

The Vine Assessment System™

by LifeCubby

*A Fully Integrated Platform for Observation,
Daily Reporting, Communications and Assessment*

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:
**Oklahoma Early Learning Guidelines
for Infants, Toddlers, and Twos**



References



Oklahoma Department of Human Services, Oklahoma Child Care Services. (2009). *Oklahoma early learning guidelines for infants, toddlers, and twos*. OK: Author. Retrieved from <http://www.okdhs.org/OKDHS%20Publication%20Library/10-23.pdf>

Oklahoma Early Learning Guidelines for Infants, Toddlers, and Twos	Vine Assessments by LifeCubby
Approaches to Learning	Vine Indicators
Standard 1: The child will demonstrate interest in learning through persistence and varying degrees of initiative, curiosity, sensory exploration and problem solving.	
0 to 8 Months	
The Baby May: Begin to show interest in exploring his/her environment.	ATL 1-4 Is Curious <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden
6 to 18 Months	
The Baby May: Increase attention span and persist in repetitive tasks.	ATL 1-1 Is Attentive <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes
16 to 36 Months	
The Toddler May: Explore relationships and the environment independently and with purpose.	ATL 1-4 Is Curious <u>1-Year Old:</u> Shows interest in learning about new objects or experiences <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials

Creative Skills	
Standard 1: The child will participate in activities that foster individual creativity.	
0 to 8 Months	
The Baby May: Respond to or show interest in sights and sounds in the environment. For example, familiar objects, routines, people, events and music.	CS 13-1 Explores Objects <u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
6 to 18 Months	
The Baby May: Begin to understand his/her world by using senses to explore and experience the environment.	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
16 to 36 Months	
The Toddler May: Begin to express thoughts and feelings through	CCA 21-2 Explores Music <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs

creative movement, music and dramatic activities.	<u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time
	CCA 21-3 Explores Movement and Dance <u>1-Year Old:</u> May move when music is playing and “bounce” to the music <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music
	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others

Communication Skills & Early Literacy (Language Arts)	
Standard 1: Receptive Language (Listening): The child will hear and respond to sounds in the environment.	
0 to 8 Months	
The Baby May: Demonstrate awareness of communication through listening and observing.	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
6 to 18 Months	
The Baby May: Begin to recognize sounds and/ or spoken words for familiar objects, people and simple requests.	LC 7-1 Develops Receptive Communication <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
16 to 36 Months	
The Toddler May: Begin to understand more requests and detailed statements that refer to positions in space, places, ideas, actions, people and feelings.	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
Standard 2: Expressive Language (Speaking/Vocabulary): The child will express needs, thoughts, and interests through gestures, sounds or words.	
0 to 8 Months	
The Baby May: Demonstrate increasing ability to express wants, needs, thoughts and feelings.	LC 7-2 Develops Expressive Communication <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds

	<u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
6 to 18 Months	
The Baby May: Demonstrate an increasing ability to communicate.	LC 7-2 Develops Expressive Communication <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants
16 to 36 Months	
The Toddler May: Demonstrate increasing ability to combine sounds and simple words to express meaning and to communicate.	LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more
Standard 3: Print Awareness: The child will begin to recognize familiar faces, patterns, symbols and logos in the environment.	
0 to 8 Months	
The Baby May: Demonstrate an interest in human faces, patterns, colors and familiar pictures.	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
6 to 18 Months	
The Toddler May: Demonstrate an increasing awareness of familiar books, signs and symbols.	LKS 8-1 Develops Early Literacy <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
16 to 36 Months	
The Toddler May: Demonstrate interest in and enjoyment of looking at books, participating in reading and telling stories.	LKS 8-1 Develops Early Literacy <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Standard 4: Comprehension: The child will attach meaning to sounds, gestures, signs and words heard.	
0 to 8 Months	
The Baby May: Begin to respond to sounds in the environment.	LC 7-1 Develops Receptive Communication <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
6 to 18 Months	
The Baby May: Begin to follow simple directions and demonstrate	LC 7-1 Develops Receptive Communication <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines

