

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT**

**** 75% alignment to domain is needed to meet alignment threshold ****

Pennsylvania Learning Standards for Early Childhood	Learning Beyond Paper Curriculum Alignment
Approaches To Learning Through Play	Approaches to Play and Learning
Standard AL.1: Constructing and Gathering Knowledge	Standard Demonstrates interest and curiosity
Curiosity and Initiative AL.1.I.A Use the senses as a primary means to explore and learn from the environment. - Use hands, mouth, eyes in a coordinated manner to explore body, objects and surroundings - Transfer items from hand to hand to investigate the feel or appearance AL.1.YT.A Show interest in various environmental stimuli. - Ask questions to obtain an adult response - Point to and move towards an object or activity - Engage with objects to learn about them - Reach for or ask to play with a new toy or object after introduced by adult AL.1.OT.A Explore characteristics of and ask questions about objects, people, activities and environments. - Explore object to see how they work (e.g. pushing buttons to start and stop turning object over) - Approach others at play and ask what they are doing or attempt to join in - Make independent play choices - Ask questions to seek information	Infants Interest and Curiosity Standard Demonstrates interest and curiosity 12M.a Shows eagerness and delight in self, others, and surroundings 12M.b Shows curiosity/interest in their surroundings 12M.c Demonstrates curiosity by using senses to explore the environment" Physical Development Senses Standard: Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information 12M.a Responds to what he/she sees, hears, touches, tastes, and smells 12M.b Manipulates objects to see what will happen 12M.c Enjoys a greater variety of smells and tastes" Young Toddlers Approaches to Play and Learning Initiative and Exploration Standard: Demonstrates interest and curiosity 24M.1 With verbal prompting/encouragement, points to preferred people, objects or places 24M.2 With verbal prompting/encouragement, examines new toys or materials 24M.4 With verbal prompting/encouragement, participates in new or novel experiences Older Toddlers Approaches to Play and Learning Initiation and Exploration Standard: Demonstrates Interest and Curiosity - Independently notices changes in the learning environment (new room arrangement, new materials, change in the weather) - Asks questions about the changes noticed in the learning environment - Independently experiments with new ways to complete tasks or utilize materials in play with minimal verbal prompting

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	Social Emotional Development Develops sense of self with others Standard: Develops relationship with peers - Relies on verbal prompting and encouragement to select a peer group to play alongside - Relies on verbal prompting and encouragement to select a peer to play with when provided a choice of two peers
Risk Taking AL. 1.I.B Explore in the comfort of a familiar surrounding or adult. Engage in play routines near a familiar adult Engage with an unfamiliar adult to complete routine activity while a familiar adult is nearby Try to take walking steps to reach a familiar adult AL.1.YT.B Explore the environment in close proximity to and in the constant sight of familiar adult. - Engage with an unfamiliar adult while a familiar adult is nearby - Participate in new experiences initiated by familiar adult AL.1.OT.B Explore the environment independently seeking occasional approval from adults. - Turn and look to adult for reassurance when attempting new things or meeting new people - Observe adult completing a task, then independently attempt the task	Infants Social Emotional Development Standard: Develops relationships with adults 12M.a Responds differently to familiar and unfamiliar adults 12M.b Develops trust and attachment toward significant adults 12M.c Imitates examples of affection with familiar adults 12M.d Is shy or nervous with strangers 12M.e Cries when mom or dad leaves" Young Toddlers Social and Emotional Development Developing a sense of self with others Standard: Develops relationship with adults 24M.1 With adult modeling, verbal prompting and encouragement, may blow kisses, give hugs, or verbalize the names of familiar adults Older Toddlers Social Emotional Development Develops sense of self with others Standard: Develops relationships with adults - Independently identifies difficult tasks or situations and looks to an adult to provide choices to navigate the tasks or situations Initiation and Exploration Standard: Demonstrates interest and curiosity - Willingly participates in new experiences with minimal adult prompting - Only seeks out an adult when problems arise
Stages of Play AL.1.I.C Engage in parallel play. Move toward an object Imitate adult actions in play	Infants Approaches to Play and Learning Standard 1 Standard 1:

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Children will independently play near adults Play near others without interacting with them AL.1.YT.C Engage in associative play. ● Imitate action of peers and adults in their play ● Build with blocks alongside another block-builder, occasionally taking the other's blocks for own structure ● Color on paper with crayons while seated next to another child who is coloring or painting ● Place phone to ear and pretend to listen after watching a peer complete similar action ● Join others at play, first watching and later joining in AL.1.OT.C Engage with others in simple cooperative play. ● Interact with other children during play ● Join others play, first watching and later joining in ● Act out familiar scenarios	Engages in a progression of individualized and imaginative play 12M.a Manipulates objects and imitates actions he/she observes 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 Standard : Demonstrates a cooperative and flexible approach to play 12M.a Engages in solitary play around other children 12M.b Physically moves away from caregiver to play and explore environment 12M.c Participates in spontaneous interactions with peers and exhibits enjoyment 12M.d Brings another infant a toy " Young Toddlers Social Emotional Development Develops sense of self with others Standard: Develops relationship with peers 24M.1 With adult modeling and verbal prompting, begins to stand near peers while they are engaged in play 24M.2 With adult modeling and verbal prompting, begins to walk over to peers who are engaged in play 24M.3 With adult modeling and verbal prompting, may give toys or materials to a peer Older Toddlers Social Emotional Development Develops sense of self with others Standard: Develops relationships ● Relies on verbal prompting and encouragement to select a peer to play with when provided a choice of two peers ● Relies on verbal prompting and encouragement to select a peer group to play alongside Approaches to Play and Learning Play Standard: Demonstrates a cooperative and flexible approach to play ● Begins to join play and learning activities independently and stays engaged in the small group activity for a short period of time
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Standard AL.2: Organizing and understanding information	
Engagement and Attention AL.2.I.A Interact with others, objects or activities for short periods of time. - Attend to adult during reciprocal interaction - Gaze with interest at adult, peer, or object nearby AL.2.YT.A Engage with others, focus attention and participate in activities for longer periods of time. - Engage in the same activity over and over - Engage with adult in extended reciprocal interactions - Examine an object with interest - Read a book with an adult from start to finish AL.2.OT.A Focus attention and participate in task oriented activities. - Complete short, simple task with adult support - Engage with peers in play for an extended period of time - Participate with others focusing on a specific task - Try a task or activity several times	Infants Attentiveness and Persistence Standard 1. Demonstrates self-control (Executive Functioning Skill) 12M.a Examines a toy, rattle or face for a longer period of time 12M.b Explores a person or object 12M.c Continues to express distress when needs are not met 12M.d Repeats actions to make something happen again 12M.e Focuses longer on interesting things" Young Toddlers Approaches to Play and Learning Attentiveness and Persistence Standard: 1. Demonstrates self-control (Executive Functioning Skill) 24M.1 With minimal verbal prompting, engages with a new activity, toy or object for sustained periods of time (Executive Functioning Skill) 24M.1 With minimal verbal prompting, remains focused on an activity or task for an increased period of time (Executive Functioning Skill) Older Toddlers Approaches to Play and Learning Play Standard: Demonstrates a cooperative and flexible approach to play - Begins to join play and learning activities independently and stays engaged in the small group activity for a short period of time Attentiveness and Exploration Standard:1. Demonstrates self-control (Executive Functioning Skill) - With minimal verbal prompting and redirection, actively engages in a teacher-directed activity for short periods of time (2-3 minutes) - With verbal prompting and encouragement, will remain engaged in a preferred activity even when encountering a setback (having a block tower

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	tumble, losing the piece to a puzzle, running out of space on the paper when drawing) • With verbal prompting and encouragement, will return to a preferred activity that was abandoned due to setbacks • May seek an adult's help to overcome setbacks that occur while engaged in a preferred activity
Task Analysis AL.2.I.B Anticipate next step of a familiar routine or activity. • Repeat routine actions (e.g. lift legs for clean diaper placement, hold out hand for washing following diaper change, go to seat in expectation of meal) AL.2.YT.B Know the sequence of familiar routines. • Complete the sequence of a familiar routine • Demonstrate frustration when routine is changed AL.2.OT.B Identify and complete the sequence of familiar routines and tasks. • Complete a multi-step task with adult support • Verbalize the daily schedule (e.g. breakfast comes after morning meeting) • Talk about ways to complete a task or activity and act on it • Describe the sequential steps of basic routines and activities	<u>Infants</u> Cognitive Development-Social Studies History and Events Understands the passage of time and how events are related 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) Physical Development Health and Safety Standard: 1. Practices healthy and safe habits 12M.e Shows beginning awareness of personal health and self-care needs 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 <u>Young Toddlers</u> Cognitive Development-Social Studies History and Events Standards: Understands the passage of time and how events are related 24M.1 With verbal prompting, adapts to changes in routine and/or schedule and adheres to the changed routine and/or schedule 24M.2 With verbal prompting, use words or gestures to indicate what may come next in the routine and/or schedule (Executive Functioning Skill) <u>Older Toddlers</u> Language and Emergent Literacy Receptive Language Standard: Listens to conversations for a variety of purposes and demonstrates

