

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:
**Pennsylvania Learning Standards
for Early Childhood**



References



Pennsylvania Department of Human Resources; Pennsylvania Department of Education. (2014). *Pennsylvania learning standards for early childhood*. PA: Author. Retrieved from <https://www.pakeys.org/uploadedContent/Docs/Career%20Development/2014%20Pennsylvania%20Learning%20Standards%20for%20Early%20Childhood%20Infants%20Toddlers.pdf>

Pennsylvania Learning Standards for Early Childhood	Vine Assessments by LifeCubby
Domain: Approaches to Learning through Play	Vine Indicators
AL.1 Constructing and Gathering Knowledge	
A. Curiosity and Initiative	
AL.1 I.A Use the senses as a primary means to explore and learn from the environment.	<p>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 <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</p>
AL.1 YT.A Show interest in various environmental stimuli.	<p>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</p>
AL.1 OT.A Explore characteristics of and ask questions about objects people, activities, and environments.	<p>CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p>
B. Risk-Taking	
AL.1 I.B Explore in the comfort of a familiar surrounding or adult.	<p>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 <u>8-12 mos:</u> Shows interest in new toys; explores surroundings</p> <p>SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <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>
AL.1 YT.B Explore the environment in close proximity to and in the constant sight of familiar adult.	<p>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</p> <p>SED 5-1 Bonds with Adults <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for</p>

	<p>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>
AL.1 OT.B Explore the environment independently seeking occasional approval from adults.	<p>ATL 1-4 Is Curious</p> <p><u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials</p> <p><u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities</p>
	<p>ATL 1-5 Shows Initiative</p> <p><u>2-Year Old:</u> Initiates play with others</p> <p><u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting</p>
C. Stage of Play	
AL.1 I.C Engage in parallel play	<p>SED 6-2 Bonds with Peers</p> <p><u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p> <p><u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</p>
AL.1 YT.C Engage in associative play	<p>SED 6-2 Bonds with Peers</p> <p><u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p>
AL.1 OT.C Engage with others in simple cooperative play.	<p>SED 6-3 Cooperates with Peers</p> <p><u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers</p> <p><u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p>
AL.2 Organizing and Understanding Information	
A. Engagement and Attention	
AL.2 I.A Interact with others, objects, or activities for short periods of time.	<p>ATL 1-1 Is Attentive</p> <p><u>1-3 mos:</u> Watches faces</p> <p><u>4-7 mos:</u> Pays attention to people, objects, and sounds</p> <p><u>8-12 mos:</u> Pays attention to a task or activity for a few minutes</p>
AL.2 YT.A Engage with others, focus attention, and participate in activities for longer periods of time.	<p>ATL 1-1 Is Attentive</p> <p><u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal</p> <p><u>2-Year Old:</u> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes</p>
AL.2 OT.A Focus attention and participate in task oriented activities.	<p>ATL 1-1 Is Attentive</p>

	<p><u>2-Year Old</u>: Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes</p> <p><u>3-Year Old</u>: Pays attention during story time; focuses on an activity for 10 or more minutes</p>
B. Task Analysis	
AL.2 I.B Anticipate next step of a familiar routine or activity	<p>ATL 2-1 Understands Routines</p> <p><u>1-3 mos</u>: Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>)</p> <p><u>4-7 mos</u>: Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up</p> <p><u>8-12 mos</u>: Remembers daily routines; knows how to use familiar objects</p>
AL.2 YT.B Know the sequence of familiar routines.	<p>ATL 2-1 Understands Routines</p> <p><u>1-Year Old</u>: Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)</p> <p><u>2-Year Old</u>: Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p>
AL.2 OT.B Identify and complete the sequence of familiar routines and tasks.	<p>ATL 2-1 Understands Routines</p> <p><u>2-Year Old</u>: Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p> <p><u>3-Year Old</u>: Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time</p>
C. Persistence	
AL.2 I.C Engage with an object in more than one way.	<p>ATL 1-3 Is Persistent</p> <p><u>1-3 mos</u>: Will cry to indicate a need and will continue crying until that need is met</p> <p><u>4-7 mos</u>: Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items</p> <p><u>8-12 mos</u>: Repeats actions to achieve a goal</p>
AL.2 YT.C Attempt to accomplish challenging tasks.	<p>ATL 1-3 Is Persistent</p> <p><u>1-Year Old</u>: Works to complete a task</p> <p><u>2-Year Old</u>: Finishes self-selected tasks, such as completing a puzzle or listening to a storybook</p>
AL.2 OT.C Attempt to accomplish challenging tasks by employing familiar strategies.	<p>ATL 1-3 Is Persistent</p> <p><u>2-Year Old</u>: Finishes self-selected tasks, such as completing a puzzle or listening to a storybook</p> <p><u>3-Year Old</u>: Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support</p>
D. Patterning	
AL.2 YT.D Recognize simple patterns in the environment.	<p>CM 11-2 Understands Patterns</p> <p><u>3-Year Old</u>: Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next</p>
AL.2 OT.D Recognize and create simple patterns.	<p>CM 11-2 Understands Patterns</p> <p><u>3-Year Old</u>: Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next</p>
E. Memory	
AL.2 I.E Recognize and respond to familiar adults and routines	<p>ATL 1-2 Develops Memory</p> <p><u>1-3 mos</u>: Recognizes familiar objects and people</p>