understanding of home and/or English language.	1-Year Old: Responds to simple instructions such as “come here” or “bring me a book”
16 to 36 Months	
The Toddler May: Demonstrate understanding of the meaning of stories, social games, songs and poems; begin to understand more abstract ideas, feelings, positions in space; and begin to be involved in limited conversation.	LC 7-1 Develops Receptive Communication 1-Year Old: Responds to simple instructions such as “come here” or “bring me a book” 2-Year Old: Follows adult directives; follows simple 1- or 2-step instructions
Standard 5: PREWRITING: The child will explore different tools that will lead to making random marks, scribbles and pictures.	
0 to 8 Months	
The Baby May: Begin to develop eye-hand coordination and intentional hand control.	PMP 18-2 Develops Fine Hand-Eye Coordination 1-3 mos: Grasps objects 4-7 mos: Grasps and releases objects from grasp
6 to 18 Months	
The Baby May: Continue to develop small (fine) motor skills and incorporate more large (gross) motor skills that are used in pre-writing.	LKS 9-1 Develops Emergent Writing 8-12 mos: Can use a fat paint brush or celery stalk to “paint”
16 to 36 Months	
The Toddler May: Continue to develop small (fine) motor and large (gross) motor skills that are used in pre-writing.	LKS 9-1 Develops Emergent Writing 1-Year Old: Makes marks on paper with large crayon or marker 2-Year Old: Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate

Mathematics	
Standard 1: The child will begin to develop an awareness of patterns in the environment.	
0 to 8 Months	
The Baby May: Demonstrate expectations for familiar sequences of event.	ATL 2-1 Understands Routines 1-3 mos: Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) 4-7 mos: Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up
6 to 18 Months	
The Baby May: Begin to recognize similarities and differences, including	ATL 2-1 Understands Routines 8-12 mos: Remembers daily routines; knows how to use familiar objects

familiar and unfamiliar people, objects and routines.	
16 to 36 Months	
The Toddler May: Begin to demonstrate an understanding of patterns in the environment.	CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next
Standard 2: Spatial Awareness/Geometry: Children become aware of themselves in relation to objects and structures around them.	
0 to 8 Months	
The Baby May: Experience differences in his/her location, his/her position and the position of objects in the environment.	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
6 to 18 Months	
The Baby May: Begin moving with purpose. (For example: reaches for toy.)	CM 12-2 Develops Spatial Awareness <u>8-12 mos:</u> Explores ways objects and people move and fit in space
16 to 36 Months	
The Toddler May: Explore materials and space by handling, building, moving and manipulating.	CM 12-2 Develops Spatial Awareness <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
Standard 3: Number Sense: The child will begin to develop an awareness of quantity.	
0 to 8 Months	
The Baby May: Begin to explore objects in the environment, developing a foundation for number awareness.	CM 11-1 Learns Measurement and Quantities <u>4-7 mos:</u> Plays with more than one object at a time
6 to 18 Months	
The Baby May: Begin to show interest in characteristics of objects such as size or quantity.	CM 11-1 Learns Measurement and Quantities <u>4-7 mos:</u> Plays with more than one object at a time <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone"
16 to 36 Months	
The Toddler May: Begin to develop an understanding of numbers, the counting process and making comparisons (measurement).	CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more") <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)

