

Alignment between Teaching Strategies Gold Objectives and Learning Beyond Paper Curriculum		
Infants	6 Months	12 Months
Teaching Strategies Gold		
<b>Social- Emotional</b>	<b>Social- Emotional Development</b>	<b>Social- Emotional Development</b>
<b>Regulates own emotions and behaviors</b>	<b>B.1. Demonstrates self-control</b>	<b>B.1. Demonstrates self-control</b>
a.Manages feelings b.Follows limits and expectation	6M.a Depends on simple routines adult(s) provide 6M.b Self-soothes when an adult holds, rocks, or talks to them 6M.c Responds to negative and positive reactions 6M.d Develops an awareness of transitions and schedule/routines with verbal prompts and encouragement	12M.a Depends on simple routines adult(s) provide 12M.b Self-soothes when an adult holds, rocks, or talks to them 12M.c Responds to negative and positive reactions 12M.d Develops an awareness of transitions and schedule/routines with verbal prompts and encouragement 12M.e Calmly adapts to small transitions during the day
c.Takes care of own needs appropriately	<b>Physical Development</b> <b>A.1. Practices healthy and safe habits</b>	<b>Physical Development</b> <b>A.1. Practices healthy and safe habits</b>
	6M.d Shows beginning awareness of personal health and self-care needs by participating when their hands and face are cleaned after a meal, or by participating during dressing routines	12M.e Shows beginning awareness of personal health and self-care needs by attempting to clean their hands and face after a meal, or by assisting in putting away personal belongings (bibs to the hamper or shoes by the door) 12M.f Puts out arm or leg to help with dressing 12M.g Starts to use objects correctly, such as drinking from a cup or brushing their hair 12M.h Begins to remove clothing – pulls off socks and shoes
<b>Establishes and sustains positive relationships</b>	<b>C.1. Develops relationships with adults</b>	<b>C.1. Develops relationships with adults</b>
	<b>C.2. Develops relationships with peers</b>	<b>C.2. Develops relationships with peers</b>

<p>a. Forms relationships with adults  b. Responds to emotional cues  c. Interacts with peers  d. Makes friends</p>	<p>1.6M.a Responds differently to familiar and unfamiliar adults  1.6M.b Develops trust and attachment toward significant adults  1.6M.c Imitates examples of affection with familiar adults  1.6M.d Knows familiar faces and begins to know if someone is a stranger  1.6M.e Likes to play with others, especially parents  <b>Peers</b>  2.6M.a Demonstrates interest/excitement when other children enter the room  2.6M.b Engages in solitary play around other children  2.6M.c Shows awareness of possible conflicts by crying, turning away, or showing distress  2.6M.d Observes peers who are experiencing a need or discomfort  2.6M.e Cries if another infant cries  2.6M.f Looks intently at another infant  2.6M.g Looking at others is often paired with excitement (arms and legs flailing)  2.6M.h Reaches out to touch peer’s face, hair, or other body parts  2.6M.i Grabs for an object a peer is holding  2.6M.j Reaches for a doll or stuffed animal another infant is holding</p>	<p>1.12M.a Responds differently to familiar and unfamiliar adults  1.12M.b Develops trust and attachment toward significant adults  1.12M.c Imitates examples of affection with familiar adults  1.12M.d Is shy or nervous with strangers  1.12M.e Cries when parent(s) leaves  <b>Peers</b>  2.12M.a Demonstrates interest/excitement when other children enter the room  2.12M.b Demonstrates interest in peers who are nearby and may briefly interact  2.12M.c Engages in solitary play around other children  2.12M.d May occasionally play next to peers in parallel play  2.12M.e Is more aware when peers enter the room by moving towards them and showing excitement  2.12M.f May move towards a peer to play with the toy the peer is holding  2.12M.g Shows awareness of possible conflicts by crying, turning away, or showing distress  2.12M.h Observes peers who are experiencing a need or discomfort</p>