	<p>4-7 mos: Begins to develop object permanence (the understanding that people and objects out of sight still exist)</p> <p>8-12 mos: Looks for someone or something that is missing</p>
AL.2 YT.E Recall information from previous experiences.	<p>ATL 1-2 Develops Memory</p> <p>1-Year Old: Finds hidden or missing people or objects; looks in multiple locations for missing objects</p> <p>2-Year Old: Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p>
AL.2 OT.E Retain and recall information from previous experiences.	<p>ATL 1-2 Develops Memory</p> <p>2-Year Old: Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p> <p>3-Year Old: Recalls some elements of a story</p>
AL.3 Applying Knowledge	
A/B. Creativity/Intention	
AL.3 I.A/B Respond to music, art, and stories.	<p>CCA 21-2 Explores Music</p> <p>1-3 mos: Listens and responds to singing and music</p> <p>4-7 mos: Explores musical instruments; bangs toy piano; rattles maracas</p> <p>8-12 mos: Plays with musical toys; may show preference for different sounds</p> <p>CCA 21-1 Explores Art Media</p> <p>1-3 mos: Is learning in a creative environment with opportunity to study colors and shapes</p> <p>4-7 mos: Uses age-appropriate art materials, such as "edible art" or other safe materials</p> <p>8-12 mos: Uses age-appropriate art materials, such as "edible art" or other safe materials</p> <p>LKS 8-1 Develops Early Literacy</p> <p>1-3 mos: Experiences stories by being read to by caregivers</p> <p>4-7 mos: Explores books with caregivers; enjoys being read to by others</p> <p>8-12 mos: Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p>
AL.3 YT.A/B Express self through simple actions, gestures, and words	<p>LC 7-2 Develops Expressive Communication</p> <p>1-Year Old: 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"</p> <p>2-Year Old: Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>
AL.3 OT.A/B Construct music, art, and stories as a means of self-expression.	<p>CCA 21-1 Explores Art Media</p> <p>2-Year Old: Uses a variety of art materials to create artwork or other inventions</p> <p>3-Year Old: Uses a variety of art materials and media to convey an idea; creates something different from what other children create</p> <p>CCA 21-2 Explores Music</p> <p>2-Year Old: Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time</p>

	<p><u>3-Year Old</u>: Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p> <p>CCA 21-3 Explores Movement and Dance <u>2-Year Old</u>: Moves when music is playing; begins to move in time to music <u>3-Year Old</u>: Participates in dance or creative movement activities</p> <p>CCA 21-4 Participates in Dramatic Play <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 <u>3-Year Old</u>: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>
C. Representation	
AL.3 I.C Use a variety of materials to create.	<p>CCA 21-1 Explores Art Media <u>1-3 mos</u>: Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos</u>: Uses age-appropriate art materials, such as “edible art” or other safe materials <u>8-12 mos</u>: Uses age-appropriate art materials, such as “edible art” or other safe materials</p>
AL.3 YT.C Use a variety of materials to represent familiar objects.	<p>CCA 21-1 Explores Art Media <u>1-Year Old</u>: Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old</u>: Uses a variety of art materials to create artwork or other inventions</p>
AL.3 OT.C Experiment with materials to represent objects.	<p>CCA 21-1 Explores Art Media <u>2-Year Old</u>: Uses a variety of art materials to create artwork or other inventions <u>3-Year Old</u>: Uses a variety of art materials and media to convey an idea; creates something different from what other children create</p>
AL.4 Learning through Experience	
A. Making Connections	
AL.4 I.A Demonstrate comfort in routines, objects, and materials that reflect home experiences.	<p>ATL 2-1 Understands Routines <u>1-3 mos</u>: Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos</u>: Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos</u>: Remembers daily routines; knows how to use familiar objects</p>
AL.4 YT.A Relay experience from one setting to another.	<p>ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old</u>: Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p>
AL.4 OT.A Notice similarities and differences between settings.	<p>ATL 1-2 Develops Memory <u>2-Year Old</u>: Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p>
B. Resiliency-Competence	

AL.4 I.B Use comfort of familiar experiences to explore new activities and experiences.	ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket
AL.4 YT.B Repeat familiar activity to gain comfort and confidence	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
AL.4 OT.B Approach new experiences with confidence.	SED 4-2 Becomes Confident <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
C. Problem-Solving	
AL.4 I.C Play with a variety of objects to determine similar and different outcomes.	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
AL.4 YT.C Solve simple problems independently.	CS 14-1 Solves Problems <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
AL.4 OT.C Attempt problem solving activities to achieve a positive outcome.	CS 14-1 Solves Problems <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)

Domain: Language and Literacy	
1.1 Foundational Skills	
A. Book-Handling	
1.1 I.A Explore books in a variety of ways.	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 <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
1.1 YT.A Demonstrate beginning book-handling skills.	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
1.1 OT.A Demonstrate beginning book-handling skills.	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures

	<p><u>3-Year Old</u>: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
B. Print Concepts	
1.1 I.B Demonstrate interest in books that have color, pattern, and contrast.	<p>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 <u>8-12 mos</u>: Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p>
1.1 YT.B Demonstrate interest in pictures and text.	<p>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</p>
	<p>LKS 8-2 Develops Alphabetic Knowledge <u>1-Year Old</u>: Attempts to sing the ABC song <u>2-Year Old</u>: Partially sings ABCs</p>
	<p>LKS 8-3 Develops Emergent Reading <u>2-Year Old</u>: Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be "read" by others and have meaning</p>
1.1 OT.B Recognize that print has meaning.	<p>LKS 8-1 Develops Early Literacy <u>2-Year Old</u>: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old</u>: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
	<p>LKS 8-3 Develops Emergent Reading <u>2-Year Old</u>: Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be "read" by others and have meaning <u>3-Year Old</u>: Recognizes own name in print; understands left to right, top to bottom process of reading</p>
C. Phonological Awareness	
1.1 I.C Respond to sounds in the environment.	<p>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 <u>8-12 mos</u>: Begins to understand gestures, words, questions, or routines</p>
1.1 YT.C Identify and imitate familiar sounds in the environment.	<p>SED 5-2 Learns from Adults <u>1-Year Old</u>: Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going <u>2-Year Old</u>: Uses role play to imitate behaviors by familiar adults</p>
	<p>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"</p>

	<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
1.1 OT.C Categorize familiar sounds.	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
D. Phonics and Word Recognition	
1.1 OT.D Recognize familiar environmental print.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
1.2 Reading Informational Text	
B. Key Ideas and Details – Text Analysis	
1.2 I.B Attend to a picture in a text when reading with an adult.	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 <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
1.2 YT.B Respond to simple questions about a text.	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
1.2 OT.B Answer simple questions about a text.	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
C. Key Ideas and Details	
1.2 YT.C Relate familiar objects in a text to personal experience.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
1.2 OT.C Relate text to personal experiences when asked.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story

