reaching For You”

EXPECTATION / INDICATOR Use cues to signal overstimulation

**The Creative Curriculum for Infants**

- Skill Development Card SE06.2, “Hunger Cues”
  - Skill Development Card L01.1, “Crying to Communicate”
- Teaching Guide 2, Exploring My World, Routine Spotlight, pg. 76*

EXPECTATION / INDICATOR Respond positively to adults who provide comfort

**The Creative Curriculum for Infants**

- Skill Development Card SE01.1, “Comforting Baby”
- Skill Development Card SE09.2, “Reaching for You”

EXPECTATION / INDICATOR Use sounds and body to express feelings

**The Creative Curriculum for Infants**

- Skill Development Card L01.1, “Crying to Communicate”
- Skill Development Card SE06.1, “Using My Voice”
- Skill Development Card L17.1, “Understanding Gestures”

**STANDARD / STRAND**

**Student Wellbeing (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SW2.</b>	<b>Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.</b>
<b>INDICATOR / STANDARD</b>	<b>SW2.1.</b>	<b>Demonstrate self control</b>

EXPECTATION / INDICATOR Develop an awareness of transitions, schedules, and routines with adult prompts

**The Creative Curriculum for Infants**

- *Teaching Guide 1, My Day With You, Routine Spotlight, pg. 40*
- *Teaching Guide 1, My Day With You, Family Partnerships and Reflection, pg. 43*

EXPECTATION / INDICATOR Develop self-soothing when an adult provides comfort techniques

**The Creative Curriculum for Infants**

- Skill Development Card SE01.1, “Comforting Baby”
- *Teaching Guide 1, See, Reach, and Play, Routine Spotlight, pg. 62*

EXPECTATION / INDICATOR Express desires and feeling by using gestures and actions

**The Creative Curriculum for Infants**

- Skill Development Card SE09.2, “Reaching Arms”
- Skill Development Card L17.1, “Understanding Gestures”
- Skill Development Card L17.2, “I See What You’re Saying”

**STANDARD / STRAND**

**Student Wellbeing (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SW3.</b>	<b>Conflict Resolution - Early learners develop foundational skills that support conflict resolution and conflict management.</b>
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<b>INDICATOR / STANDARD</b>	<b>SW3.1.</b>	<b>Demonstrate conflict resolution</b>
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EXPECTATION / INDICATOR Show awareness of possible conflict by demonstrating distress

**The Creative Curriculum for Infants**

- Skill Development Card L21.1, “No, No”
- Skill Development Card SE28.1, “Power Word”
- Skill Development Card SE28.2, “How to Say No”

EXPECTATION / INDICATOR Respond positively to adult when comforted following possible observed conflict

**The Creative Curriculum for Infants**

- Skill Development Card L21.1, “No, No”
- Skill Development Card L21.3, “Uh-Oh!”

**STANDARD / STRAND**

**Student Wellbeing (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>SW4.</b>	<b>Building Relationships - Early learners develop foundational skills that support social development and engagement with others.</b>
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<b>INDICATOR / STANDARD</b>	<b>SW4.1.</b>	<b>Demonstrate relationship skills</b>
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EXPECTATION / INDICATOR Engage in simple social interactions with adults (e.g., respond to adult smile)

**The Creative Curriculum for Infants**

- Skill Development Card SE02.1, “Eye Contact”
- Skill Development Card SE03.2, “Show Me Your Smile!”

EXPECTATION / INDICATOR Exhibit caution of unfamiliar adults

**The Creative Curriculum for Infants**

- Skill Development Card SE07.1, “Reacting to Unfamiliar Adults”

EXPECTATION / INDICATOR Use key adults as a secure base when exploring the learning environment

**The Creative Curriculum for Infants**

- Skill Development Card SE04.2, “Hello There!”
- Teaching Guide 1, *You & Me, Playing With Toys*, pg. 20

EXPECTATION / INDICATOR Notice other children in their learning environment

**The Creative Curriculum for Infants**

- Teaching Guide 3, *Let’s Play!, Playing With Toys*, pg. 46
- Skill Development Card SE19.2, *Playing Side By Side*”