<p><b>Participates cooperatively and constructively in group situations</b></p>	<p><b>Approaches to Play and Learning</b>  <b>C.2. Demonstrates a cooperative and flexible approach to play</b></p>	<p><b>Approaches to Play and Learning</b>  <b>C.2. Demonstrates a cooperative and flexible approach to play</b></p>
<p>a. Balances needs and rights of self and others  b. Solves social problems</p>	<p>6M.a Engages in solitary play around other children  6M.b Looks intently at another infant  6M.c Looking at others is often paired with excitement  6M.d Reaches out to touch peer’s face, hair, or other body parts  6M.e Grabs for an object a peer is holding</p>	<p>12M.a Engages in solitary play around other children  12M.b Physically moves away from adult to play and explore learning environment  12M.c Participates in spontaneous interactions with peers and exhibits enjoyment  12M.d Brings another infant a toy</p>
<p><b>Physical</b></p>	<p><b>Physical Development</b></p>	<p><b>Physical Development</b></p>
<p><b>Demonstrates traveling skills</b></p>	<p><b>B.1. Demonstrates an awareness of the body in space and child’s relationship to objects in space</b></p>	<p><b>B.1. Demonstrates an awareness of the body in space and child’s relationship to objects in space</b></p>

	6M.a Moves body through space 6M.b Exhibits body awareness and starts to move intentionally 6M.c Turns head towards sounds 6M.d Responds to faces and touch with smiles 6M.e Follows moving object with eyes 6M.f Reaches out to grasp and hold an object 6M.g Explores objects with mouth and hands	12M.a Moves body through space 12M.b Exhibits body awareness and starts to move intentionally 12M.c Begins some imitation of hand play such as waving bye-bye and clapping hands
<b>Demonstrates balancing skills</b>	<b>C.1. Develops gross motor skills</b>	<b>C.1. Develops gross motor skills</b>
	6Ma. Develops control of head and back, progressing to arms and legs 6M.b Demonstrates beginning coordination and balance, often with support 6M.c Rolls over in both directions (front to back, back to front) 6M.d Begins to use hands and feet to bat or kick at objects 6M.e Begins to sit without support 6M.f When standing, supports weight on legs and might bounce 6M.g Rocks back and forth, sometimes crawling backward before moving forward	12M.a Develops control of head and back, progressing to arms and legs 12M.b Demonstrates beginning coordination and balance, often with support 12M.c Gets to a sitting position without help 12M.d Pulls up to stand 12M.e Walks holding on to furniture 12M.f May take a few steps without holding on 12M.g May stand-alone
<b>Demonstrates gross-motor manipulative skills</b>	<b>B.1. Demonstrates an awareness of the body in space and child's relationship to objects in space</b>	<b>B.1. Demonstrates an awareness of the body in space and child's relationship to objects in space</b>
	6M.f Reaches out to grasp and hold an object 6M.g Explores objects with mouth and hands C.1.6M.d Begins to use hands and feet to bat or kick at objects	12M.c Begins some imitation of hand play such as waving bye-bye and clapping hands
<b>Demonstrates fine-motor strength and coordination</b>	<b>C.2. Demonstrates fine motor skills</b>	<b>C.2. Demonstrates fine motor skills</b>
a. Uses fingers and hands b. Uses writing and drawing tools	6M.a Begins to develop eye-hand coordination 6M.b Develops grasp reflex 6M.c Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another.	12M.a Coordinates motions using eyes and hands 12M.b Grasps objects and toys and explores them with fingers, hands, and mouth to figure out what they can do
	<b>Language and Emergent Literacy</b> <b>D.1. Use writing for a variety of reasons</b>	<b>Language and Emergent Literacy</b> <b>D.1. Use writing for a variety of reasons</b>
	Typically Not observed at this age	12M.a Makes some random marks 12M.b Holds simple writing tools with adult supervision and physical guidance
<b>Language</b>	<b>Language and Emergent Literacy</b>	<b>Language and Emergent Literacy</b>