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	comprehension - Initiates the first step of the multi-step direction but requires frequent verbal prompting to complete the next step Cognitive Development-Social Studies People and Community Standard: Demonstrates an understanding of their community and an emerging awareness of others' culture and ethnicity - With minimal verbal prompting, follows simple classroom/school/community rules and routines (Begins to clean up when the "Clean up" song is played, Puts toys away in the designated spot in the classroom, Washes hands before meals, Gets a blanket and lies down for nap) - Takes care of shared classroom and community materials (crayons, markers, paper, toys, etc.) History and events Standard: Understands the passage of time and how events are related
Persistence AL.2.I.C Engage with an object in more than one way. - Repeat attempts to engage an adult to meet needs - Play with a variety of objects to determine similar and different outcomes - Explore objects in the environment AL.2.YT.C Attempt to accomplish challenging tasks. - Demonstrate frustration when attempting to complete a difficult task (e.g. may give up, walk away from task) - Persist in working with materials that are challenging - Solve simple problems independently - Attempt to complete task in more than one way (e.g. using materials in more than one way, trial and error) - Stick to a task for a short period of time before asking for help - Show excitement in completion of a challenging task AL.2.OT.C	Infants Cognitive Development-Cognitive Processes Thinking Skills Standard 1: Demonstrates awareness of cause and effect 12M.a Acts on an object to make a pleasing sight, sound, or motion 12M.b Explores things in different ways, like shaking objects, throwing objects or banging objects together 12M.c Manipulate objects by turning them over, trying to put one object into another, etc. Young Toddlers Cognitive Development-Cognitive Processes Problem Solving Standard: Demonstrates problem solving skills (Executive Functioning Skill) 24M.1 With verbal prompting and encouragement, tries multiple solutions to a problem (Executive Functioning Skill) 24M.2 With verbal prompting and encouragement, persists with finding solutions until discovering a solution or strategy that works (Executive Functioning Skill) Older Toddlers

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Attempt to accomplish challenging tasks by employing familiar strategies. • Attempt to complete a task in more than one way (e.g. using materials in more than one way, trial and error, and breaking tasks into steps) • Focus on an activity or object while other things are occurring in the environment • Stick to a task for a short period of time before asking for help • Show pride in completion of a challenging task	Approaches to Play and Learning Initiative and Exploration Standard: Demonstrates initiative and self-direction • With verbal prompting and encouragement, practices sustaining play Demonstrates interest and curiosity • Independently experiments with new ways to complete tasks or utilize materials in play with minimal verbal prompting Attentiveness and Persistence • With minimal verbal prompting and redirection, actively engages in a teacher-directed activity for short periods of time (2-3 minutes)
Patterning AL.2.YT.D Recognize simple patterns in the environment. • Identify patterns in the environment (e.g. spots on an animal, stripes on a shirt) • Dance to rhythmic music AL.2.OT.D Recognize and create simple patterns. • Identify patterns in the environment (e.g. spots on an animal, stripes on a shirt, predictable text) • Clap out rhythmic patterns • Create simple patterns using manipulatives	<u>Young Toddlers</u> Cognitive Development- Math Measurement and Comparison Standard: a. Copies patterns using sounds or physical movements, with adult support (Executive Functioning Skill) 24M.1 With verbal prompting and physical cues, mimics adult while the adult creates basic AB patterns using sound (clap, pat, clap, pat) (Executive Functioning Skill) 24M.2 With verbal prompting and physical cues, mimics adult while the adult creates basic AB patterns using physical actions (arms up, arms down, arms up, arms down) (Executive Functioning Skill) <u>Older Toddlers</u> Cognitive Development-Math Measurement and Comparison Standard: Sorts, orders, classifies, and creates patterns • With verbal prompting and encouragement, identifies simple patterns in the learning environment
Memory AL.2.I.E Recognize and respond to familiar adults and routines. • Smile when familiar adult enters room • Act on familiar routines (e.g. go to changing table for diaper change) • Show excitement for familiar adult AL.2.YT.E Recall information from previous experiences.	<u>Infants</u> Social Emotional Development Developing a Sense of Self with Others Develops relationships with adults 12M.a Responds differently to familiar and unfamiliar adults 12M.b Develops trust and attachment toward significant adults 12M.c Imitates examples of affection with familiar adults 12M.d Is shy or nervous with strangers

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• Relate information and/or experiences from the past • Engage in memory games AL.2.OT.E Retain and recall information from previous experiences. • Relate information and/or experiences from the past • Engage in memory games • Recall details from stories, events, and experiences	12M.e Cries when mom or dad leaves" Young Toddlers Cognitive Development-Cognitive Processes Thinking Skills Standard: Uses prior knowledge to build new knowledge (Executive Functioning Skill) 24M.1 With adult prompting and physical cues, imitates adults' everyday actions (wiping up a spill, closing a door, or feeding a baby) (Executive Functioning Skill) 24M.2 Utilizes the dramatic play center (play kitchen, baby dolls, high chairs, cribs, brooms, mops, etc.) to mimic adults' everyday actions (Executive Functioning Skill) 24M.3 With verbal prompting and encouragement, mimics adults' familiar gestures, sounds or words (Executive Functioning Skill) Older Toddlers Cognitive Development-Cognitive Processes Thinking Skills Standard: Uses prior knowledge to build new knowledge • With verbal prompting and encouragement, uses picture clues in books to make predictions • With verbal prompting and encouragement, uses logical sequences make predictions about events/actions/effects during exploratory play (Executive Functioning Skill) • With verbal prompting and encouragement, uses logical sequences to make predictions about the next step during structured learning experiences (Executive Functioning Skill) • Searches for hidden/missing objects in several places the object has been hidden and/or found before (Executive Functioning Skill)
Standard AL.3: Applying Knowledge	
Creativity and Invention AL.3.I.A/B Respond to music, art and stories. • Reference 9.1.V.I.B AL.3.YT.A/B Express self through simple actions, gestures and words. • Reference 9.1.V.YT. A; 9.1.V.YT.B; 9.1.M.YT.E AL.3.OT.A/B	Infants Cognitive Development-Creative Development C. Music Standard 1. Uses voice, instruments, and objects to musically express creativity 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

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Construct music, art and stories as a means of self-expression.

- Reference 9.1.V.OT. A; 9.1.V.OT.B; 9.1.M.OT.E

12M.c With adult support, 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

Young Toddlers

Language and Emergent Literacy

Expressive Language

Standard: Uses non-verbal communication for a variety of purposes

24M.1 With adult modeling, communicates needs and wants through simple words, gestures or actions (Says "I'm okay", points to skinned knee after falling down, says "boo boo" and points to injury)

Older Toddlers

Cognitive Development- Creative Development

Creative Movement and Dance

Standard: Participate in dance to express creativity

- Produces a variety of personal dance moves during open/unstructured music and movement activities

Visual Arts

Standard: Creates, observes, and analyzes visual art forms to develop artistic expression

- With minimal verbal prompting, uses multiple open-ended materials during art activities and during imaginative/creative play

Music

Standard: Uses their voice, instruments or objects to musically express creativity

- With minimal verbal prompting, experiments with producing vocalizations and different instrument/object sounds
- With adult modeling and support, may pair varied vocalizations with instrument/object sounds

Drama

Standard. Uses dramatic play to express creativity

- With minimal verbal prompting, initiates a dramatic play 'story' (**Executive Functioning Skill**)
- With minimal verbal prompting, persists in a dramatic play 'story' and maintains the

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	characteristics of the animal, familiar person or favorite book character throughout the dramatic play 'story' (Executive Functioning Skill)
Representation AL.3.I.C Use a variety of materials to create. - Explore a variety of materials - Imitate use of materials when modeled by adult AL.3.YT.C Use a variety of materials to represent familiar objects. - Use non-conforming objects to create representations of real-life objects or activities (e.g. block for phone, stick for spoon) AL.3.OT.C Experiment with materials to represent objects. - Use non-conforming objects to create representations of real-life objects or activities (e.g. block for phone, stick for spoon) - Use real-life objects to represent make-believe or fantasy objects (e.g. spoon for magic wand, broom for a flying horse)	Infants Cognitive Development-Creative Development Visual Arts Standard: 1. Creates, observes, and analyzes visual art forms to develop artistic expression 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" Young Toddlers Approaches to Play and Learning Play Standard: Engages in a progression of individualized and imaginative play 24M.1 With verbal prompting/encouragement, finds new things to do with familiar objects such as wear a pot for a hat, use a spoon as a drumstick or stack boxes Older Toddlers Approaches to Play and Learning Play Standard: Engages in a progression of individualized and imaginative play (Executive Functioning Skill) - Selects own pretend objects for play with verbal prompting and encouragement (Executive Functioning Skill) - Uses imaginary objects for play with adult modeling
Standard AL.4: Learning Through Experience	
Making Connections AL.4.I.A Demonstrate comfort in routines, objects and materials that reflect home experiences. - Show comfort when shown or provided a favorite object from home - Show excitement when steps of a routine mirror home experience - Respond to familiar family phrases AL.4.YT.A Relay experience from one setting to another. - Share new skills or tasks, learned or practiced, outside the school setting	Infants Cognitive Development-Social Studies People and Community Standard Demonstrates an awareness of geography in their community 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" Standard:

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• Apply a skill to multiple tasks (e.g. use measuring cups in sensory table, outside and in cooking activity) • Use familiar phrases or behaviors from one setting in another setting • Engage in play that reflects home culture AL.4.OT.A Notice similarities and differences between settings. • Relate personal experiences during play • Identify things that can be done in one environment but not another (e.g. “I can serve my own food here, but mommy does it at home”) • Tell another that he or she is doing something wrong when it varies from a familiar routine • Ask questions about differences, similarities among peers • State similarities between activities	Understands the passage of time and how events are related 12M.a Responds to changes in routine or schedule 12M.b Shows anticipation for regularly scheduled daily activities Young Toddler Cognitive Development-Cognitive Processes Thinking Skills Standard: Uses prior knowledge to build new knowledge (Executive Functioning Skill) 24M.1 With adult prompting and physical cues, imitates adults' everyday actions (wiping up a spill, closing a door, or feeding a baby) (Executive Functioning Skill) 24M.2 Utilizes the dramatic play center (play kitchen, baby dolls, high chairs, cribs, brooms, mops, etc.) to mimic adults' everyday actions (Executive Functioning Skill) 24M.3 With verbal prompting and encouragement, mimics adults' familiar gestures, sounds or words (Executive Functioning Skill) Older Toddlers Cognitive Development-Social Studies Family Culture Standard: Demonstrates understanding of their family and an emerging awareness of their own culture and ethnicity • With verbal prompting and encouragement, can identify physical characteristics of others such as hair color, eye color, age, gender, size • With verbal prompting and encouragement, can identify physical characteristics of peers that are different from self Social Emotional Development Developing a sense of self Standard: Develops self awareness • With verbal prompting and encouragement, can identify characteristics of peers that are different from self
Resiliency-Competence AL.4.I.B Use comfort of familiar experiences to explore new activities and experiences. • REFERENCE 16.1.I.C AL.4.YT.B	Infants Approaches to Play and Learning Initiative and Exploration Standard: Demonstrates interest and curiosity • 12M.a Shows eagerness and delight in self, others, and surroundings