EXPECTATION / INDICATOR Engage in onlooker play

**The Creative Curriculum for Infants**

- Skill Development Card SE19.1, “Playful Opportunities”
- Skill Development Card SE19.2, *Playing Side By Side*”
- Skill Development Card SE21, “Rattles With Friends”



EXPECTATION / INDICATOR		Begin to exhibit skills in solitary play  <b>The Creative Curriculum for Infants</b> • <i>Skill Development Card SE18.1, “Growing Independence”</i>
<b>STANDARD / STRAND</b>		<b>Approaches to Play and Learning (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>APL1.</b>	<b>Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.</b>
<b>INDICATOR / STANDARD</b>	<b>APL1.1.</b>	<b>Demonstrate initiative and self-direction</b>
EXPECTATION / INDICATOR		Respond to a stimulating learning environment  <b>The Creative Curriculum for Infants</b> • <i>Skill Development Card C01.1, “Creating an Engaging Environment”</i> • <i>Skill Development Card P04.1, “Looking Around the Room”</i> • <i>Curriculum Guide for Infants and Toddlers, Creating a Responsive Environment, pg. 63</i>
EXPECTATION / INDICATOR		Begin to demonstrate curiosity/interest in surroundings  <b>The Creative Curriculum for Infants</b> • <i>Skill Development Card C06.1, “Where Did Teddy Go?”</i> • <i>Skill Development Card C11.1, “Down It Goes!”</i> • <i>Skill Development Card P15.1, “Looking All Around”</i>
EXPECTATION / INDICATOR		Display eagerness and delight in self, others, and surroundings  <b>The Creative Curriculum for Infants</b> • <i>Skill Development Card C05.1, “I See Me on My Tummy!”</i> • <i>Skill Development Card C21.1, “Silly Me, Silly You”</i> • <i>Skill Development Card C25.2, “Where Is...?”</i>
<b>STANDARD / STRAND</b>		<b>Approaches to Play and Learning (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>APL1.</b>	<b>Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.</b>
<b>INDICATOR / STANDARD</b>	<b>APL1.2.</b>	<b>Demonstrate interest and curiosity as a learner</b>
EXPECTATION / INDICATOR		Show budding interest in how objects work  <b>The Creative Curriculum for Infants</b> • <i>Skill Development Card C07.1, “Exploring Rattles”</i> • <i>Skill Development Card C22.2, “Shake &amp; Dump”</i> • <i>Skill Development Card C19.2, “Block Slide”</i>
EXPECTATION / INDICATOR		Try a variety of approaches to get desired outcomes  <b>The Creative Curriculum for Infants</b> • <i>Skill Development Card C09.2, “I Can Get It!”</i> • <i>Skill Development Card C20.2, “Getting to You”</i> • <i>Skill Development Card C22.1, “Find the Surprise”</i>
EXPECTATION / INDICATOR		Prefer to keep a familiar adult in close proximity while exploring  <b>The Creative Curriculum for Infants</b> • <i>Skill Development Card SE18.1, “Growing Independence”</i>