<b>Listens to and understands increasingly complex language</b>	<b>A.1. Listens for a variety of purposes and demonstrates comprehension</b>	<b>A.1. Listens for a variety of purposes and demonstrates comprehension</b>
a. Comprehends language b. Follows directions	6M.a Reacts to environmental sounds and verbal communication by turning head towards the sound 6M.b Responds to simple directions 6M.c Responds to simple words and phrases 6M.d Responds to other people’s emotions and often seems happy 6M.e Watches speaker intently and may smile in response	12M.a Reacts to environmental sounds and verbal communication by turning head towards the sound 12M.b Responds to simple directions 12M.c Responds to simple words and phrases 12M.d Follows simple directions like “pick up the toy”
<b>Uses language to express thoughts and needs</b>	<b>B.2. Uses increasingly complex spoken language</b>	<b>B.2. Uses increasingly complex spoken language</b>
a. Uses an expanding expressive vocabulary b. Speaks clearly c. Uses conventional grammar d. Tells about another time or place	6M.a Engages in back-and-forth vocal play with adults 6M.b Uses crying and other vocal signals to communicate 6M.c Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with a parent while making sounds 6M.d Begins to say consonant sounds (jabbering with “m,” “b”)	12M.a Engages in back-and-forth vocal play with adults 12M.b Uses crying and other vocal signals to communicate 12M.c Makes sounds with changes in tone (sounds more like speech) 12M.d Says “mama” and “dada” and exclamations like “uh-oh!” 12M.e Tries to say words you say
d. Tells about another time or place	<b>Cognitive Development -Social Studies</b> <b>C.1. Understands the passage of time and how events are related</b>	<b>Cognitive Development -Social Studies</b> <b>C.1. Understands the passage of time and how events are related</b>
	6M.a Responds to changes in routine or schedule 6M.b Shows anticipation for regularly scheduled daily activities (e.g., when a bottle is seen, kicks feet and smiles in anticipation of being fed)	12M.a Responds to changes in routine or schedule 12M.b Shows anticipation for regularly scheduled daily activities 12M.c May be irritable if routines change (e.g. nap, lunch, snacks are late)
<b>Uses appropriate conversational and other communication skills</b>	<b>B.1. Uses nonverbal communication for a variety of purposes</b>	<b>B.1. Uses nonverbal communication for a variety of purposes</b>
a. Engages in conversations b. Uses social rules of language	6M.a Communicates needs and wants through nonverbal gestures and facial expressions 6M.b Communicates feelings through facial expressions 6M.c Makes sounds to show joy and displeasure 6M.d Laughs aloud 6M.e Raises arms to familiar adult 6M.f Moves arms and legs when looking at someone	12M.a Communicates needs and wants through nonverbal gestures and facial expressions 12M.b Communicates feelings through facial expressions 12M.c Uses simple gestures, like shaking head “no” or waving “bye-bye” 12M.d Communicates feeling full by turning head or pushing away the bottle or food 12M.e Makes sounds with changes in tone (sounds more like speech)
	<b>B.2. Uses increasingly complex spoken language</b>	<b>B.2. Uses increasingly complex spoken language</b>

	<p>6M.a Engages in back-and-forth vocal play with adults</p> <p>6M.b Uses crying and other vocal signals to communicate</p> <p>6M.c Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with a parent while making sounds</p> <p>6M.d Begins to say consonant sounds (jabbering with “m,” “b”)</p>	<p>12M.a Engages in back-and-forth vocal play with adults</p> <p>12M.b Uses crying and other vocal signals to communicate</p> <p>12M.c Makes sounds with changes in tone (sounds more like speech)</p> <p>12M.d Says “mama” and “dada” and exclamations like “uh-oh!”</p> <p>12M.e Tries to say words you say</p>
<b>Cognitive</b>	<b>Approaches to Play and Learning</b>	<b>Approaches to Play and Learning</b>
<b>Demonstrates positive approaches to learning</b>	<b>B.1. Demonstrates self-control</b>	<b>B.1. Demonstrates self-control</b>