E. Craft and Structure – Text Structure	
1.2 Y.T.E Identify a favorite book by its cover.	<p>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</p>
1.2 O.T.E Identify a text by the front cover.	<p>LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
G. Integration of Knowledge and Ideas – Diverse Media	
1.2 O.T.G Notice details in illustration or picture.	<p>LC 7-4 Expands Vocabulary <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p>
J. Vocabulary Acquisition and Use	
1.2 I.J Use single words to identify family members and familiar objects.	<p>LC 7-4 Expands Vocabulary <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words</p>
1.2 Y.T.J Use new vocabulary in everyday speech.	<p><u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?" <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others</p>
1.2. O.T.J Use expanded vocabulary in everyday speech.	<p>LC 7-4 Expands Vocabulary <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p>
L. Range of Reading	
1.2 I.L Engage in reading activities.	<p>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 <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p>

1.2. YT.L Actively engage in reading activities for short periods of time.	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
1.2. OT.L Use expanded vocabulary in everyday speech.	LC 7-4 Expands Vocabulary <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
1.3 Reading Literature	
A. Key Ideas and Details - Theme	
1.3 OT.A Recall an event from a story.	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story
B. Key Ideas and Details – Text Analysis	
1.3 I.B Attend to a picture in a story when reading with an adult.	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 <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
1.3 YT.B Respond to simple questions about a story.	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
1.2 OT.B Answer simple questions about a story.	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
C. Key Ideas and Details – Literary Elements	
1.3 OT.C Recognize pictures of familiar characters in a book.	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story
G. Integration of Knowledge and Ideas – Sources of Information	
1.3 OT.G Notice details in illustration or picture.	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book

J. Vocabulary Acquisition and Use	
1.3 I.J Use single words to identify family members and familiar objects.	LC 7-4 Expands Vocabulary <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words
1.3 YT.J Use new vocabulary in everyday speech.	LC 7-4 Expands Vocabulary <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?" <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others
1.3 OT.J Use expanded vocabulary in everyday speech.	LC 7-4 Expands Vocabulary <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
K. Range of Reading	
1.3 I.K Engage in reading activities.	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 <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
1.3 YT.K Actively engage in reading activities for short periods of time.	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
1.3 OT.K Actively engage in small group reading activities.	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
1.4 Writing	
M. Narrative	
1.4 OT.M Tell a story about a picture.	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was "written"
R. Narrative – Conventions of Language	
1.4 I.R Make marks with writing and drawing tools.	LKS 9-1 Develops Emergent Writing <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to "paint"

1.4 YT.R Scribble with writing and drawing tools.	LKS 9-1 Develops Emergent Writing <u>1-Year Old:</u> Makes marks on paper with large crayon or marker <u>2-Year Old:</u> 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
1.4 OT.R Intentionally make marks with writing and drawing tools.	LKS 9-1 Develops Emergent Writing <u>2-Year Old:</u> 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 <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
V. Conducting Research	
1.4 OT.V Ask questions about topics of personal interest to gain information.	ATL 1-4 Is Curious <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
1.5 Speaking and Listening	
A. Comprehension and Collaboration – Collaborative Discussion	
1.5 I.A Use sounds and gestures as a form of reciprocal communication.	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
1.5 YT.A Use sounds, gestures, and words as forms of reciprocal communication.	LC 7-6 Learns Conversation Structure <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact
1.5 OT.A Engage in reciprocal conversations and interactions with peers and adults.	LC 7-6 Learns Conversation Structure <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
C. Comprehension and Collaboration - Evaluation	
1.5 I.C Respond in ways that indicate understanding of what is being communicated.	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 <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
1.5 YT.C Respond to questions, comments, or directions.	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

1.5 OT.C Respond to questions, comments, or directions.	<p>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 <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
D/E. Presentation of Knowledge and Ideas – Purpose, Audience, and Task/Context	
1.5 I.D/E Babble and begin to use single words and/or signs.	<p>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 <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</p>
1.5 YT.D/E Use 1-2 words and/or signs to communicate.	<p>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</p>
1.5 OT.D/E Use simple sentences, communicating clearly enough to be understood by familiar adults.	<p>LC 7-2 Develops Expressive Communication <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 <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
G. Conventions of Standard English	
1.5 OT.G Demonstrate command of the conventions of standard English when speaking based on older toddler development.	<p>LC 7-5 Expands Grammar and Pronunciation <u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as “he” or “she” correctly <u>3-Year Old:</u> Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)</p>

Domain: Mathematical Thinking and Expression	
2.1 Numbers and Operations	
A.1. Counting and Cardinality - Cardinality	
2.1 I.A.1 Explore objects.	CM 10-1 Begins Counting <u>1-3 mos:</u> Experiences counting as caregivers count 1-2-3 in play time <u>4-7 mos:</u> Pays attention as an adult counts <u>8-12 mos:</u> Babbles while an adult counts
2.1 Y.T.A.1 Imitate rote counting using some names of numbers.	CM 10-1 Begins Counting <u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities <u>2-Year Old:</u> Can count up to 5
2.1 O.T.A.1 Know some number names and the count sequence.	CM 10-1 Begins Counting <u>2-Year Old:</u> Can count up to 5 <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
A.2. Counting Cardinality – Counting	
2.1 O.T.A.2 Count to tell the number of objects.	CM 10-1 Begins Counting <u>2-Year Old:</u> Can count up to 5 <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence CM 10-3 Learns Addition, Subtraction and Division <u>2-Year Old:</u> Knows own age and can hold up the correct number of fingers <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total
A.3 Counting and Cardinality – Comparing	
2.1 I.A.3 Explore relationships between objects.	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")
2.1 Y.T.A.3 Explore simple comparisons of quantity.	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.)
2.1 O.T.A.3 Use comparative language to show understanding of more or less.	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
MP. Counting and Cardinality – Mathematical Processes	