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Repeat familiar activity to gain comfort and confidence. - REFERENCE 16.1.YT.C AL.4.OT.B Approach new experiences with confidence. - REFERENCE 16.1.OT.C	12M.b Shows curiosity/interest in their surroundings 12M.c Demonstrates curiosity by using senses to explore the environment <u>Young Toddlers</u> Approaches to Play and Learning Attentiveness and Persistence Standard: Demonstrates interest and curiosity 24M.1 With minimal verbal prompting, engages with a new activity, toy or object for sustained periods of time (Executive Functioning Skill) 24M.1 With minimal verbal prompting, remains focused on an activity or task for an increased period of time (Executive Functioning Skill) <u>Older Toddlers</u> Approaches to Play and Learning Attentiveness and Exploration Standard: Demonstrates interest and curiosity - Independently experiments with new ways to complete tasks or utilize materials in play with minimal verbal prompting
Problem Solving AL.4.IC Play with a variety of objects to determine similar and different outcomes. - Interact with an object in more than one way - Repeat actions that have an interesting response - Explore objects to see how they work - Compare outcomes of actions upon objects (e.g. shake a rattle and then shake a ball to determine if they have similar responses) AL.4.YTC Solve simple problems independently. - Demonstrate inflexibility when attempting to solve a problem (e.g. stick to one strategy, repeat error multiple times, unwilling to try alternative solution) - Repeat actions in attempt to achieve desired outcome - Observe other's actions with materials to learn strategies for problem-solving - Explore objects to see how they work	<u>Infants</u> Cognitive Development-Cognitive Processes Problem Solving, Thinking Skills Standard: Demonstrates problem-solving skills 12M.a Interacts with a toy or object to understand it 12M.b Finds hidden things easily (Executive Functioning Skill) 12M.c Puts things in a container 12M.d Takes things out of a container" Standard: Uses prior knowledge to build new knowledge, 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 Standard: Demonstrates awareness of cause and effect 12M.a Acts on an object to make a pleasing sight, sound, or motion 12M.b Explores things in different ways, like shaking objects, throwing objects or banging objects together 12M.c Manipulate objects by turning them over, trying to put one object into another, etc.

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● Compare outcomes of actions upon objects (e.g. pour water through different objects and notice similarities and differences) ● Try new ways to complete a familiar task ● Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error) ● Use a previously successful strategy AL.4.OTC Attempt problem solving activities to achieve a positive outcome. ● Observe other's actions with materials to learn strategies for problem-solving ● Try new ways to complete a familiar task ● Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps, ask for assistance) ● Use a previously successful strategy ● Discuss the different ways used to accomplish a task or to solve a problem	<u>Young Toddler</u> Cognitive Development-Cognitive Processes Problem Solving Standard: Demonstrates problem solving skills (Executive Functioning Skill) 24M.1 With verbal prompting and encouragement, tries multiple solutions to a problem (Executive Functioning Skill) 24M.2 With verbal prompting and encouragement, persists with finding solutions until discovering a solution or strategy that works (Executive Functioning Skill)" <u>Older Toddlers</u> Cognitive Development-Cognitive Processes Problem Solving Standard: Demonstrates Problem- Solving Skills ● With minimal verbal prompting, experiments with familiar objects to solve problems (using a broom to retrieve a ball that has rolled behind a shelf, pushes a chair up to the table to grab something out of reach)
Language and Literacy Development	Language and Emergent Literacy
Standard 1.1 Foundational Skills	
Book Handling 1.1.I.A Explore books in a variety of ways. ● Gaze, babble, pat, and point at books ● Attend to pictures in a book during lap-reading with an adult 1.1 YT.A Demonstrate beginning book handling skills. ● Point to or frequently turn to favorite parts of a book ● Turn pages ● Pretend to read by tracking 1.1 OT.A Demonstrate book handling skills. ● Independently seek books to read during free play ● Orient book correctly ● Turn pages in order ● Use pointer or finger to track print	<u>Infants</u> Early Reading Standard: Demonstrates awareness of print concepts 12M.a Shows interest in books by reaching for books and explores books through touch 12M.b Imitates adults by pointing to pictures 12M.c Begins to reach for soft-covered books or board books 12M.d Looks at and touches the pictures in books 12M.e Helps turn pages <u>Young Toddler</u> Language and Emergent Literacy Early Reading Standard: Demonstrates awareness of print concepts 24M.1 With verbal prompting and physical cues, holds a book upright and turns pages one at a time <u>Older Toddlers</u> Language and Emergent Literacy Early Reading Standard: Demonstrates awareness of print concepts

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	• Turns the book upright and faces the cover toward themselves when pretending to read • Looks at the pictures with intention and sweeps a finger across the text or points to speech bubbles or captions on the page while pretending to read • Moves a finger from top to bottom and left to right across the text while a book is being read aloud to them • With verbal prompting and encouragement, attempts to use a "return sweep" when following along with the text while a book is being read aloud to them
Print Concepts 1.1.I.B Demonstrate interest in books that have color, pattern, and contrast. • Gaze, babble, pat, and point at books • Attend to pictures in a book during lap-reading with an • Adult 1.1 YT.B Demonstrate interest in pictures and text. • Shows preference for favorite books or pages • Point to or frequently turn to favorite parts in a book. • Notice print in the environment 1.1 OT.B Recognize that print has meaning. • Chose books from a collection and name each one even if not using proper titles • Differentiate between numbers and letters • Recognize some letters in their name	<u>Infants</u> Language and Emergent Literacy Early Reading Standard: Demonstrates awareness of print concepts 12M.a Shows interest in books by reaching for books and explores books through touch 12M.b Imitates adults by pointing to pictures 12M.c Begins to reach for soft-covered books or board books 12M.d Looks at and touches the pictures in books 12M.e Helps turn pages <u>Young Toddlers</u> Language and Emergent Literacy Early Reading Standard: Demonstrates awareness of print concepts 24M.1 Brings an adult a preferred book to be read aloud 24M.2 Requests a preferred book by a partial title, book character or familiar book event Standard: Recognizes some familiar logos in the environment (classroom, school, neighborhood, community) with adult support 24M.1 With verbal prompting, produces the names of familiar logos (Stop, McDonalds, Exit, etc.) found in the environment (classroom, school, neighborhood, community) <u>Older Toddlers</u> Language and Emergent Literacy Early Reading Standard: Demonstrates awareness of print concepts • Seeks out any available book (familiar or unfamiliar) to look at independently

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	- Seeks out print media other than books (magazines, newspapers, flyers, signs, labels, etc.) to look at independently - Independently points out print in the learning environment (e.g. signs in buildings or logos on clothing) - May independently identify words or symbols on familiar signs, posters, flyers, labels, logos, etc. in the learning environment - Requests to have new or unfamiliar print or symbols read aloud - With verbal prompting and encouragement, identifies own name in print Standard: Acquires meaning from a variety of materials read aloud to them - Independently selects a preferred book from a choice of 2-3 books - Identifies a favorite book by title, characters, or story events
Phonological Awareness 1.1 I.C Respond to sounds in the environment. - Startle to unfamiliar sounds (e.g. vacuum cleaner) - Respond positively to familiar sounds and words (e.g. voice of familiar adult) - Repeat sounds initiated by adult - Look towards sounds 1.1 YT.C Identify and imitate familiar sounds in the environment. - Label sounds when they are heard (e.g. say “dog” when they hear a dog barking) - Repeat a sound sequence (e.g. “E, I, E, I, O”) 1.1 OT.C Categorize familiar sounds. - Identify animal sounds - Listen to sounds and guess what they are - Use and imitate sounds when playing - Recognize sounds that are similar to those found in name - Engage in activities that include rhyme and alliteration	Infants Early Reading Standard Develops early phonological awareness (awareness of units of sound) 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 Receptive Language (Listening) Standard: Listens to conversation for a variety of purposes and demonstrates comprehension 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” Young Toddlers Language and Emergent Literacy Receptive Language Standard: Listens to conversations for a variety of purposes and demonstrates comprehension 24M.1 With verbal prompting, responds to conversations with words/phrases, gestures or actions

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	24M.1 With verbal prompting and encouragement, responds to songs or stories with words/phrases, gestures or actions Standard: Develops early phonological awareness (awareness of units of sound) 24M.1 With verbal prompting and encouragement, repeats a few words or phrases of familiar nursery rhymes or poems (Executive Functioning Skill) 24M.3 With verbal prompting and encouragement, sings repetitive refrains from songs (Executive Functioning Skill) Older Toddlers Language and Emergent Literacy Early Reading Standard: Develops early phonological awareness (discriminates the sounds of language) With verbal prompting and encouragement, repeats several phrases from a familiar song, chant or nursery rhyme
Phonics and Word recognition 1.1.OT.D Recognize familiar environmental print. - Recognize and associate familiar logos (e.g. restaurants, stores, teams) - Recognize objects labeled with his/her name	Older Toddlers Language and Emergent Literacy Early Reading Standard: Demonstrates awareness of print concepts - May independently identify words or symbols on familiar signs, posters, flyers, labels, logos, etc. in the learning environment - Requests to have new or unfamiliar print or symbols read aloud - With verbal prompting and encouragement, identifies own name in print
Standard 1.2 Reading Informational Text	
Key Ideas 1.2 I.B 1.3 Attend to a picture in a text when reading with an adult. - Gaze at pages of a text - Point to familiar objects pictured within a text - Attempt to communicate about familiar objects in text (e.g. sees a ball and says “ba”, uses sign for apple when seeing an apple) 1.2.YT.B Respond to simple questions about a text.	Infants Early Reading Standard: Acquires meaning from a variety of materials read aloud 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" Standard: Uses increasingly complex spoken language Expresses Language 12M.e Tries to say words you say" Young Toddlers