<p>a. Attends and engages</p> <p>b. Persists</p> <p>c. Solves problems</p> <p>d. Shows curiosity and motivation</p> <p>e. Shows flexibility and inventiveness in thinking</p>	<p>6M.a Examines a toy, rattle, or face for a brief period of time</p> <p>6M.b Explores a person or object for a minimum of 1-3 minutes</p> <p>6M.c Continues to express distress when needs are not met</p> <p>6M.d Repeats actions to make something happen again</p> <p>6M.e Begins to focus on interesting things</p>	<p>12M.a Examines a toy, rattle, or face for a longer period of time</p> <p>12M.b Explores a person or object for 1-3 minutes</p> <p>12M.c Continues to express distress when needs are not met</p> <p>12M.d Repeats actions to make something happen again</p> <p>12M.e Focuses longer on interesting things</p>
	<b>A.2. Demonstrates interest and curiosity</b>	<b>A.2. Demonstrates interest and curiosity</b>
	<p>6M.a Shows eagerness and delight in self, others, and surroundings</p> <p>6M.b Shows curiosity/interest in their surroundings</p> <p>6M.c Shows curiosity and interest in people, objects, and events</p> <p>6M.d Is curious about objects around them and tries to grab things that are out of reach</p>	<p>12M.a Shows eagerness and delight in self, others, and surroundings</p> <p>12M.b Shows curiosity/interest in their surroundings</p> <p>12M.c Demonstrates curiosity by using senses to explore the environment</p>
	<b>C.2. Demonstrates a cooperative and flexible approach to play</b>	<b>C.2. Demonstrates a cooperative and flexible approach to play</b>
	<p>6M.a Engages in solitary play around other children</p> <p>6M.b Looks intently at another infant</p> <p>6M.c Looking at others is often paired with excitement</p> <p>6M.d Reaches out to touch peer’s face, hair, or other body parts</p> <p>6M.e Grabs for an object a peer is holding</p>	<p>12M.a Engages in solitary play around other children</p> <p>12M.b Physically moves away from adult to play and explore learning environment</p> <p>12M.c Participates in spontaneous interactions with peers and exhibits enjoyment</p> <p>12M.d Brings another infant a toy</p>
	<b>Cognitive Development-Cognitive Process</b> <b>B.1. Demonstrates problem solving skills</b>	<b>Cognitive Development-Cognitive Process</b> <b>B.1. Demonstrates problem solving skills</b>

	6M.a Interacts with a toy or object to understand it 6M.b Reaches for a toy out of reach 6M.c Likes to be with people	12M.a Interacts with a toy or object to understand it 12M.b Finds hidden things easily 12M.c Puts things in a container 12M.d Takes things out of a container
<b>Remembers and connects experiences</b>	<b>Cognitive Development-Cognitive Processes</b> <b>A. 1.Uses prior knowledge to build new knowledge</b>	<b>Cognitive Development-Cognitive Processes</b> <b>A. 1.Uses prior knowledge to build new knowledge</b>
a. Recognizes and recalls b. Makes connections	6M.a Experiments with objects 6M.b Imitates sounds and movements 6M.c Begins to pass things from one hand to the other	12M.a Experiments with objects 12M.b Imitates sounds and movements 12M.c Explores things in different ways, like shaking objects, throwing objects, or banging objects together
<b>Uses classification skills</b>	<b>Cognitive Development- Mathematical Thinking</b> <b>B. 2. Sorts, orders, classifies, and creates patterns</b>	<b>Cognitive Development- Mathematical Thinking</b> <b>B. 2. Sorts, orders, classifies, and creates patterns</b>
	6M.a Explores objects with different characteristics such as size, shape, color, pattern, texture 6M.b Begins to imitate simple sounds and movements	12M.a Explores objects with different characteristics such as size, shape, color, pattern, texture 12M.b Begins to imitate simple sounds and movements
<b>Uses symbols and images to represent something not present</b>	<b>Approaches to Play and Learning</b> <b>C.1. Engages in a progression of individualized and imaginative play</b>	<b>Approaches to Play and Learning</b> <b>C.1. Engages in a progression of individualized and imaginative play</b>