2.1 I.MP Engage in numerical play.	CM 10-1 Begins Counting <u>1-3 mos:</u> Experiences counting as caregivers count 1-2-3 in play time <u>4-7 mos:</u> Pays attention as an adult counts <u>8-12 mos:</u> Babbles while an adult counts
2.1 YT.MP Engage and persist in numerical play.	CM 10-1 Begins Counting <u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities <u>2-Year Old:</u> Can count up to 5
2.1 OT.MP Use mathematical processes when quantifying, comparing, and representing numbers.	CM 10-3 Learns Addition, Subtraction and Division <u>2-Year Old:</u> Knows own age and can hold up the correct number of fingers <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total
2.2 Algebraic Concepts	
A.1. Operations and Algebraic Thinking	
2.2 YT.A.1 Sort manipulatives into sets.	CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events
2.2 OT.A.1 Add to and take apart sets.	CM 10-2 Builds and Observes Sets <u>2-Year Old:</u> Counts sets of objects (2-3); may count the same object twice or use numbers out of order <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets
2.3 Geometry	
A.1. Geometry - Identification	
2.3 I.A.1 Explore objects of different sizes and shapes.	CM 12-1 Learns Shapes & Sizes <u>8-12 mos:</u> Works with shape sorter or size stacker
2.3 YT.A.1 Match identical shapes.	CM 12-1 Learns Shapes & Sizes <u>1-Year Old:</u> Identifies shapes; begins to sort by size <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight
2.3 OT.A.1 Recognize and identify basic shapes in the environment.	CM 12-1 Learns Shapes & Sizes <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
A.2. Geometry - Application	
2.3 OT.A.2 Create and compose simple shapes.	CM 12-1 Learns Shapes & Sizes <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
MP. Geometry – Mathematical Processes	
2.3 I.MP Engage in geometric play	CM 12-1 Learns Shapes & Sizes <u>8-12 mos:</u> Works with shape sorter or size stacker
2.3 YT.MP Engage and persist in geometric play.	CM 12-1 Learns Shapes & Sizes <u>1-Year Old:</u> Identifies shapes; begins to sort by size <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight

2.3 OT.MP Use mathematical processes when creating and composing shapes.	CM 12-1 Learns Shapes & Sizes <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
2.4 Measurement, Data, and Probability	
A.1. Measurement and Data - Measurement	
2.4 YT.A.1 Engage in measurement experiences.	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.)
2.4 OT.A.1 Use basic measurement vocabulary.	CM 11-1 Learns Measurement and Quantities <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.) <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
A.4. Measurement and Data - Data	
2.4 YT.A.4 Participate in sorting objects.	CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events
2.4 OT.A.4 Classify objects and count the number of objects in each category.	CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
MP. Measurement and Data – Mathematical Processes	
2.1 YT.MP Engage and persist when measuring and sorting objects.	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.)
2.1 OT.MP Use mathematical processes when measuring, organizing data.	CM 11-1 Learns Measurement and Quantities <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.) <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)

Domain: Scientific Thinking and Technology	
3.1 Biological Sciences	
A. Living and Non-Living Organisms	
1. Common Characteristics of Life	
3.1 I.A.1 Show interest in the natural world.	CS 15-1 Explores the Natural Environment 8-12 mos: Observes objects of the natural environment through the senses by touching, mouthing, watching
3.1 Y.T.A.1 Explore the characteristics of living things.	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
3.1 O.T.A.1 Identify basic characteristics of some living and non-living things.	CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
2. Energy Flow	
3.1 Y.T.A.2 Explore the basic needs of plants and animals.	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
3.1. O.T.A.2 Recognize that plants and animals have basic needs.	CS 15-1 Explores the Natural Environment <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
3. Life Cycles	
3.1 O.T.A.3 Notice plants and animals growing and changing.	CS 15-1 Explores the Natural Environment <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
5. Form and Function	
3.1 I.A.5 Explore parts of living things in their environment.	CS 15-1 Explores the Natural Environment 8-12 mos: Observes objects of the natural environment through the senses by touching, mouthing, watching
3.1 Y.T.A.5 Recognize parts of living things in their environment.	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

<p>3.1 OT.A.5 Identify basic parts of living things.</p>	<p>CS 15-1 Explores the Natural Environment <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p> <p>CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things</p>
<p>9. Science as Inquiry</p>	
<p>3.1 I.A.9 Participate in simple investigations of living and non-living things.</p>	<p>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</p>
<p>3.1 YT.A.9 Participate in simple investigations to observe living and nonliving things.</p>	<p>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</p>
<p>3.1 OT.A.9 Participate in simple investigations of living and non-living things to answer a question.</p>	<p>CS 15-1 Explores the Natural Environment <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p>
<p>B. Genetics</p>	
<p>1. Heredity</p>	
<p>3.1 I.B.1 Recognize self and family members.</p>	<p>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 <u>8-12 mos:</u> Enjoys watching self in mirror <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p>
<p>3.1 YT.B.1 Recognize familiar animals and their babies.</p>	<p>LC 7-4 Expands Vocabulary <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?" <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others</p> <p>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</p>
<p>CS 15-1 Explores the Natural Environment</p>	

3.1 OT.B.1 Notice similarities and differences between living things from the same species.	<p><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p> <p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things</p>
6. Science as Inquiry	
3.1 I.B.6 Participate in simple investigations of physical characteristics of living things.	<p>CS 15-1 Explores the Natural Environment</p> <p><u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching</p>
3.1 YT.B.6 Participate in simple investigations to observe physical characteristics of living things.	<p>CS 15-1 Explores the Natural Environment</p> <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>
3.1 OT.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question	<p>CS 15-1 Explores the Natural Environment</p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p> <p><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p>
C. Evolution	
3. Unifying Themes	
3.1 OT.C.3 Notice changes that occur in animals.	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things</p>
4. Science as Inquiry	
3.1 OT.C.4 Participate in simple investigations of changes that occur in animals.	<p>CS 15-1 Explores the Natural Environment</p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p> <p><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p>
3.2 Physical Sciences	
A. Chemistry	
1. Properties of Matter	
3.2 I.A.1 Explore objects with varying characteristics.	<p>CS 13-1 Explores Objects</p> <p><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</p> <p><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</p> <p><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</p>
3.2 YT.A.1 Engage with objects to learn about their characteristics.	CS 13-1 Explores Objects