Physical Development	
Standard 1: Large Muscle Development – The child will participate in activities that involve large motor skills.	
0 to 8 Months	
The Baby May: Demonstrate basic movements. (For example: lifting and controlling head, developing abdominal muscles, moving arms and legs, rolling over, sitting with and without support and beginning creeping.)	PMP 17-1 Develops Perception & Balance <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
6 to 18 Months	
The Baby May: Demonstrate basic locomotor movements.	PMP 17-2 Develops Lower Body Strength <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking
The Baby May: Use large arm movements (non-locomotor).	PMP 17-3 Develops Upper Body Strength <u>8-12 mos:</u> Pulls self up PMP 17-4 Develops Gross Hand-Eye Coordination <u>8-12 mos:</u> Bangs objects together; transfers objects from hand to hand
16 to 36 Months	
The Toddler May: Demonstrate beginning non-locomotor movements.	PMP 17-1 Develops Perception & Balance <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
The Toddler May: Use large arm movements (non-locomotor).	PMP 17-4 Develops Gross Hand-Eye Coordination <u>1-Year Old:</u> Plays with ball, learning to throw and catch
The Toddler May: Demonstrate advancing balance, control and coordination.	PMP 17-5 Develops Large Motor Coordination Skills <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors
The Toddler May: Demonstrate spatial awareness of whole body.	PMP 17-1 Develops Perception & Balance <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
Standard 2: The child will participate in activities that involve small motor skills.	
0 to 8 Months	
The Baby May: Demonstrate basic small muscle movements.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills

	<p><u>1-3 mos:</u> Opens and shuts hands</p> <p><u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people</p>
6 to 18 Months	
The Baby May: Demonstrate increasing control of small muscles in hands.	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures</p>
16 to 36 Months	
The Toddler May: Develop small muscle strength and develop coordination of hands and fingers.	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker</p> <p><u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects</p>
Standard 3: Child will participate in activities that require coordination of eye and hand movements.	
0 to 8 Months	
The Baby May: Begin to focus and follow objects with eyes, reach for and grasp objects.	<p>PMP 18-2 Develops Fine Hand-Eye Coordination</p> <p><u>1-3 mos:</u> Grasps objects</p> <p><u>4-7 mos:</u> Grasps and releases objects from grasp</p>
6 to 18 Months	
The Baby May: Begin to strengthen hand and eye coordination by making hand to object contact.	<p>PMP 18-2 Develops Fine Hand-Eye Coordination</p> <p><u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects</p>
16 to 36 Months	
The Toddler May: Demonstrate basic hand and eye coordination by making hand to object contact.	<p>PMP 18-2 Develops Fine Hand-Eye Coordination</p> <p><u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes</p> <p><u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages</p>
Standard 4: Child will participate in activities that require the development of self-help skills.	
0 to 8 Months	
The Baby May: Begin to participate in self-help activities.	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed</p> <p><u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed</p>
6 to 18 Months	
The Baby May: Demonstrate increased participation in self-help activities.	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</p>
16 to 36 Months	
The Toddler May: Demonstrate and improve self-help skills.	<p>PMP 19-2 Develops Self-Care Skills</p>

	<p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p>
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Health and Safety	
Standard 1: The child will participate in activities that promote health, safety and nutrition.	
0 to 8 Months	
The Baby May: Become familiar with routines of health and safety practices, while relying on teachers to provide a safe environment.	<p>PMP 20-1 Learns about Nutrition</p> <p><u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule</p> <p><u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule</p> <p>PMP 20-2 Learns Safety Rules</p> <p><u>1-7 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors</p>
6 to 18 Months	
The Baby May: Show increasing awareness, imitate and begin to participate in health, safety and nutrition practices.	<p>PMP 20-1 Learns about Nutrition</p> <p><u>8-12 mos:</u> Diet includes healthy, nutritionally balanced solid food on an appropriate schedule</p> <p>PMP 20-2 Learns Safety Rules</p> <p><u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules</p>
16 to 36 Months	
The Toddler May: Show increasing understanding of and initiate health and safety practices.	<p>PMP 20-1 Learns about Nutrition</p> <p><u>1-Year Old:</u> Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack</p> <p><u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack</p> <p>PMP 20-2 Learns Safety Rules</p> <p><u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules</p> <p><u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance</p>

Science	
Standard 1: The child will begin to demonstrate early scientific inquiry skills by questioning, exploring, problem solving, discovering and examining.	
0 to 8 Months	