a. Thinks symbolically b. Engages in sociodramatic play	6M.a Manipulates objects and imitates actions they observe 6M.b Loves to play peek-a-boo 6M.c Observes what is happening in the learning environment	12M.a Manipulates objects and imitates actions they observe 12M.b Moves to different areas of the room to experience and explore real objects 12M.c Waves bye-bye 12M.d Starts to develop toy preferences
<b>Literacy</b>	<b>Language and Emergent Literacy</b>	<b>Language and Emergent Literacy</b>
<b>Demonstrates phonological awareness, phonics skills, and word recognition</b>	<b>C.2. Develops early phonological awareness (discriminates the sounds of language)</b>	<b>C.2. Develops early phonological awareness (discriminates the sounds of language)</b>
a. Notices and discriminates rhyme b. Notices and discriminates alliteration c. Notices and discriminates discrete units of sound d. Applies phonics concepts and knowledge of word structure to decode text	6M.a Listens to simple nursery rhymes, songs, and chants	12M.a Listens to simple nursery rhymes, songs, and chants 12M.b Begins to participate in stories, songs, and fingerplays 12M.c Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker
<b>Demonstrates knowledge of the alphabet</b>	<b>C.3. Demonstrates awareness of print concepts</b>	<b>C.3. Demonstrates awareness of print concepts</b>
a. Identifies and names letters b. Identifies letter-sound correspondences	Typically Not observed at this age	Typically Not observed at this age

<b>Demonstrates knowledge of print and its uses</b>	<b>C.3. Demonstrates awareness of print concepts</b>	<b>C.3. Demonstrates awareness of print concepts</b>
a. Uses and appreciates books and other texts b. Uses print concepts	Typically Not observed at this age	12M.a Shows interest in books by reaching for books 12M.b Explores books through touch 12M.c Imitates adults by pointing to pictures 12M.d Begins to reach for soft-covered books or board books 12M.e Looks at and touches the pictures in books 12M.f Helps turn pages
<b>Comprehends and responds to books and other texts</b>	<b>C.1. Acquires meaning from a variety of materials read aloud to them</b>	<b>C.1. Acquires meaning from a variety of materials read aloud to them</b>
a. Interacts during reading experiences, book conversations, and text reflections b. Uses emergent reading skills c. Retells stories and recounts details from informational texts d. Uses context clues to read and comprehend texts e. Reads fluently	6M.a Shows interest in shared reading experiences and looking at books 6M.b Explores books as objects	12M.a Shows interest in shared reading experiences and looking at books 12M.b Looks at the right picture or thing when it's named 12M.c Listens to stories for a short period of time
<b>Demonstrates writing skills</b>	<b>D.1. Use writing for a variety of purposes</b>	<b>D.1. Use writing for a variety of purposes</b>
a. Writes name b. Writes to convey ideas and information c. Writes using conventions	Not Yet Developed At This Age	12M.a Makes some random marks 12M.b Holds simple writing tools with adult supervision and physical guidance
<b>Mathematics</b>	<b>Cognitive Development- Mathematics</b>	<b>Cognitive Development- Mathematics</b>
<b>Uses number concepts and operations</b>	<b>A.1. Organizes, represents, and builds knowledge of quantity and number</b>	<b>A.1. Organizes, represents, and builds knowledge of quantity and number</b>
a. Counts b. Quantifies c. Connects numerals with their quantities d. Understands and uses place value and base ten e. Applies properties of mathematical operations and relationships f. Applies number combinations and mental number strategies in mathematical operations	6M.a Listens to simple songs or fingerplays that involve numbers led by an adult 6M.b Attends to quantity while playing with objects (e.g., reaches or looks for more than one object)	12M.a Listens to simple songs or fingerplays that involve numbers led by an adult 12M.b Observes simple songs or fingerplays that involve numbers and quantity 12M.c Is exposed to printed numerals on pictures, books, objects, etc. 12M.d Uses words and/or gestures to request "more" in reference to food or play 12M.e Begins to understand words that describe quantities (more, bigger, enough)