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● Point to picture in a text when asked by an adult ● Attempt to communicate about the text when asked by an adult 1.4 OT.B Answer simple questions about a text. ● Use some details from the text to answer questions ● Answer “who” or “what” the text is about	Language and Emergent Literacy Early Reading Standard: Acquires meaning from a variety of materials read aloud 24M.1 With verbal prompting, points at named pictures in a book and makes sounds for the animals/characters/objects in the book 24M.2 24M.1 With verbal prompting, points at named pictures in a book and says name for the animals/characters/objects in the book Older Toddlers Language and Emergent Literacy Expressive Language Standard: Uses increasingly complex spoken language ● With minimal verbal prompting, asks "wh" questions ● Spontaneously uses words (50+) or several phrases from familiar books Receptive Language Standard: Listens to conversations for a variety of purposes and demonstrates comprehension ● With minimal verbal prompting, uses words or gestures to respond to simple questions ● Example: Is the car in the book blue?
Key Ideas and Details 1.2.YT.C Relate familiar objects in a text to personal experience. ● Point to picture in a book when asked by adult ● Answer a question about a book (e.g. “What is the bat eating?”) ● Move to real object after viewing in a text 1.5 OT.C Relate text to personal experiences when asked. ● Respond to action in a story (e.g. jump when characters jump) ● Share personal experience and prior knowledge that is relevant to the text ● Answer questions about text that relate to personal experiences ● Choose text based on personal interest and experiences	Young Toddlers Language and Emergent Literacy Early Reading Standard: Acquires meaning from a variety of materials read aloud 24M.1 With verbal prompting, points at named pictures in a book and makes sounds for the animals/characters/objects in the book 24M.2.1 With verbal prompting, points at named pictures in a book and says name for the animals/characters/objects in the book Older Toddlers Language and Emergent Literacy Expressive language Standard: Uses increasingly complex spoken language

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	• With verbal prompting and encouragement, attempts to use past tense when talking about events that have already occurred • With verbal prompting and encouragement, may use possessives when talking about themselves or things that belong to them
Craft and Structure-Text Structure 1.2. YT.E Identify a favorite book by its cover. • Use front cover to locate favorite text • Ask adult to read a favorite text often 1.2 OT.E Identify a text by the front cover. • Locate a familiar text when provided with title • Locate an unfamiliar text when provided a description of the front cover	<u>Young Toddler</u> Language and Emergent Literacy Early Reading Standard: Demonstrates awareness of print concepts 24M.1 Brings an adult a preferred book to be read aloud 24M.2 Requests a preferred book by a partial title, book character or familiar book event <u>Older Toddler</u> Language and Emergent Literacy Early Reading Standards:. Demonstrates awareness of print concepts • Seeks out any available book (familiar or unfamiliar) to look at independently • Seeks out print media other than books (magazines, newspapers, flyers, signs, labels, etc.) to look at independently
Integration of Knowledge OT.G Standard: Uses increasingly complex spoken language Notice details in illustration or picture. • Describe details about pictures in text	<u>Older Toddler</u> Language and Emergent Literacy Early Reading Standard: Acquires meaning from a variety of materials read aloud to them • With verbal prompting and encouragement, uses pictures to tell about the events or characters described in the story (Executive Functioning Skill)

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Vocabulary Acquisition and Use

1.2 I.J

Use single words to identify family members and familiar objects.

- Look at or move toward named person or object
- Repeat sounds initiated by adult
- Use newly acquired vocabulary to name objects

1.2. YT.J

Use new vocabulary in everyday speech.

- Ask adults questions to learn names for new objects
- Use newly acquired vocabulary to name objects
- Understand about 200 words and use about 50 in everyday speech

1.2. OT.J

Use expanded vocabulary in everyday speech.

- Talk about pictures using new vocabulary words or phrases
- Use new vocabulary in the context of dramatic play, daily routines and classroom conversations
- Begin to use new vocabulary when asking questions or describing situations or objects
- Use prepositions and pronouns
- Understand as many as 900 words and use about 300 in everyday speech

Infants

Expressive Language

Standard: Uses increasingly complex spoken language

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”

Young Toddler

Language and Emergent Literacy

Receptive language

Standard: Acquires vocabulary introduced in conversations, activities, stories, and/or books

24M.1 Looks at or points to a person that has been named or repeats the name of the person

24M.2 Looks at or points to a familiar object that has been named or repeats the name of the object

24M.3 Responds appropriately to the meaning of words like clap, lay down, sit

Standard: Uses increasingly complex spoken language

24M.1 With verbal prompting, uses one or two words (maybe paired with simple signs) to communicate

24M.2 Has a vocabulary (verbal and/or sign language) of 50-200 words

Older Toddler

Language and Emergent Literacy

Expressive Language

Standard: Uses increasingly complex spoken language

- Uses vocabulary words from familiar books and songs
- Spontaneously uses words (50+) or several phrases from **familiar books**
- Spontaneously uses words (50+) or several phrases from **familiar songs**
- With verbal prompting and encouragement, uses words or phrases that describe objects
- With verbal prompting and encouragement, uses words or phrases that describe actions

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	• With verbal prompting and encouragement, attempts to use past tense when talking about events that have already occurred • With verbal prompting and encouragement, may use possessives when talking about themselves or things that belong to them • With verbal prompting and encouragement, may use prepositions when talking about where things are located • Uses three or four word phrases 50%-75% of the time when communicating wants • Uses three or four word phrases 50%-75% of the time when communicating needs
Range of Reading 1.2 I.L Engage in reading activities. • Gaze, babble, pat and point at books or photos • Attend to pictures in a book during lap-reading with an adult • Purposefully seek out opportunities to engage with books 1.2. YT.L Actively engage in reading activities for short periods of time. • Listen to and interact with adult • Point to or frequently turn to favorite parts of a book • Ask and answer questions about the text being read aloud • Purposefully seek out opportunities to engage with books 1.2. OT.L Actively engage in small group reading activities. • Share prior knowledge about text being read aloud • Ask and answer questions about text being read aloud • Respond to comments from other children • Use ideas gained in group reading, other daily routines, learning centers and activities	<u>Infants</u> Early Reading Standard: Acquires meaning from a variety of materials read aloud 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 <u>Young Toddler</u> Language and Emergent Literacy Early Reading Standard: Demonstrates awareness of print concepts 24M.1 Brings an adult a preferred book to be read aloud 24M.2 Requests a preferred book by a partial title, book character or familiar book event <u>Older Toddlers</u> Language and Emergent Literacy Expressive Language Standard:2. Uses increasingly complex spoken language • With minimal verbal prompting, initiates a conversation with a peer or adult • With minimal verbal prompting, extends a conversation with a peer or adult Cognitive Development-Cognitive Processes Thinking Skills Standard: Uses prior knowledge to build new knowledge • With verbal prompting and encouragement, uses picture clues in books to make predictions

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	With verbal prompting and encouragement, uses logical sequences make predictions about events/actions/effects during exploratory play (Executive Functioning Skill)
Standard 1.3: Reading Literature	
Key Ideas and Details-Theme 1.3.OT.A Recall an event from a story. - Name one event in a story - Talk about what the story is about	Older Toddlers Language and Emergent Literacy Early Reading Standard: . Acquires meaning from a variety of materials read aloud to them With verbal prompting and encouragement, uses pictures to tell about the events or characters described in the story (Executive Functioning Skill)
Key Ideas and Details-Text Analysis 1.3 I.B Attend to a picture in a story when reading with an adult. - Gaze at pages of a story - Point to familiar objects pictured within a story - Attempt to communicate about familiar objects in story (e.g. sees a ball and says “ba”, uses sign for apple when seeing an apple) 1.3 YT.B Respond to simple questions about a story. - Point to picture in a story when asked by an adult - Attempt to communicate about the story when asked by an adult 1.2 OT.B Answer simple questions about a story. - Use some details from the story to answer questions - Answer “who” or “what” the story is about	Infants Early Reading Standard: Demonstrates awareness of print concepts 12M.a Shows interest in books by reaching for books and explores books through touch 12M.b Imitates adults by pointing to pictures 12M.c Begins to reach for soft-covered books or board books 12M.d Looks at and touches the pictures in books Expressive Language Standard: Uses increasingly complex spoken language 12M.e Tries to say words you say" Young Toddler Language and Emergent Literacy Receptive Language Standard: Listens to conversations for a variety of purposes and demonstrates comprehension 24M.1 With verbal prompting, responds to adult questions with simple words/phrases and gestures Older Toddlers Language and Emergent Literacy Expressive Language Standard:. Uses increasingly complex spoken language With minimal verbal prompting, asks "wh" questions Receptive Language Standard: Listens to conversations for a variety of purposes and demonstrates comprehension

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	• With minimal verbal prompting, uses words or gestures to respond to simple questions • Example: Is the car in the book blue?
Key Ideas and Details-Literary Elements 1.3.OT.C Recognize pictures of familiar characters in a book. • Name characters in the story	<u>Older Toddlers</u> Language and Emergent Literacy Early Reading Standard: Acquires meaning from a variety of materials read aloud to them • With verbal prompting and encouragement, uses pictures to tell about the events or characters described in the story (Executive Functioning Skill)
Integration of Knowledge 1.6 OT.G Notice details in illustration or picture. • Describe details about pictures in stories	<u>Older Toddlers</u> Language and Emergent Literacy Early Reading Standard: Acquires meaning from a variety of materials read aloud to them • With verbal prompting and encouragement, uses pictures to tell about the events or characters described in the story (Executive Functioning Skill)

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Vocabulary Acquisition and Use

1.3 I.J

Use single words to identify family members and familiar objects.

- Look at or move toward named person or object
- Repeat sounds initiated by adult
- Use newly acquired vocabulary to name objects

1.3. YT.J

Use new vocabulary in everyday speech.