EXPECTATION / INDICATOR		Physically explore new ways to use objects and observe results
		<p><b><u>The Creative Curriculum for Infants</u></b></p> <ul style="list-style-type: none"> <li>• Skill Development Card C19.1, “Back and Forth”</li> <li>• Skill Development Card C12.2, “Tappy, Tap, Tap”</li> <li>• Skill Development Card P29.3, “Swishing Scarfs”</li> </ul>
<b>STANDARD / STRAND</b>		<b>Approaches to Play and Learning (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>APL2.</b>	<b>Flexible Thinking - Early learners develop foundational skills that support flexible thinking (the ability to find new solutions and see situations in more than one way) and social interactions during play.</b>
<b>INDICATOR / STANDARD</b>	<b>APL2.1.</b>	<b>Demonstrate development of flexible thinking skills during play</b>
EXPECTATION / INDICATOR		Manipulate objects and imitate actions observed
		<p><b><u>The Creative Curriculum for Infants</u></b></p> <ul style="list-style-type: none"> <li>• Skill Development Card P33.1, “Stack Them Up”</li> <li>• Skill Development Card C19.1, “Back and Forth”</li> <li>• Skill Development Card C22.2, “Shake &amp; Dump”</li> </ul>
<b>STANDARD / STRAND</b>		<b>Approaches to Play and Learning (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>APL3.</b>	<b>Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.</b>
<b>INDICATOR / STANDARD</b>	<b>APL3.1.</b>	<b>Demonstrate development of sustained attention and persistence</b>
EXPECTATION / INDICATOR		Examine objects for brief periods of time
		<p><b><u>The Creative Curriculum for Infants</u></b></p> <ul style="list-style-type: none"> <li>• Skill Development Card L08.1, “Book Exploration”</li> <li>• Skill Development Card C02.1, “Here Comes Your Bottle!”</li> <li>• Skill Development Card C23.1, “Colors All Around”</li> </ul>
EXPECTATION / INDICATOR		Express discomfort when needs are not met
		<p><b><u>The Creative Curriculum for Infants</u></b></p> <ul style="list-style-type: none"> <li>• Skill Development Card SE10.1, “I’ll Be Back Soon!”</li> <li>• Skill Development Card SE15.1, “I Don’t Want You!”</li> <li>• Skill Development Card</li> </ul>
EXPECTATION / INDICATOR		Repeat actions to make something happen again
		<p><b><u>The Creative Curriculum for Infants</u></b></p> <ul style="list-style-type: none"> <li>• Skill Development Card C19.1, “Back and Forth”</li> <li>• Skill Development Card C12.1, “Bang the Drum”</li> <li>• Skill Development Card SE14.1, “I Can Make You Laugh!”</li> </ul>
<b>STANDARD / STRAND</b>		<b>Approaches to Play and Learning (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>APL4.</b>	<b>Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.</b>
<b>INDICATOR / STANDARD</b>	<b>APL4.1.</b>	<b>Demonstrate development of social interactions during play</b>

EXPECTATION / INDICATOR	Engage in onlooker play  <b><u>The Creative Curriculum for Infants</u></b> <ul style="list-style-type: none"> <li>• Skill Development Card SE19.1, “Playful Opportunities”</li> <li>• Skill Development Card SE19.2, Playing Side By Side”</li> <li>• Skill Development Card SE21, “Rattles With Friends”</li> </ul>
EXPECTATION / INDICATOR	Begin to exhibit skills in solitary play  <b><u>The Creative Curriculum for Infants</u></b> <ul style="list-style-type: none"> <li>• Skill Development Card SE18.1, “Growing Independence”</li> </ul>
EXPECTATION / INDICATOR	Show interest in children who are playing nearby  <b><u>The Creative Curriculum for Infants</u></b> <ul style="list-style-type: none"> <li>• Skill Development Card SE19.1, “Playful Opportunities”</li> <li>• Skill Development Card SE19.2, Playing Side By Side”</li> <li>• Skill Development Card SE21, “Rattles With Friends”</li> </ul>
EXPECTATION / INDICATOR	Engage in simple social interactions with others (e.g., respond to smile)  <b><u>The Creative Curriculum for Infants</u></b> <ul style="list-style-type: none"> <li>• Skill Development Card SE02.1, “Eye Contact”</li> <li>• Skill Development Card SE03.2, “Show Me Your Smile”</li> <li>• Skill Development Card SE23.1, “Showing Affection”</li> </ul>

**STANDARD / STRAND**

**Creative Arts (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>CA1.</b>	<b>Music - Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.</b>
<b>INDICATOR / STANDARD</b>	<b>CA1.1.</b>	<b>Demonstrate creative music expression</b>
EXPECTATION / INDICATOR		Respond to music by moving own body  <b><u>The Creative Curriculum for Infants</u></b> <ul style="list-style-type: none"> <li>• Teaching Guide 3, Sing With Me, Music and Movement, pg. 17</li> <li>• Teaching Guide 3, Sing With Me, Outdoors, pg. 19</li> <li>• Skill Development Card C07.2, “Watch My Rattle”</li> </ul>
EXPECTATION / INDICATOR		Participate in diverse musical genres and styles  <b><u>The Creative Curriculum for Infants</u></b> <ul style="list-style-type: none"> <li>• Curriculum Guide for Infants and Toddlers, Creating a Responsive Environment, Music and Movement pg. 68</li> <li>• Teaching Guide 3, Sing With Me, Routine Spotlight, pg. 22</li> <li>• Teaching Guide 3, Sing With Me, Music and Movement, pg. 25</li> </ul>
EXPECTATION / INDICATOR		Experiment with vocalizations and sounds  <b><u>The Creative Curriculum for Infants</u></b> <ul style="list-style-type: none"> <li>• Skill Development Card L09.1, “Ah-Goo!”</li> <li>• Skill Development Card LT03.4, “Fish &amp; Friend”</li> <li>• Teaching Guide 3, Sing With Me, Stories and Books, Book With a Song pg. 11</li> </ul>