	<p><u>1-Year Old</u>: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <p><u>2-Year Old</u>: Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p>
3.2 OT.A.1 Describe objects by their characteristics.	<p>CS 13-1 Explores Objects</p> <p><u>2-Year Old</u>: Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p><u>3-Year Old</u>: Asks why, where, when, how, what, and seeks answers through exploration</p>
3. Matter and Energy	
3.2 I.A.3 Observe activities involving changes in matter.	<p>CS 15-1 Explores the Natural Environment</p> <p><u>8-12 mos</u>: Observes objects of the natural environment through the senses by touching, mouthing, watching</p>
3.2 YT.A.3 Engage in activities involving changes in matter.	<p>CS 15-1 Explores the Natural Environment</p> <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>
3.2 OT.A.3 Notice changes in matter.	<p>CS 15-1 Explores the Natural Environment</p> <p><u>2-Year Old</u>: Uses objects of the natural environment in art, sensory, and play</p> <p><u>3-Year Old</u>: Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p>
6. Science as Inquiry	
3.2 I.A.6 Participate in simple investigations of matter.	<p>CS 13-1 Explores Objects</p> <p><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</p> <p><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</p> <p><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</p>
3.2 YT.A.6 Participate in simple investigations to observe changes in matter	<p>CS 13-1 Explores Objects</p> <p><u>1-Year Old</u>: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <p><u>2-Year Old</u>: Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p>
3.2 OT.A.6 Participate in simple investigations of matter to answer a question.	<p>CS 13-1 Explores Objects</p> <p><u>2-Year Old</u>: Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p><u>3-Year Old</u>: Asks why, where, when, how, what, and seeks answers through exploration</p>
B. Physics	
1. Forces and Motion of Practices and Rigid Bodies	

3.2 I.B.1 Explore the motion of objects.	CM 12-2 Develops Spatial Awareness 8-12 mos: Explores ways objects and people move and fit in space
3.2 YT.B.1 Recognize and explore how objects move.	CS 13-1 Explores Objects 1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound 2-Year Old: Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
3.2 OT.B.1 Communicate about the motion of objects.	CS 13-1 Explores Objects 2-Year Old: Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living 3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration
5. Nature of Waves (Sound and Light Energy)	
3.2 I.B.5 Respond to sounds in the environment.	LC 7-1 Develops Receptive Communication 1-3 mos: Turns head in the direction of a familiar voice 4-7 mos: Listens and responds with interest to verbal and nonverbal communication of others
3.2 YT.B.5 Identify and imitate familiar sounds in the environment.	LC 7-1 Develops Receptive Communication 8-12 mos: Begins to understand gestures, words, questions, or routines 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
3.2 OT.B.5 Categorize familiar sounds.	LC 7-3 Develops Phonemic Awareness 3-Year Old: Can say rhymes; can give a rhyming word when prompted
7. Science as Inquiry	
3.2 I.B.7 Participate in simple investigations of motion and sound.	CS 13-1 Explores Objects 1-3 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping 4-7 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping 8-12 mos: 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
3.2 YT.B.7 Participate in simple investigations to observe motion and sound.	CS 13-1 Explores Objects 1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound 2-Year Old: Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
3.2 OT.B.7 Participate in simple investigations of motion and sound to answer a question.	CS 13-1 Explores Objects 2-Year Old: Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living

	<u>3-Year Old</u> : Asks why, where, when, how, what, and seeks answers through exploration
3.3 Earth and Space Sciences	
A. Earth Structure, Processes, and Cycles	
1. Earth Features and the Processes That Change Them	
3.3 I.A.1 Explore earth materials.	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
3.3 YT.A.1 Engage with earth materials.	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
3.3 OT.A.1 Describe earth materials.	CS 15-1 Explores the Natural Environment <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play <u>3-Year Old</u> : Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
4. Water	
3.3 I.A.4 Explore water.	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
3.3 YT.A.4 Engage with water.	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
3.3 OT.A.4 Discuss basic uses of water.	CS 15-1 Explores the Natural Environment <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play <u>3-Year Old</u> : Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
5. Weather and Climate	
3.3 I.A.5 Observe weather conditions.	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
3.3 YT.A.5 Observe and begin to label weather conditions.	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
3.3 OT.A.5 Describe changes in weather conditions, and discuss how weather affects daily life.	CS 15-1 Explores the Natural Environment <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play

	<u>3-Year Old</u> : Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
7. Science as Inquiry	
3.3 I.A.7 Participate in simple investigations of earth materials, processes, and cycles.	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
3.3 Y.T.A.7 Participate in simple investigations of earth materials, processes, and cycles.	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
3.3 O.T.A.7 Participate in simple investigations of earth materials, processes, and cycles to answer a question.	CS 15-1 Explores the Natural Environment <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play <u>3-Year Old</u> : Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
4.1 Environment and Ecology	
4.1 Ecology	
A. The Environment	
4.1 I.A Show interest 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
4.1 Y.T.A Explore the characteristics of living and non-living things.	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
4.1 O.T.A Identify basic characteristics of some living and non-living things.	CS 15-1 Explores the Natural Environment <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play <u>3-Year Old</u> : Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
D. Biodiversity	
4.1 Y.T.D Explore the basic needs of plants and animals.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old</u> : Can name different types of plants and animals; helps in school garden; shows respect for living things
4.1 O.T.D Recognize that plants and animals have basic needs.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old</u> : Can name different types of plants and animals; helps in school garden; shows respect for living things
E. Succession	
4.1 I.E Observe weather conditions.	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

4.1 YT.E Observe and begin to label weather conditions.	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
4.1 OT.E Describe changes in weather conditions, and discuss how weather affects daily life.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
4.2 Watersheds and Wetlands	
A. Watersheds	
4.2 OT.A Participate in discussions about water in the environment.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
C. Aquatic Ecosystem	
4.2 OT.C Discuss different places animals can live.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
4.3 Agriculture and Society	
A. Food and Fiber Systems	
4.3 YT.A Explore the basic needs of plants and animals.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
4.3 OT.A Recognize that plants and animals have basic needs.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
C. Applying Sciences to Agriculture	
4.4 OT.C Notice plants and animals growing and changing.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
D. Technology Influences on Agriculture	
4.3 I.D Observe basic gardening tools being used.	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
4.3 YT.D Imitate the use of basic gardening tools.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
4.3 OT.D Label basic garden tools.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
4.4 Humans and the Environment	
A. Sustainability	