- Ask adults questions to learn names for new objects
- Use newly acquired vocabulary to name objects
- Understand about 200 words and use about 50 in everyday speech

1.3. OT.J

Use expanded vocabulary in everyday speech.

- Talk about pictures using new vocabulary words or phrases
- Use new vocabulary in the context of dramatic play, daily routines and classroom conversations
- Begin to use new vocabulary when asking questions or describing situations or objects
- Use prepositions and pronouns
- Understand as many as 900 words and use about 300 in everyday speech

Infants

Expressive Language

Standard: Uses increasingly complex spoken language

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

Young Toddler

Language and Emergent Literacy

Receptive language

Standard: Acquires vocabulary introduced in conversations, activities, stories, and/or books

24M.1 Looks at or points to a person that has been named or repeats the name of the person

24M.2 Looks at or points to a familiar object that has been named or repeats the name of the object

24M.3 Responds appropriately to the meaning of words like clap, lay down, sit

Standard: Uses increasingly complex spoken language

24M.1 With verbal prompting, uses one or two words (maybe paired with simple signs) to communicate

24M.2 Has a vocabulary (verbal and/or sign language) of 50-200 words

words

Older Toddler

Language and Emergent Literacy

Expressive Language

Standard: Uses increasingly complex spoken language

- Uses vocabulary words from familiar books and songs
- Spontaneously uses words (50+) or several phrases from **familiar books**
- Spontaneously uses words (50+) or several phrases from **familiar songs**
- With verbal prompting and encouragement, uses words or phrases that describe objects
- With verbal prompting and encouragement, uses words or phrases that describe actions

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	• With verbal prompting and encouragement, attempts to use past tense when talking about events that have already occurred • With verbal prompting and encouragement, may use possessives when talking about themselves or things that belong to them • With verbal prompting and encouragement, may use prepositions when talking about where things are located • Uses three or four word phrases 50%-75% of the time when communicating wants • Uses three or four word phrases 50%-75% of the time when communicating needs Social Emotional Development Developing a sense of self Standard: Develops self-awareness • Uses minimal verbal prompting to correct pronoun use or correctly inserts pronouns in short spoken phrases
Range of Reading 1.3 I.L Engage in reading activities. • Gaze, babble, pat and point at books or photos • Attend to pictures in a book during lap-reading with an adult • Purposefully seek out opportunities to engage with books 1.3. YT.L Actively engage in reading activities for short periods of time. • Listen to and interact with adult • Point to or frequently turn to favorite parts of a book • Ask and answer questions about the story being read aloud • Purposefully seek out opportunities to engage with books 1.2. OT.L Actively engage in small group reading activities. • Share prior knowledge about text being read aloud • Ask and answer questions about text being read aloud • Respond to comments from other children	Infants Language and Emergent Literacy Early Reading Standard: Acquires meaning from a variety of materials read aloud 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 Young Toddler Language and Emergent Literacy Early reading Standard: Acquires meaning from a variety of materials read aloud 24M.1 With verbal prompting, points at named pictures in a book and makes sounds for the animals/characters/objects in the book 24M.2 24M.1 With verbal prompting, points at named pictures in a book and says name for the animals/characters/objects in the book Standard: Listens to conversations for a variety of purposes and demonstrates comprehension 24M.1 With verbal prompting, responds to adult questions with simple words/phrases and gestures Standard: Demonstrates awareness of print concepts

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• Use ideas gained in group reading, other daily routines, learning centers and activities	24M.1 Brings an adult a preferred book to be read aloud 24M.2 Requests a preferred book by a partial title, book character or familiar book event <u>Older Toddlers</u> Language and Emergent Literacy Expressive Language Standard:2. Uses increasingly complex spoken language • With minimal verbal prompting, initiates a conversation with a peer or adult • With minimal verbal prompting, extends a conversation with a peer or adult Cognitive Development-Cognitive Processes Thinking Skills Standard: Uses prior knowledge to build new knowledge • With verbal prompting and encouragement, uses picture clues in books to make predictions • With verbal prompting and encouragement, uses logical sequences make predictions about events/actions/effects during exploratory play (Executive Functioning Skill)
Standard 1.4 Writing Narrative 1.4.OT.M Tell a story about a picture. • Tell a real or make-believe story • Describe the shapes in a drawn pictures (e.g. “This is a dog and that is her dog house”) • Respond when asked “who” or “what” is in the picture • When prompted, provide details to further support the description of the picture • Communicate the beginning and end of an event	<u>Older Toddlers</u> Language and Emergent Literacy Receptive Language Standards:.. Listens to conversations for a variety of purposes and demonstrates comprehension • With minimal verbal prompting, uses words or gestures to respond to simple questions • Example: Is the car in the book blue? Cognitive Development-Creative Development Drama Standards:.. Uses dramatic play to express creativity • With minimal verbal prompting, initiates a dramatic play 'story' (Executive Functioning Skill) • With minimal verbal prompting, persists in a dramatic play 'story' and maintains the characteristics of the animal, familiar person or favorite book character throughout the dramatic play 'story' (Executive Functioning Skill) Standards: Creates, observes, and analyzes visual art forms to develop artistic expression

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	Visual Arts - With verbal prompting and encouragement, utilizes words and gestures to communicate about the qualities or characteristics of the art of others Cognitive Development-Cognitive Processes Thinking Skills Standard: Uses prior knowledge to build new knowledge - With minimal verbal prompting, demonstrates an understanding of connections between objects and ideas by using gestures and words to show an adult pictures in familiar books and the associated real-life toys/tools located in the learning environment - With minimal verbal prompting, demonstrates an understanding of connections between objects and ideas by using gestures and words to match the object to the picture of the action, match a picture of an object to the picture of the action, or by utilizing the object in a manner that demonstrates the associated action
Narrative Conventions of Language 1.4.I.R Make marks with writing and drawing tools. - Use a variety of writing tools and surfaces during play - Engage in tactile experiences - Imitate adult mark making (e.g. taps out dots on paper after adult models) 1.4.YT.R Scribble with writing and drawing tools. - Make marks that appear in random order - Repeat scribbles - Choose from a variety of writing tools and surfaces during play - Engage in tactile experiences creating shapes and other forms - Create shapes and scribbles from tactile materials 1.4.OT.R Intentionally make marks with writing and drawing tools.	<u>Infants</u> Early Writing Standard: Uses writing for variety of purposes 12M.a Makes some random marks 12M.b Holds simple writing tools with adult help and supervision" <u>Young Toddler</u> Language and Emergent Literacy Early Writing Standard: Uses writing for a variety of purposes 24M.1 With verbal prompting and encouragement, holds a writing/drawing instrument (large crayon, marker, sidewalk chalk, paintbrush, etc.) and makes random marks or scribbles on paper or other surfaces <u>Older Toddler</u> Language and Emergent Literacy Early Writing Standard: Uses writing for a variety of purposes With adult modeling and support, talks about writing/drawing even if marks don't seem to accurately represent the idea

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- Choose from a variety of writing tools and surfaces during play - Engage in tactile experiences creating letters and other forms - Scribble writes deliberately - Scribble lines, circles, zig-zags or in rows - Write segments of letter forms (e.g. lines, curves) - Begin to use letter like forms - Trace and create letters and other shapes using tactile materials (e.g. sand, sandpaper, glue, foam)	
Conducting Research 1.4.OT.V Ask questions about topics of personal interest to gain information. - Ask about a new toy or object in the classroom (e.g. "How does that work?") - Ask questions about familiar and unfamiliar people	Approaches to Play and Learning Initiative and Exploration Standard: Demonstrates interest and curiosity - Independently notices changes in the learning environment (new room arrangement, new materials, change in the weather) - Asks questions about the changes noticed in the learning environment Language and Emergent Literacy Expressive Language Standard: Uses increasingly complex spoken language - With minimal verbal prompting, asks "wh" questions
Standard 1.5 Speaking and Listening	
Comprehension and Collaboration 1.5.I.A Use sounds and gestures as a form of reciprocal communication. - Use verbal and nonverbal language to have needs met - Use verbal and nonverbal language to show interest in objects and people - Engage in conversational turn taking 1.5.YT.A Use sounds, gestures, and words as a form of reciprocal communication. - Use verbal and nonverbal language to have needs met - Use verbal and nonverbal language to show interest in objects and people - Engage in conversational turn taking 1.5.OT.A	Expressive Language Infants Standard: Uses nonverbal communication for a variety of purposes 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) " Standard: Uses increasingly complex spoken language 12M.a Engages in back-and-forth vocal play with adults 12M.b Uses crying and other vocal signals to communicate

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Engage in reciprocal conversations and interactions with peers and adults. - Engage in conversational turn taking - Pose questions - Allow wait time before responding	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 <u>Young Toddler</u> Language and Emergent Literacy Expressive Language Standard: Uses non-verbal communication for a variety of purposes 24M.1 With adult modeling, communicates needs and wants through simple words, gestures or actions (Says “I’m okay”, points to skinned knee after falling down, says “boo boo” and points to injury) <u>Older Toddler</u> Language and Emergent Literacy Receptive Language Standard: Listens to conversations for a variety of purposes and demonstrates comprehension With verbal prompting and encouragement, engages in multiple back-and-forth communicative interactions with adults and peers
Comprehension and Collaboration Evaluation 1.5.I.C Respond in ways that indicate understanding of what is being communicated. - Respond to tone of others voice - Connect voice to specific person - Follow simple direction - Turn head toward speaker 1.5.YT.C Respond to questions, comments or directions. - Focus attention on speaker and attempt to imitate speech - Respond to adults’ requests showing understanding of what is being asked (e.g. answer a simple question with a nod of head, go to wash hands when asked) - Follow a one-step simple direction 1.5.OT.C Respond to questions, comments or directions.	<u>Infants</u> Language and Emergent Literacy Receptive Language Standard: Listens to conversation for a variety of purposes and demonstrates comprehension 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” <u>Young Toddler</u> Language and Emergent Literacy Receptive Language Standard: Listens to conversations for a variety of purposes and demonstrates comprehension 24M.1 With frequent verbal prompting and encouragement, listens to and follows simple directions such as bring me the cup, find your shoes, give me your hand (Executive Functioning Skill) <u>Older Toddlers</u>