EXPECTATION /  
INDICATOR

React to familiar songs or music

**The Creative Curriculum for Infants**

- Skill Development Card SE03.3, “Your Tiny Smile”
- Skill Development Card LT03.1, “Rhythms & Rhymes for Routines”
- Skill Development Card LT03.4, “Fish & Friend”

**STANDARD / STRAND**

**Creative Arts (Infant)**

**PROFICIENCY  
STATEMENT /  
SUBSTRAND**

**CA2.**

**Dance - Early learners develop foundational skills that support creative expression through movement.**

**INDICATOR / STANDARD**

**CA2.1.**

**Demonstrate creative movement expression**

EXPECTATION /  
INDICATOR

Respond to music with body movements

**The Creative Curriculum for Infants**

- Teaching Guide 3, *Sing With Me, Music and Movement*, pg. 13
- Skill Development Card LT03.3, “Let’s Bounce”
- Skill Development Card C07.2, “Watch My Rattle”

**STANDARD / STRAND**

**Creative Arts (Infant)**

**PROFICIENCY  
STATEMENT /  
SUBSTRAND**

**CA3.**

**Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.**

**INDICATOR / STANDARD**

**CA3.1.**

**Demonstrate creative expression through the visual art process or experience**

EXPECTATION /  
INDICATOR

Explore simple art materials

**The Creative Curriculum for Infants**

- Skill Development Card P30.1, “Holding Crayons”
- Teaching Guide 3, *Let’s Create, Outdoors*, pg. 81
- Teaching Guide 3, *Let’s Create, Discovery*, pg. 83

**STANDARD / STRAND**

**Creative Arts (Infant)**

**PROFICIENCY  
STATEMENT /  
SUBSTRAND**

**CA3.**

**Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.**

**INDICATOR / STANDARD**

**CA3.2.**

**Demonstrate creative expression through visual art production and presentation**

EXPECTATION /  
INDICATOR

Respond to various textures and sensory materials

**The Creative Curriculum for Infants**

- Skill Development Card P25.2, “Sensational Scraps”
- Teaching Guide 3, *Let’s Create, Discovery*, pg. 79
- Teaching Guide 3, *Little Hands, Big Actions, Discovery*, pg.56

**STANDARD / STRAND**

**Creative Arts (Infant)**

**PROFICIENCY  
STATEMENT /  
SUBSTRAND**

**CA3.**

**Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.**

**INDICATOR / STANDARD**

**CA3.3.**

**Demonstrate creative expression through art appreciation**

EXPECTATION /  
INDICATOR

Show preference for particular visual stimuli

**The Creative Curriculum for Infants**

- Skill Development Card P08.2, “Look Up”
- Skill Development Card P03.1, “Look at What I See”
- Skill Development Card P18.2, “Sit & Look”

**STANDARD / STRAND**

**Creative Arts (Infant)**

**PROFICIENCY  
STATEMENT /  
SUBSTRAND**

**CA4.**

**Dramatic Play - Early learners develop foundational skills that support creative expression and interaction through dramatic play.**

**INDICATOR / STANDARD**

**CA4.1.**

**Demonstrate creative expression through dramatic play**

EXPECTATION /  
INDICATOR

Engage in onlooker play

**The Creative Curriculum for Infants**

- Skill Development Card SE19.1, “Playful Opportunities”
- Skill Development Card SE19.2, “Playing Side By Side”
- Skill Development Card SE21.1, “Rattles With Friends”