4.4 OT.A Communicate about the basic needs of people.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
B. Integrated Pest Management	
4.4 OT.B Communicate about insects and animals that can be harmful.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
D. Waste Management	
4.4 YT.D Use appropriate trash receptacles.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
4.4 OT.D Communicate about and use appropriate trash receptacles.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
15.4 Computer and Information Technology	
A. Influence of Emerging Technologies	
15.4 I.A Imitate use of various technologies in play	CS 13-3 Learns Using Technology <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet
15.4 YT.A Imitate use of various technologies in play.	CS 13-3 Learns Using Technology <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet
15.4 OT.A Communicate about technology in their environment.	CS 13-3 Learns Using Technology <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet
M. Emerging Technologies in Careers	
15.4 I.M Explore pictures and objects that represent workplace technologies.	CS 13-3 Learns Using Technology <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet
15.4 YT.M Engage with objects that represent workplace technologies.	CS 13-3 Learns Using Technology <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet
15.4 OT.M Communicate about workplace technologies and their uses.	CS 13-3 Learns Using Technology <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet

Domain: Social Studies Thinking	
Civics and Government	
5.1 Principles and Documents of Government	
A. Rule of Law	
5.1 I.A Respond to adult guidance about behavior	ATL 2-2 Shows Responsibility <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives
5.1 YT.A Demonstrate basic understanding of rules.	ATL 2-2 Shows Responsibility <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected
5.1 OT.A Follow basic rules.	ATL 2-2 Shows Responsibility <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
5.2 Rights and Responsibilities of Citizenship	
A. Civic Rights and Responsibilities	
5.2 YT.A Demonstrate sense of belonging to a group such as a class or family.	SED 4-1 Develops Awareness of Self <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
5.2 OT.A Communicate a sense of belonging to a group such as a class or family.	SED 4-1 Develops Awareness of Self <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 <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
B. Conflict and Resolution	
5.2 I.B Express emotion relating to a conflict.	SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures
5.2 YT.B Express emotion relating to a conflict.	SED 3-1 Expresses Emotion <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults

5.2 OT.B Communicate about a conflict and seek help to solve.	SED 6-3 Cooperates with Peers <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
C. Government Services	
5.2 I.C Explore costumes and props that represent community workers.	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
5.2 YT.C Engage with costumes and props that represent community workers.	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 <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
5.2 OT.C Recognize community workers through their uniforms and equipment.	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
Economics	
6.1 Scarcity and Choice	
D. Incentives and Choice	
6.1 I.D Demonstrate preference for specific objects and people	ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket
6.1 YT.D Make simple choices.	ATL 1-5 Shows Initiative <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) <u>2-Year Old:</u> Initiates play with others
6.1 OT.D Communicate about a choice based on individual interest.	ATL 1-5 Shows Initiative <u>2-Year Old:</u> Initiates play with others <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
6.3 Functions of Government	
D. Government's Role in International Trade	
6.3 OT.D Communicate about products produced locally.	SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is

	used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
6.5 Income, Profit, and Wealth	
C. Types of Business	
6.5 OT.C Communicate about local businesses.	SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
Geography	
7.1 Basic Geographic Tools	
A. Geographic Tools	
7.1 OT.A Use maps in play.	SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.
7.2 Physical Characteristics of Places and Regions	
A. Physical Characteristics	
7.2 OT.A Describe the characteristics of home to gain understanding of physical features.	SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.
History	
8.1 Historical Analysis and Skills Development	
A. Continuity and Change Over Time	
8.1 I.A Anticipate next step of a familiar routine or activity.	ATL 2-1 Understands Routines <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects
8.1 YT.A Know the sequence of familiar routines.	ATL 2-1 Understands Routines <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule
8.1 OT.A Identify and complete the sequence of familiar routines and tasks.	ATL 2-1 Understands Routines <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time

Domain: Creative Thinking and Expression	
9.1.M Production and Performance – Music and Movement	
A. Elements and Principles	
9.1.M YT.A Demonstrate an understanding of basic elements of music and movement.	<p>CCA 21-2 Explores Music <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs <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</p> <p>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</p>
9.1.M OT.A Know and use basic elements of music and movement.	<p>CCA 21-2 Explores Music <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 <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p> <p>CCA 21-3 Explores Movement and Dance <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music <u>3-Year Old:</u> Participates in dance or creative movement activities</p>
B. Demonstration	
9.1.M I.B Respond to music.	<p>CCA 21-2 Explores Music <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds</p>
9.1.M YT.B Respond to music.	<p>CCA 21-2 Explores Music <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs <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</p>
9.1.M OT.B Respond to and communicate about music.	<p>CCA 21-2 Explores Music <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 <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p>
E. Representation	
9.1.M I.E Express self through music and dance.	<p>CCA 21-3 Explores Movement and Dance <u>8-12 mos:</u> May move when music is playing</p>
	CCA 21-2 Explores Music

9.1.M YT.E Respond to music and dance.	<p><u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs</p> <p><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</p>
	<p>CCA 21-3 Explores Movement and Dance</p> <p><u>1-Year Old:</u> May move when music is playing and “bounce” to the music</p> <p><u>2-Year Old:</u> Moves when music is playing; begins to move in time to music</p>
9.1.M OT.E Respond to and communicate about music and dance.	<p>CCA 21-2 Explores Music</p> <p><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</p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p>
	<p>CCA 21-3 Explores Movement and Dance</p> <p><u>2-Year Old:</u> Moves when music is playing; begins to move in time to music</p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p>
J. Technologies	
9.1.M I.J Use technologies for producing music.	<p>CCA 21-4 Participates in Dramatic Play</p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p>
9.1.M YT.J Use a variety of technologies for producing music or performing movements.	<p>CCA 21-2 Explores Music</p> <p><u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs</p> <p><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</p>
	<p>CCA 21-3 Explores Movement and Dance</p> <p><u>1-Year Old:</u> May move when music is playing and “bounce” to the music</p> <p><u>2-Year Old:</u> Moves when music is playing; begins to move in time to music</p>
9.1.M OT.J Use a variety of technologies for producing music or performing movements.	<p>CCA 21-2 Explores Music</p> <p><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</p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p>
	<p>CCA 21-3 Explores Movement and Dance</p> <p><u>2-Year Old:</u> Moves when music is playing; begins to move in time to music</p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p>
9.1.D Production and Performance – Dramatic and Performance Play	
B. Demonstration	
9.1.D I.B Act out familiar scenarios.	