The Baby May: Use his/her senses to explore the environment.	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
6 to 18 Months	
The Baby May: Increasingly show interest in surroundings and gather information through senses and movement.	CS 13-1 Explores Objects <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
16 to 36 Months	
The Toddler May: Begin to develop scientific skills such as observing, comparing objects and exploring the environment.	CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
Standard 2: The child will investigate objects with physical properties and basic concepts of the earth.	
0 to 8 Months	
The Baby May: Begin to notice the differences in physical characteristics of objects.	CS 13-1 Explores Objects <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
6 to 18 Months	
The Baby May: Demonstrate motivation and curiosity in exploring the environment.	CS 15-1 Explores the Natural Environment <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching
16 to 36 Months	
The Toddler Might: Explore, discover, and investigate the physical properties of the earth.	CS 15-1 Explores the Natural Environment <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play
Standard 3: The child will observe and investigate living things.	
0 to 8 Months	
The Baby May: Notice plants, animals and other people in the environment.	CS 15-1 Explores the Natural Environment <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching
6 to 18 Months	
The Baby May: Explore characteristics of certain living things.	CS 15-1 Explores the Natural Environment <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching
16 to 36 Months	
The Toddler May: Explore and investigate physical properties of living things.	CS 15-1 Explores the Natural Environment

	<p><u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p>
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Social and Emotional Development	
Standard 1: The child will develop social skills and a sense of security through relationships with others who consistently meet his or her needs.	
0 to 8 Months	
The Baby May: Begin to form and maintain secure relationships with others.	<p>SED 5-1 Bonds with Adults</p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p>
6 to 18 Months	
The Baby May: Continue to strengthen relationships with adults and begin to develop an interest in other children.	<p>SED 5-1 Bonds with Adults</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p>
16 to 36 Months	
The Toddler May: Continue to develop social interaction skills and begin to show independence while maintaining strong attachments with caregivers.	<p>SED 5-1 Bonds with Adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p>
Standard 2: The child will develop strategies to regulate emotions and behavior.	
0 to 8 Months	
The Baby May: Begin to develop the skills necessary to participate in a variety of settings.	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control</p> <p><u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self</p> <p><u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p>
6 to 18 Months	
The Baby May: Begin to recognize and respond to the emotional cues of self and others.	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control</p> <p><u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions</p> <p>SED 6-1 Builds Empathy</p>

	<u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)
16 to 36 Months	
The Toddler May: Continue to learn and accept limits while developing an “I can do it” attitude.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions
	SED 4-2 Becomes Confident <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do
Standard 3: The child perceives self as a unique individual.	
0 to 8 Months	
The Baby May: Demonstrate an emerging awareness of self and others.	SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement
6 to 18 Months	
The Baby May: Show awareness of self in voice, mirror image, and body.	SED 4-1 Develops Awareness of Self <u>8-12 mos:</u> Enjoys watching self in mirror
16 to 36 Months	
The Toddler May: Show behaviors that reflect child’s self concept and begin to distinguish self from others.	SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family

Self and Social Awareness (Social Studies)	
Standard 1: The child will participate in play and activities that will help him/her learn about self and others while gaining an understanding of how individual roles make up the community.	
0 to 8 Months	
The Baby May: Begin to recognize differences in people, routines and places/environments.	ATL 1-2 Develops Memory <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)
	SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet

	<u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement
6 to 18 Months	
The Baby May: Begin to make connections and understand his/her association with other people, places/environments and regular routines.	ATL 1-2 Develops Memory <u>8-12 mos:</u> Looks for someone or something that is missing
	ATL 2-1 Understands Routines <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects
	SED 4-1 Develops Awareness of Self <u>8-12 mos:</u> Enjoys watching self in mirror
16 to 36 Months	
The Toddler May: Begin to understand and act upon social concepts (geography, civics, history and economics) and how those concepts impact his/her environment.	SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family

DISCLAIMER:

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