	<b>A.2. Manipulates, compares, and describes relationships using quantity and number</b>	<b>A.2. Manipulates, compares, and describes relationships using quantity and number</b>

	6M.a Listens and observes as an adult leads counting songs 6M.b Listens and observes as the adult reads books or shows objects with numbers	12M.a Listens and observes as an adult leads counting songs 12M.b Listens and observes as the adult reads books or shows objects with numbers 12M.c Participates in simple counting of objects when led by an adult 12M.d Observes books or objects with numbers
<b>Explores and describes spatial relationships and shapes</b>	<b>C.1. Explores, recognizes and describes spatial relationships between objects</b>	<b>C.1. Explores, recognizes and describes spatial relationships between objects</b>
a. Understands spatial relationships b. Understands shapes	6M.a Explores relationships between objects through play 6M.b Explores learning environment by rolling, moving forward, pushing up, or crawling 6M.c Reaches for and grasps objects	12M.a Explores relationships between objects through play 12M.b Explores simple objects to make them fit
<b>Compares and measures</b>	<b>B.1. Explores and communicates about distance, weight, length, height, and time</b>	<b>B.1. Explores and communicates about distance, weight, length, height, and time</b>
a. Measures objects b. Measures time and money c. Represents and analyzes data	6M.a Explores objects with different sizes and shapes using all senses	12M.a Explores objects with different sizes and shapes using all senses 12M.b Plays with toys and objects of different sizes and shapes
<b>Demonstrates knowledge of patterns</b>	<b>B.2. Sorts, orders, classifies and creates patterns</b>	<b>B.2. Sorts, orders, classifies and creates patterns</b>
	6M.b Begins to imitate simple sounds and movements	12M.b Begins to imitate simple sounds and movements
<b>Science and Technology</b>	<b>Cognitive Development- Science</b>	<b>Cognitive Development- Science</b>
<b>Uses scientific inquiry skills</b>	<b>A. 1. Demonstrates scientific inquiry skills and communicates scientific ideas clearly</b>	<b>A. 1. Demonstrates scientific inquiry skills and communicates scientific ideas clearly</b>
	6M.a Observes and explores objects using all senses 6M.b Responds to what they see, hear, taste, and smell	12M.a Observes and explores objects using all senses 12M.b Attempts to use objects as tools 12M.c Responds to what they see, hear, taste, and smell
<b>Demonstrates knowledge of the characteristics of living things</b>	<b>C. 1. Demonstrates knowledge related to living things and their environment (habitat, territory, home, ecosystem)</b>	<b>C. 1. Demonstrates knowledge related to living things and their environment (habitat, territory, home, ecosystem)</b>
	6M.a Shows curiosity about people, plants, and animals 6M.b Discovers body parts	12M.a Shows curiosity about people, plants, and animals 12M.b Points to body parts while looking at books or pictures with adult prompting/encouragement
<b>Demonstrates knowledge of the physical properties of objects and materials</b>	<b>D. 1. Demonstrates knowledge related to physical science</b>	<b>D. 1. Demonstrates knowledge related to physical science</b>

	6M.a Demonstrates ability to move objects 6M.b Touches objects to gain information about them	12M.a Demonstrates ability to move objects 12M.b Touches objects to gain information about them
<b>Demonstrates knowledge of Earth's environment</b>	<b>D. 1. Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources</b>	<b>D. 1. Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources</b>