9.1.D YT.B Act out familiar scenarios using objects with intended purpose.	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
9.1.D OT.B Explore real or make-believe scenarios through dramatic play	CCA 21-4 Participates in Dramatic Play <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 <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
E. Representation	
9.1.D OT.E Use imagination and creativity to express self through dramatic play.	CCA 21-4 Participates in Dramatic Play <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 <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
9.1.V Production and Performance – Visual Arts	
A. Elements and Principles	
9.1.V YT.A Demonstrate an understanding of basic elements of visual arts.	CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions
9.1.V OT.A Know and use basic elements of visual arts.	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
B. Demonstration	
9.1.V I.B Combine a variety of materials to engage in the process of art.	CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
9.1.V YT.B Combine a variety of materials to engage in the process of art.	CCA 21-1 Explores Art Media <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints

	<u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions
9.1.V OT.B Combine a variety of materials to engage in the process of art.	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
E. Representation	
9.1.V OT.E Use imagination and creativity to express self through the process of art.	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
J. Technologies	
9.1.V I.J Use technologies in the process of creating art.	CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
9.1.V YT.J Use a variety of technologies in the process of creating art.	CCA 21-1 Explores Art Media <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions
9.1.V OT.J Use a variety of technologies in the process of creating art.	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
9.3 Critical Response to Works in the Arts	
F. Identification	
9.3 I.F Explore a variety of art forms.	CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials CCA 21-2 Explores Music <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds CCA 21-3 Explores Movement and Dance <u>8-12 mos:</u> May move when music is playing

9.3 YT.F Engage with a variety of art forms.	CCA 21-1 Explores Art Media <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions
	CCA 21-2 Explores Music <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs <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
9.3. OT.F Communicate about a variety of art forms.	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
G. Critical Response	
9.3 I.G Respond to various art forms.	CCA 21-1 Explores Art Media <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
9.3 YT.G Show interest in others’ artistic expressions.	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
9.3 OT.G Comment on characteristics of others’ artistic expressions.	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes

Domain: Health, Wellness, and Physical Development	
10.1 Concepts of Health	
B. Interaction of Body Systems	
10.1 I.B Locate basic body parts when named by an adult.	LC 7-4 Expands Vocabulary <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words
10.1 YT.B Locate basic body parts when asked.	LC 7-4 Expands Vocabulary <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?" <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others
10.1 OT.B Identify and locate basic body parts.	LC 7-4 Expands Vocabulary <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
C. Nutrition	
10.1 OT.C Participate in experiences related to healthy food choices.	PMP 19-1 Develops Meal Time Independence <u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid <u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup PMP 20-1 Learns about Nutrition <u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods
10.2 Healthful Living	
A. Health Practices, Products, and Services	
10.2 I.A Participate in fundamental practices for good health.	PMP 19-2 Develops Self-Care Skills <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed
10.2 YT.A Engage in fundamental practices for good health.	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth
10.2 OT.A Discuss fundamental practices for good health.	PMP 19-2 Develops Self-Care Skills

	<p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
10.3 Safety and Injury Prevention	
A. Safe and Unsafe Practices	
10.3 I.A Respond to basic safety words.	<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> <p><u>8-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules</p>
10.3 YT.A Cooperate with basic safety practices.	<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>
10.3 OT.A Use and communicate about basic safety practices.	<p>PMP 20-2 Learns Safety 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> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted</p>
10.4 Physical Activity – Gross Motor Coordination	
A. Control and Coordination	
10.4 I.A Develop control of the body.	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p> <p><u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p>
10.4 YT.A Control and coordinate the movement of the body.	<p>PMP 17-5 Develops Large Motor Coordination Skills</p> <p><u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions</p> <p><u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors</p>
10.4 OT.A Combine and coordinate body movement.	<p>PMP 17-5 Develops Large Motor Coordination Skills</p> <p><u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors</p> <p><u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors</p>
B. Balance and Strength	
10.4 I.B Exhibit strength and balance in stationary body movements.	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p>

	<p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p> <p><u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p>
10.4 YT.B Exhibit balance and strength when moving from place to place.	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping</p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p>
10.4 OT.B Demonstrate balance and strength when performing gross motor activities.	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p> <p><u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p>
10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Development	
A. Strength, Coordination, and Muscle Control	
10.5 I.A Use fingers and hands to accomplish actions.	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <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> <p><u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures</p>
10.5 YT.A Coordinate use of fingers, hands and wrists to accomplish actions.	<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>
10.5 OT.A Coordinate use of fingers, hands, and wrists to accomplish actions.	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</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> <p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p>
B. Eye/Hand Coordination	
10.5 I.B Use eye and hand coordination to perform a task.	<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> <p><u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects</p>
10.5 YT.B Coordinate eye and hand movements to perform a task.	<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>

	<u>2-Year Old</u> : Demonstrates hand-eye coordination when doing knob puzzles or turning pages
10.5 OT.B Coordinate eye and hand movements to perform a task.	PMP 18-2 Develops Fine Hand-Eye Coordination <u>2-Year Old</u> : Demonstrates hand-eye coordination when doing knob puzzles or turning pages <u>3-Year Old</u> : Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads
C. Use of Tools	
10.5 I.C Manipulate basic tools.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-3 mos</u> : Opens and shuts hands <u>4-7 mos</u> : Turns objects in hands; uses hands or feet to make contact with objects or people <u>8-12 mos</u> : Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures
10.5 YT.C Use basic tools.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-Year Old</u> : Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker <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
10.5 OT.C Use basic tools demonstrating refined skills.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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 <u>3-Year Old</u> : Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay

Domain: Social and Emotional Development	
16.1 Self-Awareness and Self-Management	
A. Manages Emotions and Behaviors	
16.1 I.A Demonstrate an emotional response to the environment.	SED 3-1 Expresses Emotion <u>1-3 mos</u> : Begins to show emotions with face and body; may begin to smile <u>4-7 mos</u> : Becomes more assertive in conveying likes and dislikes <u>8-12 mos</u> : Expresses a variety of emotions through facial expressions, sounds, and gestures
16.1 YT.A Demonstrate an emotional response in reaction to an experience.	SED 3-1 Expresses Emotion <u>1-Year Old</u> : Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others <u>2-Year Old</u> : Expresses a variety of emotions; modifies expression according to reactions of familiar adults