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- Respond to adults' requests showing understanding of what is being asked (e.g. answer a simple question with a nod of head, go to wash hands when asked) - Demonstrate understanding of position words - Follow 2-step directions with reminders - Respond to a question with an answer or details related to the topic being discussed	Language and Emergent Literacy Receptive Language Standard: Listens to conversations for a variety of purposes and demonstrates comprehension - With minimal verbal prompting, follows one-step directions - Initiates the first step of the multi-step direction but requires frequent verbal prompting to complete the next step - With minimal verbal prompting, uses words or gestures to respond to simple questions - Example: Is the car in the book blue? Cognitive Development-Math Geometry and Spatial Thinking Standard: Explores, recognizes, and describes spatial relationships between objects - With adult modeling and verbal prompting, uses physical actions to demonstrate spatial directions contained in songs, finger plays and games (Executive Functioning Skill)
Presentation of Knowledge 1.5.I.D/E Babble and begin to use single words and/or signs. - Change tone to express feelings - Babble using strings of consonant sounds and sounds and rhythms of native language - Actively imitate the sounds of speech and/or signs 1.5.YT.D/E Use 1-2 words and/or signs to communicate. - Use simple words and/or signs to indicate wants or needs - Use simple gestures - Use inflection when speaking - Express thoughts, feelings and ideas - Talk about stories, experiences and interests 1.5.OT.D/E Use simple sentences; communicating clearly enough to be understood by familiar adults. - Express thoughts, feelings and ideas - Talk about stories, experiences and interests - Use appropriate volume to be heard by group, paying attention to inside and outside voices - Use pronouns more frequently	Infants Expressive Language Standard: Uses nonverbal communication for a variety of purposes 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) " Young Toddler Language and Emergent Literacy Expressive Language Standard: Uses non-verbal communication for a variety of purposes 24M.1 With adult modeling, communicates needs and wants through simple words, gestures or actions (Says "I'm okay", points to skinned knee after falling down, says "boo boo" and points to injury) Older Toddlers Social and Emotional Development

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• Use inflection when speaking	Develops Sense of Self Standard: Develops self-awareness • Uses minimal verbal prompting to correct pronoun use or correctly inserts pronouns in short spoken phrases • With verbal prompting and encouragement, can express likes with words and gestures • With verbal prompting and encouragement, can express dislikes with words and gestures • With verbal prompting and encouragement, can express wants with words and gestures Language and Emergent Literacy Expressive Language Standard: Uses increasingly complex spoken language • Can be understood by familiar adults and peers 75% of the time
Conventions of Standard English 1.5.OT.G Demonstrate command of the conventions of standard English when speaking based on older toddler development. • Speak in simple sentences • Use pronouns for self • May omit some words or use some words incorrectly (e.g. “Mommy goed to work”, “I want banana”) • End words in “s” to indicate plural (e.g. trucks, mouses) • Begin to use prepositions	Older Toddlers Social and Emotional Development Develops Sense of Self Standard: Develops self-awareness • Uses minimal verbal prompting to correct pronoun use or correctly inserts pronouns in short spoken phrases Language and Emergent Literacy Expressive Language Standard: Uses increasingly complex spoken language • Can be understood by familiar adults and peers 75% of the time • With verbal prompting and encouragement, attempts to use past tense when talking about events that have already occurred • With verbal prompting and encouragement, may use possessives when talking about themselves or things that belong to them • With verbal prompting and encouragement, may use prepositions when talking about where things are located
Mathematical Thinking and Expression	
Standard 2.1: Numbers and Operation	
Counting and Cardinality: Cardinality 2.1. I.A.1 Explore objects	Infants Cognitive Development-Mathematics Measurement and Comparison

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- Stack and unstack objects - Dump and fill objects into and out of containers - Repeat sound patterns (e.g. repeatedly beat on drums, clap hands) 2.1 YT.A.1 Imitate rote counting using some names of numbers. - Attempt to count, not always in the correct order 2.1 OT.A.1 Know some number names and the count sequence. - Rote count to 5 - Recognize some numerals (e.g. notice numerals in the environment and names some of them, point to a numeral when asked) - Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books)	Standard: Explores and communicates about distance, weight, length, height, and time 12M.a Explores objects with different sizes and shapes using all senses 12M.b Plays with toys and objects with different sizes and shape" Standard: Sorts, orders, classifies, and creates patterns 12M.a Explores objects with different characteristics such as size, shape, color, pattern, texture 12M.b Begins to imitate simple sounds and movements" Young Toddler Cognitive Development-Mathematics Number and Quantity Standard: Manipulates, compares, and describes relationships using quantity and number 24M.1 With verbal prompting, counts one or two objects in daily routine (one light, two doors, one chair, two books, etc) Older Toddlers Cognitive Development-Mathematics Number and Quantity Standard:. Organizes, represents, and builds knowledge of quantity and number - With verbal prompting and encouragement, identifies that two objects is 2 - With verbal prompting and encouragement, counts numbers in a sequence up to 5
Counting and Cardinality: Counting 2.1 OT.A.2 Count to tell the number of objects. - Subtilize (visually quantify) to determine how many: attach a numeric value to a set of objects without counting up to 3 - Practice one to one correspondence (e.g. setting out snack, counting children, matching objects) - Verbalize how many objects they have - Use counting and numbers as part of play	Older Toddlers Cognitive Development-Mathematics Number and Quantity Standard:. Organizes, represents, and builds knowledge of quantity and number - With verbal prompting and encouragement, identifies that two objects is 2 - With verbal prompting and encouragement, counts numbers in a sequence up to 5 Standard: Manipulates, compares, and describes relationships using quantity and number - With adult modeling and prompting,takes away from a group of 3 to make it less
Counting and Cardinality: Comparing 2.1 I.A.3 Explore relationships between objects. Stack and unstack objects	Infants Cognitive Development-Mathematics Geometry and Spatial Thinking

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● Dump and fill objects into and out of containers ● Place objects inside of other objects 2.1.YT.A.3 Explore simple comparisons of quantity. ● Ask for “more” ● Notice differences in size (e.g. big, small) ● Indicate when something is gone ● Participate 2.1.OT.A.3 Use comparative language to show understanding of more or less. ● Recognize who has more than another ● Use terms like “more,” “less,” “bigger than,” “smaller than,” “the same” ● Identify groups of more or less	Standard: Explores, recognizes, and describes spatial relationships between objects 12M.a Explores relationships between objects through play 12M.b Explores simple objects to make them fit " Young Toddler Cognitive Development-Mathematics Number and Quantity Standard: Organizes, represents, and builds knowledge of quantity and number 24M.1 With verbal prompting, asks for more with words or gestures 24M.2 With verbal prompting, uses words or gestures to indicate when no objects are left, or things are "all gone" Older Toddlers Physical Development Health and Wellness Standard: Participates in activities related to nutrition ● Requests more servings of a preferred foods ● Uses words like no more, no, or full to indicate feelings of fullness
Mathematical Processes 2.1.I.MP Engage in numerical play. ● Stack and unstack objects ● Dump and fill objects into and out of containers ● Place objects inside of other objects ● Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books) 2.1.YT.MP Engage and persist in numerical play. ● Stack and unstack objects ● Dump and fill objects into and out of containers ● Place objects inside of other objects ● Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books) 2.1.OT.MP Use mathematical processes when quantifying, comparing and representing numbers. ● Engage in numerical play ● Persist in numerical play ● (Reference AL.2.OT.C)	Infants Cognitive Development-Mathematics Number and Quantity Standard: Organizes, represents, and builds knowledge of quantity and number 12M.a Listens to simple songs or fingerplays that involve numbers led by teacher 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)" Young Toddler Cognitive Development-Mathematics Geometry and Spatial Thinking Standard: Explores, recognizes, and describes spatial relationships between objects 24M.1 With verbal prompting and encouragement, matches basic shapes together e.g putting shapes into a

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- When prompted, communicate thinking while engaged in numerical play - Talk and listen to peers during numerical play - Use simple forms of numerical representations (e.g. pictures, objects, fingers)	shape sorter or completing a shape peg puzzle (Executive Functioning Skill) 24M.1 With frequent verbal prompting and encouragement, takes an object like a toy or bean bag and moves it in the direction given by the adult (up, down, in, out, under) Older Toddlers Cognitive Development-Mathematics Number and Quantity Standard- Manipulates, compares, and describes relationships using quantity and number With adult modeling and prompting, takes away from a group of 3 to make it less
Standard 2.2: Algebraic Concepts Operations and Algebraic Thinking 2.2.YT.A.1 Sort manipulatives into sets. - Group like objects into sets - Engage in experiences related to adding and subtracting (e.g. songs, finger plays, books) 2.2.OT.A.1 Add to and take apart sets. - Group like objects into sets - Engage in experiences related to adding and subtracting (e.g. songs, finger plays, books) - Use vocabulary that includes subtraction or addition concepts (e.g. "I need one more," "They're all gone")	Young Toddler Cognitive Development-Mathematics Measurement and Comparison Standard: Sorts, orders, classifies, and creates patterns (Executive Functioning Skill) 24M.1 With verbal prompting, uses trial and error to order two or three objects based on one characteristic such as height 24M.2 With verbal prompting, uses trial and error to visually compare two or three objects by one characteristic such as length Older Toddlers Cognitive Development-Mathematics Number and Quantity Standard- Manipulates, compares, and describes relationships using quantity and number With adult modeling and prompting, takes away from a group of 3 to make it less
Standard 2.3: Geometry Geometric Identification 2.3.I.A.1 Explore objects of different sizes and shapes. - Explore similarities and differences in the shape of objects - Explore puzzles with assistance - Stack and build with various shaped and sized blocks - Manipulate various shapes - Explore the ways that shapes and objects fit together	Infants Cognitive Development-Mathematics Geometry and Spatial Thinking Standard: Explores, recognizes, and describes spatial relationships between objects 12M.a Explores relationships between objects through play 12M.b Explores simple objects to make them fit " Standard: Explores, recognizes, and describes 12M.a Notices objects and uses all senses to explore different shapes and shape concepts