	6M.a Notices familiar people and objects in their learning environment (indoors and outdoors)	12M.a Notices familiar people and objects in their learning environment (indoors and outdoors) 12M.b Begins to identify familiar people and objects in their learning environment (indoors and outdoors) 12M.c With adult prompting/encouragement begins to develop an appreciation for nature through sensory experiences (sights, sounds, smells, textures) 12M.d With adult prompting/encouragement observe sustainability practices (plant a garden/tree, utilize recyclables in play, collect rainwater, etc.) 12M.e Shows interest in shared reading experiences about the Earth
	<b>B.1. Demonstrates knowledge related to the dynamic properties of the earth and sky</b>	<b>B.1. Demonstrates knowledge related to the dynamic properties of the earth and sky</b>
	6M.a Touches water with adult supervision and physical guidance 6M.b Touches sand and mud with adult supervision and physical guidance 6M.c Observes the sun, clouds, and transition from day to night with adult prompting/encouragement 6M.d Observes different types of weather with adult prompting/encouragement	12M.a Touches water with adult supervision and physical guidance 12M.b Touches sand and mud with adult supervision and physical guidance 12M.c Observes the sun, clouds, and transition from day to night with adult prompting/encouragement 12M.d Observes different types of weather with adult prompting/encouragement
<b>Uses tools and other technology to perform tasks</b>	<b>Cognitive Development-Cognitive Processes</b> <b>E. 1. Demonstrates an understanding of simple tools and simple machines and their usefulness in designing, crafting and constructing structures or solving problems</b>	<b>Cognitive Development-Cognitive Processes</b> <b>E.1. Demonstrates an understanding of simple tools and simple machines and their usefulness in designing, crafting and constructing structures or solving problems</b>

	Typically Not observed at this age	12M.a Begins to understand that everyday objects can be used as tools (a blanket can pull a toy closer, a spoon or cup can scoop/move things out of a container) 12M.b Begins to understand stability by observing structures/toys while they fall or tip over 12M.c With adult prompting/encouragement, explores simple machines in the classroom (toys with wheels, levers, pull strings or buttons) 12M.d With adult prompting/encouragement, explores materials that offer a variety of movement and stability (materials that can be grasped, pinched, rolled, squeezed, turned around, mouthed, and chewed)
<b>Social Studies</b>	<b>Cognitive Development- Social Studies</b>	<b>Cognitive Development- Social Studies</b>
<b>Demonstrates knowledge about self</b>	<b>A.1. Demonstrates understanding of their family and an emerging awareness of their own culture and ethnicity</b>	<b>A.1. Demonstrates understanding of their family and an emerging awareness of their own culture and ethnicity</b>
	6M.a Experiences their families' celebrations, food, and songs	12M.a Participates in their family celebrations, food, and songs
<b>Shows basic understanding of people and how they live</b>	<b>4. Demonstrate an awareness of economics in their community</b>	<b>4. Demonstrate an awareness of economics in their community</b>
	Typically Not observed at this age	12M.a Assists with simple tasks 12M.b Observes key community occupations 12M.c Understands concept of "more"
<b>Explores change related to familiar people or places</b>	<b>C.1. Understands the passage of time and how events are related</b>	<b>C.1. Understands the passage of time and how events are related</b>
	6M.a Responds to changes in routine or schedule 6M.b Shows anticipation for regularly scheduled daily activities (e.g., when a bottle is seen, kicks feet and smiles in anticipation of being fed)	12M.a Responds to changes in routine or schedule 12M.b Shows anticipation for regularly scheduled daily activities 12M.c May be irritable if routines change (e.g. nap, lunch, snacks are late)
<b>Demonstrates simple geographic knowledge</b>	<b>B.3. Demonstrate an awareness of geography in their community</b>	<b>B.3. Demonstrate an awareness of geography in their community</b>
	Typically Not observed at this age	12M.a Recognizes personal objects 12M.b Shows familiarity with aspects of classroom and home environment 12M.c Knows where some food and toys are stored and will lead adult to them