16.1 OT.A Make connections between emotions and behavior.	<p>SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p>
B Influences of Personal Traits on Life	
16.1 I.B Demonstrate preference for specific objects and people.	<p>ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket</p>
16.1 YT.B Demonstrate preference for specific objects or activities.	<p>ATL 1-5 Shows Initiative <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) <u>2-Year Old:</u> Initiates play with others</p>
16.1 OT.B Communicate preference for people, objects, and activities.	<p>SED 4-1 Develops Awareness of Self <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 <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
C. Resiliency	
16.1 I.C Use comfort of familiar experiences to explore new activities and experiences.	<p>ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket</p>
16.1 YT.C Repeat familiar activity to gain comfort and confidence.	<p>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</p>
16.1 OT.C Approach new experiences with confidence.	<p>SED 4-2 Becomes Confident <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills</p>
D. Goal-Setting	
16.1 OT.D Establish goals independently.	<p>CS 14-3 Makes Plans <u>2-Year Old:</u> Plans steps to achieve an idea, such as getting a favorite book and a doll in order to read the story to the doll <u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time</p>
E. Identity Development	
16.1 I.E Respond to self in mirror.	<p>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 <u>8-12 mos:</u> Enjoys watching self in mirror</p>

16.1 YT.E Convey ownership of objects and people.	<p>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</p>
16.1 OT.E Use language that indicates knowledge of self.	<p>SED 4-1 Develops Awareness of Self <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 <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
16.2 Establishing and Maintaining Relationships	
A. Relationships – Trust and Attachment	
16.2 I.A Show affection and bond with familiar adults.	<p>SED 5-1 Bonds with Adults <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <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>
16.2 YT.A Use trusted adult as a secure base from which to explore the environment.	<p>SED 5-1 Bonds with Adults <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 <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>
16.2 OT.A Develop relationships that extend beyond trusted adults.	<p>SED 5-1 Bonds with Adults <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 <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
B. Diversity	
16.2 I.B Notice differences in others.	<p>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 <u>8-12 mos:</u> Enjoys watching self in mirror</p>

	<u>1-Year Old</u> : Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
16.2 YT.B Recognize similarities and differences between self and 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
16.2 OT.B Communicate about similarities and differences between self and others.	SED 4-1 Develops Awareness of Self <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 <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
C. Communication	
16.2 I.C Use sounds and gestures as a form of reciprocal communication.	LC 7-6 Learns Conversation Structure <u>1-Year Old</u> : May participate in back-and-forths; may make eye contact
16.2 YT.C Use sounds, gestures, and words as a form of reciprocal communication.	LC 7-6 Learns Conversation Structure <u>1-Year Old</u> : May participate in back-and-forths; may make eye contact <u>2-Year Old</u> : Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact
16.2 OT.C Engage in reciprocal conversations and interactions with peers and adults.	LC 7-6 Learns Conversation Structure <u>2-Year Old</u> : Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact <u>3-Year Old</u> : Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
D. Managing Interpersonal Conflicts	
16.2 I.D Express emotion relating to a conflict.	SED 3-1 Expresses Emotion <u>1-3 mos</u> : Begins to show emotions with face and body; may begin to smile <u>4-7 mos</u> : Becomes more assertive in conveying likes and dislikes <u>8-12 mos</u> : Expresses a variety of emotions through facial expressions, sounds, and gestures
16.2 YT.D Express emotion relating to a conflict.	SED 6-3 Cooperates with Peers <u>1-Year Old</u> : May begin to play with other children (e.g., passing a toy back and forth) <u>2-Year Old</u> : Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers
16.2 OT.D Communicate about a conflict and seek help to solve.	SED 6-3 Cooperates with Peers <u>2-Year Old</u> : Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers

	<u>3-Year Old</u> : Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
E. Support – Asking for Help	
16.2 I.E Indicate needs through vocalizations and body movements.	SED 5-1 Bonds with Adults <u>1-3 mos</u> : Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos</u> : Knows and responds positively to familiar faces; begins to know if someone is a stranger <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
16.2 YT.E Communicate needs.	SED 5-1 Bonds with Adults <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 <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
16.2 OT.E Ask for help when needed.	SED 5-1 Bonds with Adults <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 <u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
16.3 Decision-Making and Responsible Behavior	
A. Decision-Making Skills	
16.3 I.A Demonstrate preference for specific objects and people.	ATL 1-5 Shows Initiative <u>4-7 mos</u> : Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos</u> : Initiates activities, such as getting a toy independently from a low shelf or basket
16.3 YT.A Make simple choices.	ATL 1-5 Shows Initiative <u>1-Year Old</u> : Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) <u>2-Year Old</u> : Initiates play with others
16.3 OT.A Recognize the consequences of choices.	ATL 2-2 Shows Responsibility <u>1-Year Old</u> : Accepts adult redirection; begins to respond to directives <u>2-Year Old</u> : Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected <u>3-Year Old</u> : Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle

	consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
B. Understanding Social Norms	
16.3 I.B Respond to adult guidance about behavior.	ATL 2-2 Shows Responsibility <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives
16.3 YT.B Demonstrate basic understanding of rules.	ATL 2-2 Shows Responsibility <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected
16.3 OT.B Follow basic rules.	ATL 2-2 Shows Responsibility <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
C. Responsible Active Engagement – Empathy	
16.3 I.C React to others’ expressions of emotion.	SED 6-1 Builds Empathy <u>1-3 mos:</u> May cry when someone seems upset or when another child cries <u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries) <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)
16.3 YT.C Engage in empathy and compassion in some situations.	SED 6-1 Builds Empathy <u>1-Year Old:</u> Observes emotions of others; may respond to another’s preferences, such as offering different objects until one is accepted <u>2-Year Old:</u> Begins to care for the feelings and needs of others
16.3 OT.C Demonstrate empathy and compassion for others.	SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress

DISCLAIMER:

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

contact@lifecubby.me