EXPECTATION /  
INDICATOR

Begin to exhibit skills in solitary play

**The Creative Curriculum for Infants**

- Skill Development Card SE18.1, “Growing Independence”
- Teaching Guide 3, *Let’s Play, Playing With Toys, Mobile Infants*, pg. 38

EXPECTATION /  
INDICATOR

Begin to imitate the actions and expressions of caregivers

**The Creative Curriculum for Infants**

- Skill Development Card C24.1, “Feed the Baby”
- Skill Development Card L16.1, “Ba-Ba”
- Skill Development Card L16.2, “Ma-Ma Mirror”

EXPECTATION /  
INDICATOR

Begin to recognize that certain actions will draw responses

**The Creative Curriculum for Infants**

- Skill Development Card SE06.3, “Play With Me!”
- Skill Development Card SE14.1, “I Can Make You Laugh”
- Skill Development Card L17.1, “Understanding Gestures”

**STANDARD / STRAND**

**Physical Health and Growth (Infant)**

**PROFICIENCY  
STATEMENT /  
SUBSTRAND**

**PHG1.**

**Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.**

**INDICATOR / STANDARD**

**PHG1.1.**

**Demonstrate development of healthy practices**

EXPECTATION /  
INDICATOR

Participate passively in health and hygiene-related behaviors initiated by an adult

**The Creative Curriculum for Infants**

- Skill Development Card C17.1, “Help Me Wash”
- Skill Development Card SE03.1, “Show Me Your Smile!”
- Skill Development Card P11.2, “Full Hands”

**STANDARD / STRAND****Physical Health and Growth (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>PHG1.</b>	<b>Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.</b>
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<b>INDICATOR / STANDARD</b>	<b>PHG1.2.</b>	<b>Demonstrate development of safety practices</b>
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EXPECTATION / INDICATOR Use key adults as a secure base when exploring the learning environment

**The Creative Curriculum for Infants**

- *Skill Development Card SE09.1, “Reaching for You”*
- *Skill Development Card SE11.1, “I See You”*
- *Skill Development Card SE11.2, “A Cow Says Moo”*

EXPECTATION / INDICATOR Seek reassurance from a trusted adult when encountering an unfamiliar person/object

**The Creative Curriculum for Infants**

- *Skill Development Card SE07.1, “Reacting to Unfamiliar Adults”*
- *Skill Development Card SE10.1, “I’ll Be Back Soon!”*
- *Skill Development Card SE15.1, “I Don’t Want You!”*

**STANDARD / STRAND****Physical Health and Growth (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>PHG1.</b>	<b>Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.</b>
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<b>INDICATOR / STANDARD</b>	<b>PHG1.3.</b>	<b>Demonstrate development of nutrition awareness</b>
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EXPECTATION / INDICATOR Express when hungry or full

**The Creative Curriculum for Infants**

- *Skill Development Card L03.1, “I’m Hungry”*
- *Skill Development Card SE06.1, “Using My Voice”*
- *Skill Development Card SE06.2, “Hunger Cues”*

EXPECTATION / INDICATOR Show food preferences

**The Creative Curriculum for Infants**

- *Skill Development Card L23.2, “Point & Eat”*
- *Skill Development Card L35.1, “I Want That!”*
- *Skill Development Card M02.1, “Would You Like More?”*

EXPECTATION / INDICATOR Begin following a regular eating routine

**The Creative Curriculum for Infants**

- *Teaching Guide 1, My Day With You, Routine Spotlight, pg. 36*
- *Teaching Guide 1, My Day With You, Teacher Tip, Establishing a Daily Routine pg. 35*

**STANDARD / STRAND****Physical Health and Growth (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>PHG2.</b>	<b>Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one’s own body in relation to space and objects in space.</b>
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<b>INDICATOR / STANDARD</b>	<b>PHG2.1.</b>	<b>Demonstrate how the five senses support processing information</b>
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EXPECTATION / INDICATOR Manipulate objects to see what will happen

**The Creative Curriculum for Infants**

- Skill Development Card C11.1, “Down It Goes”
- Skill Development Card C19.1, “Back & Forth”
- Skill Development Card C31.1, “Pull It!”