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2.3.YT.A.1 Match identical shapes. - Put together simple puzzles with assistance - Place shapes in shape sorter 2.3.OT.A.1 Recognize and identify basic shapes in the environment. - Describe objects in the environment and name shapes - Complete simple puzzles - Manipulate objects of various shape and size	<u>Young Toddler</u> Cognitive Development-Math Geometry and Spatial thinking Standard: Explores, recognizes, and describes shapes and shape concepts 24M.1 With frequent verbal prompting, slides/flips/rotates objects to make them fit (shapes in a shape sorter or large peg puzzles) (Executive Functioning Skill) <u>Older Toddlers</u> Cognitive Development-Mathematics Geometry and Spatial Thinking Standard:Explores, recognizes, and describes spatial relationships between objects With verbal prompting and encouragement, begins to flip, slide, and rotate floor puzzle pieces or linking blocks to fit them together (Executive Functioning Skill)
Geometry: Application 2.3.OT.A.2 Create and compose simple shapes. - Use simple shapes in drawing - Use 3-D materials to represent simple shapes - Use fingers or body to represent shapes when asked++	<u>Older Toddlers</u> Cognitive Development-Mathematics Geometry and Spatial Thinking Standard: 2. Explores, recognizes, and describes shapes and shape concepts - With minimal verbal prompting, matches circles to circles - With verbal prompting and encouragement, can identify items in the learning environment that are a circle - With minimal verbal prompting, matches squares to squares - With verbal prompting and encouragement, can identify items in the learning environment that are a square
Geometry: Math Process 2.3.I.MP Engage in geometric play. - Explore similarities and differences in the shape of objects - Explore puzzles with assistance - Stack and build with various shaped and sized blocks - Manipulate various shapes - Explore the ways that shapes and objects fit together.	<u>Infants</u> Geometry and Spatial Thinking Standard: Explores, recognizes, and describes spatial relationships between objects 12M.a Explores relationships between objects through play 12M.b Explores simple objects to make them fit " Standard: Explores, recognizes, and describes 12M.a Notices objects and uses all senses to explore different shapes and shape concepts <u>Young Toddler</u>

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2.3.YT.MP Engage and persist in geometric play. - Put together simple puzzles with assistance - Place shapes in shape sorter 2.3.OT.MP Use mathematical processes when creating and composing shapes. - Describe objects in the environment and name shapes - Complete simple puzzles - Manipulate objects of various shape and size - Persist in geometric play (Reference AL.2.OT.C) - Engage in geometric play - Problem solve during geometric play (Reference AL.4.OT.C) - When prompted, communicate thinking while engaged in numerical play - Talk and listen to peers during numerical play	Cognitive Development-Math Geometry and Spatial thinking Standard: Explores, recognizes, and describes shapes and shape concepts 24M.1 With frequent verbal prompting, slides/flips/rotates objects to make them fit (shapes in a shape sorter or large peg puzzles) (Executive Functioning Skill) <u>Older Toddlers</u> Cognitive Development-Mathematics Geometry and Spatial Thinking Standard: Explores, recognizes, and describes spatial relationships between objects - With verbal prompting and encouragement, begins to flip, slide, and rotate floor puzzle pieces or linking blocks to fit them together (Executive Functioning Skill) Standards: Explores, recognizes, and describes shapes and shape concepts With minimal verbal prompting, matches circles to circles - With verbal prompting and encouragement, can identify items in the learning environment that are a circle - With minimal verbal prompting, matches squares to squares - With verbal prompting and encouragement, can identify items in the learning environment that are a square Cognitive Development-Cognitive Processes Problem Solving Standard: Demonstrates problem-solving skills - With minimal verbal prompting, experiments with familiar objects to solve problems
Standard 2.4: Measurement, Data and Probability	
Measurement and Data: Measurement 2.4.YT.A.1 Engage in measurement experiences. - Begin to use size words - Explore objects to determine size - Explore measuring tools - Fills and empties containers in the water table 2.4.OT.A.1 Use basic measurement vocabulary.	<u>Young Toddler</u> Cognitive Development-Mathematics Measurement and Comparison Standard: Explores and communicates about distance, weight, length, height, and time 24M.1 With verbal prompting and encouragement, points to the object that is big/small, heavy/light, tall/short when given a group of two objects

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● Use size words (e.g. many, big and little) ● Compare sizes of objects ● Explore objects to determine size ● Explore measuring tools ● Measure objects with adult assistance ● Begin to use nonstandard (e.g. hand, shoe, yarn, block) or standard tools to measure objects	24M.1 With verbal prompting and encouragement, uses size words for everyday objects like a big ball or a small car <u>Older Toddlers</u> Cognitive Development-Mathematics Measurement and Comparison Standard: Explores and communicates about distance, weight, length, height, and time ● With adult modeling and verbal prompting, can demonstrate understanding of long, short, big, small, heavy and light
Measurement and Data: Data 2.4 YT.A.2 Participate in sorting objects. ● Put similar objects into piles ● Begin to sort objects by size or shape (e.g. beads, blocks, counting bears) with teacher support 2.4 OT.A.2 Classify objects and count the number of objects in each category. ● Sort objects by one attribute (e.g. color, size, shape) ● Classify up to five objects using one attribute into categories ● Count the number of objects in each category and with adult assistance display the number of objects in each category	<u>Young Toddler</u> Cognitive Development-Math Measurement and Comparison Standard: Sorts, orders, classifies, and creates patterns (Executive Functioning Skill) 24M.1 With verbal prompting, uses trial and error to order two or three objects based on one characteristic such as height 24M.2 With verbal prompting, uses trial and error to visually compare two or three objects by one characteristic such as length <u>Older Toddlers</u> Cognitive Development-Mathematics Measurement and Comparison Standard: Standard: Sorts, orders, classifies, and creates ● With adult modeling and verbal prompting, sorts a given set of objects by own preference of color, shape or size (Executive Functioning Skill)
Measurement and Data 2.1.YT.MP Engage and persist when measuring and sorting objects. ● Begin to use size words ● Explore objects to determine size ● Explore measuring tools ● Fills and empties containers in the water table ● Put similar objects into piles ● Begin to sort objects by size or shape (e.g. beads, blocks, counting bears) with teacher support 2.1.OT.MP Use mathematical processes when measuring; organizing data.	<u>Young Toddler</u> Cognitive Development-Math Measurement and Comparison Standard: Explores and communicates about distance, weight, length, height, and time 24M.1 With verbal prompting and encouragement, points to the object that is big/small, heavy/light, tall/short when given a group of two objects 24M.1 With verbal prompting and encouragement, uses size words for everyday objects like a big ball or a small car Standard: Sorts, orders, classifies, and creates patterns (Executive Functioning Skill)

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- Engage in measurement activities - Engage in activities that include organizing data - Persist in measurement activities (Reference AL.2.OT.C) - Persist in activities that include organizing data (Reference AL.2.OT.C) - Problem solve during measurement activities (Reference AL.4.OT.C) - Problem solve in activities that include organizing data (Reference AL.4.OT.C) - When prompted, communicate thinking while engaged in measurement activities and organizing - Talk and listen to peers	24M.1 With verbal prompting, uses trial and error to order two or three objects based on one characteristic such as height 24M.2 With verbal prompting, uses trial and error to visually compare two or three objects by one characteristic such as length <u>Older Toddler</u> Cognitive Development-Mathematics Measurement and Comparison Standard: Explores and communicates about distance, weight, length, height, and time - With adult modeling and verbal prompting, can demonstrate understanding of long, short, big, small, heavy and light Cognitive Development-Cognitive Processes Problem Solving Standard: Demonstrates problem-solving skills - With minimal verbal prompting, experiments with familiar objects to solve problems Cognitive Development-Science Scientific Inquiry Standard: Communicates scientific ideas clearly - With adult modeling and verbal encouragement, uses gestures and words to talk about the objects seen during observations - With adult modeling and verbal encouragement, uses gestures and words to talk about the events seen during observations
Scientific Thinking and Expression: Exploring, Inquiry and Discovery	
Standard 3.1.A Biological Sciences Living and Non-living Organisms	Cognitive Development-Science
Common Characteristics of Life 3.1 I.A.1 Show interest in the natural world. - Reach for and move to objects and people - Explore using all senses - Observe basic caretaking of non-toxic plants and safe animals 3.1 YT.A.1 Explore the characteristics of living things. - Show interest in and respond to plants, animals and people in the environment - Explore using all senses	Living Things <u>Infants</u> Standard: Demonstrates knowledge related to living things and their environment 12M.a Shows curiosity about people, plants, and animals 12M.b Point to body parts while looking at books or pictures with adult prompt" Interaction with the Environment Standard: Demonstrates an awareness of, and the need to protect their environment through conservation and preservation of natural resources