The Arts	Cognitive Development-Creative Development	Cognitive Development-Creative Development
<b>Explores the visual arts</b>	<b>B.1. Creates, observes, and analyzes visual art forms to develop artistic expressio</b>	<b>B.1. Creates, observes, and analyzes visual art forms to develop artistic expressio</b>
	6M.a Explores simple art materials 6M.b Attends to bright or contrasting colors 6M.c Shows preference for particular visual stimuli	12M.a Explores simple art materials 12M.b Attends to bright or contrasting colors 12M.c Shows preference for particular visual stimuli 12M.d Begins to use art media
<b>Explores musical concepts and expression</b>	<b>C.1. Uses voice, instruments, and objects to musically express creativity</b>	<b>C.1. Uses voice, instruments, and objects to musically express creativity</b>
	6M.a Responds to musical rhythms and beats 6M.b Listens to a variety of music across genres 6M.c Experiments with vocalizations and sounds while listening to music or an adult singing 6M.d Shakes rattle or uses voice to make sounds while listening to music or an adult singing	12M.a Begins to show a preference for different musical rhythms or beats 12M.b Begins to show enjoyment for a variety of music across genres 12M.c With adult prompting/encouragement begins to use music to calm and self-regulate 12M.a Experiments with vocalizations and sounds while listening to music or an adult singing 12M.b Explores making noises with different objects or instruments by shaking them, banging them together
<b>Explores dance and movement concepts</b>	<b>A.1. Participates in dance to express creativity</b>	<b>A.1. Participates in dance to express creativity</b>
	6M.a Expresses self by moving to music 6M.b Shows an interest in toys that make music 6M.c Responds to music by turning their head and reacting with body movements 6M.d Observes a variety of dance genres	12M.a Expresses self by moving to music 12M.b Begins to show a preference for different dance movements 12M.c Begins to show enjoyment for a variety of dances across genres
<b>Explores drama through actions and language</b>	<b>D.1. Uses dramatic play to express creativity</b>	<b>D.1. Uses dramatic play to express creativity</b>
	6M.a Shows interest in rhymes, fingerplays, and stories with props 6M.b Participates in fingerplays 6M.c Responds to volume in tones and inflection 6M.d Engages in social play (e.g., peek-a-boo) with adults	12M.a Shows interest in rhymes, fingerplays, and stories with props 12M.b Participates in fingerplays 12M.c Responds to volume in tones and inflection 12M.d Uses toys/objects during dramatic play 12M.e Mimics adults' actions when playing with toys/objects during dramatic play
<b>English Language Acquisition</b>	<b>Language and Literacy</b>	<b>Language and Literacy</b>
<b>Demonstrates progress in listening to and understanding English</b>	<b>A.1. Listens to conversation for a variety of purposes and demonstrates comprehension</b>	<b>A.1. Listens to conversation for a variety of purposes and demonstrates comprehension</b>
<b>Demonstrates progress in speaking English</b>	<b>A.1. Uses nonverbal communication for a variety of purposes</b>	<b>A.1. Uses nonverbal communication for a variety of purposes</b>

	<p>6M.a Communicates needs and wants through nonverbal gestures and facial expressions</p> <p>6M.b Communicates feelings through facial expressions</p> <p>6M.c Makes sounds to show joy and displeasure</p> <p>6M.d Laughs aloud</p> <p>6M.e Raises arms to familiar adult</p> <p>6M.f Moves arms and legs when looking at someone</p>	<p>12M.a Communicates needs and wants through nonverbal gestures and facial expressions</p> <p>12M.b Communicates feelings through facial expressions</p> <p>12M.c Uses simple gestures, like shaking head "no" or waving "bye-bye"</p> <p>12M.d Communicates feeling full by turning head or pushing away the bottle or food</p> <p>12M.e Makes sounds with changes in tone (sounds more like speech)</p>
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