EXPECTATION / INDICATOR Use senses to explore surroundings

**The Creative Curriculum for Infants**

- Skill Development Card C01.1, “Creating an Engaging Environment”
- Skill Development Card C07.1, “Exploring Rattles”
- Skill Development Card C12.1, “Bang the Drum”

EXPECTATION / INDICATOR Demonstrate awareness of different textures of food

**The Creative Curriculum for Infants**

- Skill Development Card SE24.1, “Eating With a Spoon”
- Skill Development Card SE24.1, “Small Scoops”
- Teaching Guide 3, *Let’s Create, Routine Spotlight*, pg. 88

**STANDARD / STRAND**

**Physical Health and Growth (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>PHG2.</b>	<b>Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one’s own body in relation to space and objects in space.</b>
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<b>INDICATOR / STANDARD</b>	<b>PHG2.2.</b>	<b>Demonstrate development of body awareness and physical activity</b>
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EXPECTATION / INDICATOR Show awareness of own body and start to move intentionally

**The Creative Curriculum for Infants**

- Skill Development Card P28.1, “Crawling on Different Surfaces”
- Skill Development Card P28.2, “In the Way”
- Skill Development Card P28.3, “Over & Under”

EXPECTATION / INDICATOR Interact with adults in physical activities

**The Creative Curriculum for Infants**

- Skill Development Card P08.2, “Look Up!”
- Skill Development Card P10.2, “Pivot Left and Right”
- Skill Development Card P15.3, “On the Ball”

**STANDARD / STRAND**

**Physical Health and Growth (Infant)**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>PHG3.</b>	<b>Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.</b>
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<b>INDICATOR / STANDARD</b>	<b>PHG3.1.</b>	<b>Demonstrate development of fine and gross motor coordination</b>
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EXPECTATION / INDICATOR Demonstrate hand-eye coordination and participate in a variety of activities to enhance coordination

**The Creative Curriculum for Infants**

- Skill Development Card P09.1, “Here is My Hand!”
- Skill Development Card P13.1, “Easy to Hold”
- Skill Development Card P17.2, “Hand to Hand”

EXPECTATION /  
INDICATOR

Begin to develop coordination and balance, often with support

**The Creative Curriculum for Infants**

- Skill Development Card P18.2, "Sit & Look"
- Skill Development Card P23.1, "Places to Pull Up"
- Skill Development Card P26.1, "Lean for It!"

EXPECTATION /  
INDICATOR

Develop control of head and back, progressing to arms and legs

**The Creative Curriculum for Infants**

- Skill Development Card P06.1, "Supported Sit-Ups"
- Skill Development Card P18.1, "Setting the Stage for Sitting"
- Skill Development Card P22.1, "Ready to Crawl"
- Skill Development Card P24.1, "Getting Down"

**STANDARD / STRAND**

**Physical Health and Growth (Infant)**

**PROFICIENCY  
STATEMENT /  
SUBSTRAND**

**PHG3.**

**Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.**

**INDICATOR / STANDARD**

**PHG3.2.**

**Demonstrate development of oral motor skills**

EXPECTATION /  
INDICATOR

Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control

- Skill Development Card C08.1, "I Know What That Is!"
- Skill Development Card C10.2, "Hand to Mouth"
- Skill Development Card P11.1, "Mouthing to Learn"

**STANDARD / STRAND**

**Physical Health and Growth (Infant)**

**PROFICIENCY  
STATEMENT /  
SUBSTRAND**

**PHG4.**

**Personal Care - Early learners develop foundational skills that support the independent care of one's self.**

**INDICATOR / STANDARD**

**PHG4.1.**

**Demonstrate increased independence in personal care routines**

EXPECTATION /  
INDICATOR

Participate passively in dressing and undressing self

**The Creative Curriculum for Infants**

- Skill Development Card SE17.1, "Socks Off!"
- Skill Development Card SE17.2, "Getting Dressed Song"
- Skill Development Card SE25.1, "Putting On Shoes"

EXPECTATION /  
INDICATOR

Help with self-feeding

**The Creative Curriculum for Infants**

- Skill Development Card SE20.1, "Drinking From a Cup"
- Skill Development Card SE22.1, "I Can Feed Myself"
- Curriculum Guide for Infants and Toddlers, *How Children Develop and Learn, Starting Solids* pg. 26