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- Engage in basic caretaking of non-toxic plants and safe animals 3.1 OT.A.1 Identify basic characteristics of some living and non-living things. - Use technology (e.g. magnifying glass, digital camera, light table) to observe and describe objects - Identify the external characteristics of living things (e.g. size, shape, color, and texture of leaves or insects) - Identify the external characteristics of non-living things (e.g. size, shape, color, and texture of rocks and toys) - Engage in activities to sort by living and non-living	12M.a Notices familiar people and objects in their environment (indoors and outdoors) 12M.b Begins to identify familiar people and objects in their environment (indoors and outdoors) 12M.c With adult support, begins to develop an appreciation for nature through sensory experiences (sights, sounds, smells, textures) 12M.d With adult support, observes sustainability practices (plant a garden/tree, utilize recyclables in play, collect rain water, etc.) 12M.e Shows interest in shared reading experiences about the Earth" <u>Young Toddler</u> Cognitive Development-Science Living Things Standard: Demonstrates knowledge related to living things and their environment (habitat, territory, home, ecosystem) 24M.1 With verbal prompting and encouragement, interacts with plants or animals by looking, smelling, listening, touching or tasting when appropriate <u>Older Toddlers</u> Cognitive Development-Science Scientific Inquiry - With minimal verbal prompting, uses a variety of simple tools appropriately in play - With minimal verbal prompting, uses a variety of simple tools appropriately when exploring the learning environment (indoors or outdoors)(magnifying glass, spoons, measuring cups) Living Things Standard: Demonstrates knowledge related to living things and their environments - With minimal verbal prompting, investigates a variety of plants and animals in the natural environment - With adult modeling and verbal prompting, talks about a variety of plants and animals in the natural environment - With minimal verbal prompting, begins to identify living things in the proper stage of growth (e.g baby, grown up, old, young, puppy, dog, chick, hen)
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Energy Flow 3.1.YT.A.2 Explore the basic needs of plants and animals. - Engage in basic caretaking of non-toxic plants and safe animals 3.1. OT.A.2 Recognize that plants and animals have basic needs. - Engage in basic caretaking of non-toxic plants and safe animals - State that living things need food and water to survive.	<u>Young Toddler</u> Cognitive Development-Science Living Things Standard:.. Demonstrates knowledge related to living things and their environment (habitat, territory, home, ecosystem) 24M.1 With verbal prompting and encouragement, interacts with plants or animals by looking, smelling, listening, touching or tasting when appropriate <u>Older Toddler</u> Cognitive Development-Science Living Things Standard:.. Demonstrates knowledge related to living things and their environment (habitat, territory, home, ecosystem)
Life Cycles 3.1.OT.A.3 Notice plants and animals growing and changing. - Ask questions about plants and animals growing and changing - Observe and document the growth of a living thing through scribbles, drawings, and/or photos - Describe changes in people and animals over time (e.g. losing teeth, growing out of clothing, beans sprouting) - Care for plants and animals in the classroom	<u>Older Toddler</u> Cognitive Development-Science Living Things Standard:.. Demonstrates knowledge related to living things and their environment (habitat, territory, home, ecosystem)

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Form and Function 3.1.I.A.5 Explore parts of living things in their environment. ● Explore own bodyparts ● Explore parts of other living things 3.1.YT.A.5 Recognize parts of living things in their environment. ● Point to basic body parts when asked ● Participate in simple body part games (e.g. “Head, shoulders, Knees and Toes”) ● Point to and match basic parts of plants and animals (e.g. flower, leaf, tail) 3.1.OT.A.5 Identify basic parts of living things. ● Point to basic body parts when asked ●  Participate in simple body part games (e.g. “Head, shoulders, Knees and Toes”) ● Name basic parts of plants and animals (e.g. flower, leaf, tail) ● Name basic body parts ● Include basic parts (e.g. head, flower) in drawing of people, animals or plants	<u>Infants</u> Living Things Standard: Demonstrates knowledge related to living things and their environment 12M.a Shows curiosity about people, plants, and animals 12M.b Point to body parts while looking at books or pictures with adult prompt" <u>Young Toddler</u> Social Emotional Development Develops Self Awareness Standard: Begins to develop an understanding of personal characteristics 24M.1 Points to body parts such as head, hands, arms, legs, belly/tummy, eyes, ears, mouth, nose, etc. <u>Older Toddler</u> Cognitive Development-Science Scientific Skills and Methods Standard: Demonstrates scientific inquiry skills and communicates scientific ideas clearly ● With verbal prompting, can identify 5 of the 5 sense organs Cognitive Development-Science Living Things Standard: Demonstrates knowledge related to living things and their environment (habitat, territory, home, ecosystem) ● With minimal verbal prompting, investigates a variety of plants and animals in the natural environment ● With adult modeling and verbal prompting, talks about a variety of plants and animals in the natural environment
Science and Inquiry 3.1.I.A.9 Participate in simple investigations of living and non-living things. ● Use senses to explore ● Engage with adult provided materials ● Observe living and non-living things in their environment 3.1.YT.A.9 Participate in simple investigations to observe living and non-living things. ● Use senses and simple equipment to explore	<u>Infants</u> Scientific Skills and Methods Standard: Demonstrates scientific inquiry skills 12M.a Observes and explores objects using all senses 12M.b Attempts to use objects as tools 12M.c Responds to what he/she sees, hears, tastes, and smells" Living Things Standard: Demonstrates knowledge related to living things and their environment 12M.a Shows curiosity about people, plants, and animals <u>Young Toddler</u>

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- Engage with adult provided materials - Observe living and non-living things in their environment - Collect objects during a nature walk - Point out objects of interest in the environment 3.1.OT.A.9 Participate in simple investigations of living and non-living things to answer a question. - Ask questions about objects, organisms, and events. - Use the five senses and simple equipment to gather data - Collect objects during a nature walk - Describe observations	Cognitive Development-Science Scientific Skills and Methods Standard: Demonstrates scientific inquiry skills 24M.1 With verbal prompting, uses simple tools to explore and investigate the learning environment (indoors and outdoors) such as a spoon dig, a cup to move material from one location to another or a magnifying glass to examine objects Older Toddler Cognitive Development-Science Scientific Skills and Methods Standard: Demonstrates scientific inquiry skills and communicates scientific ideas clearly - With verbal prompting, can identify 5 of the 5 sense organs - With adult modeling and verbal encouragement, uses gestures and words to talk about the objects seen during observations - With adult modeling and verbal encouragement, uses gestures and words to talk about the events seen during observations - With verbal prompting and encouragement, regularly uses 5 of the 5 senses to explore the physical environment (point to new objects, turn head towards interesting sounds, touch new textures, hold nose when smelling something unpleasurable, or make faces when eating something new)
Standard 3.1.B Biological Sciences: Genetics	
Heredity 3.1.I.B.1 Recognize self and family members. - Look at self in mirror - Direct gaze to named person when asked (e.g. Look for family member when caregiver says, "Here's Mommy!") 3.1.YT.B.1 Recognize familiar animals and their babies. - Point to adult and baby animals in pictures when asked - Name a familiar animal when seen	Infants Social Emotional Development Developing a Sense of Self Standard: Develops self-awareness 12M.a Responds to image of self 12M.d Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)" Standard: Develops relationships with adults 12M.a Responds differently to familiar and unfamiliar adults

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● Match familiar animals to their baby's 3.1.OT.B.1 Notice similarities and differences between living things from the same species. ● Identify characteristics of own family (e.g. hair color, eye color and height) ● Match parent animal with offspring ● Identify characteristics of animals from the same species (e.g. color, size)	12M.b Develops trust and attachment toward significant adults <u>Young Toddlers</u> Cognitive Development-Science Interaction with the Environment Standard: . Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources 24M.1 With verbal prompting, identifies familiar people and living things in their learning environment (indoors and outdoors) 24M.2 Participates in shared reading experiences about people and living things 24M.3 Asks simple questions about people or living things Cognitive Development-Social Studies Family and Culture Standard: Demonstrates understanding of their family and an emerging awareness of their own culture and ethnicity ● With verbal prompting and encouragement, can identify physical characteristics of others such as hair color, eye color, age, gender, size ● With verbal prompting and encouragement, can identify physical characteristics of peers that are different from self
Science as Inquiry 3.1. I.B.6 Participate in simple investigations of physical characteristics of living things. ● Use senses to explore ● Engage with adult provided materials ● Observe living things in their environment 3.1.YT.B.6 Participate in simple investigations to observe physical characteristics of living things. ● Use senses and simple equipment to explore ● Engage with adult provided materials ● Observe living things in their environment ● Participate in nature walks to observe living things ● Point out living things in the environment	<u>Infants</u> Scientific Skills and Methods Standard: Demonstrates scientific inquiry skills 12M.a Observes and explores objects using all senses 12M.b Attempts to use objects as tools 12M.c Responds to what he/she sees, hears, tastes, and smells" Living Things Standard: Demonstrates knowledge related to living things and their environment 12M.a Shows curiosity about people, plants, and animals <u>Young Toddlers</u> Cognitive Development-Science Interaction with the Environment Standard: . Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth,

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3.1.OT.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question. • Ask questions about the physical characteristics of living things from the same species • Use the five senses and simple equipment to gather data • Collect observations of living things during a nature walk • Describe observations	home) through the conservation and preservation of natural resources 24M.1 With verbal prompting, identifies familiar people and living things in their learning environment (indoors and outdoors) 24M.2 Participates in shared reading experiences about people and living things 24M.3 Asks simple questions about people or living things <u>Older Toddlers</u> Cognitive Development-Science Scientific Skills and Methods Standard: Demonstrates scientific inquiry skills and communicates scientific ideas clearly • With verbal prompting, can identify 5 of the 5 sense organs • With adult modeling and verbal encouragement, uses gestures and words to talk about the objects seen during observations • With adult modeling and verbal encouragement, uses gestures and words to talk about the events seen during observations • With verbal prompting and encouragement, regularly uses 5 of the 5 senses to explore the physical environment (point to new objects, turn head towards interesting sounds, touch new textures, hold nose when smelling something unpleasurable, or make faces when eating something new)
Standard 3.1.C Biological Sciences: Evolution	
Unifying Themes (Constancy and Change 3.1.OT.C.3 Notice changes that occur in animals. • Talk about changes that occur in animals during the seasons	No Alignment
Science as Inquiry 3.1.OT.C.4 Participate in simple investigations of changes that occur in animals. • Ask questions about changes that occur in animals • Use the five senses and simple equipment to gather data	<u>Older Toddlers</u> Cognitive Development-Science Scientific Skills and Methods Standard: Demonstrates scientific inquiry skills and communicates scientific ideas clearly • With verbal prompting, can identify 5 of the 5 sense organs

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● Observe during a nature walk ● Describe observations	● With adult modeling and verbal encouragement, uses gestures and words to talk about the objects seen during observations ● With adult modeling and verbal encouragement, uses gestures and words to talk about the events seen during observations ● With verbal prompting and encouragement, regularly uses 5 of the 5 senses to explore the physical environment (point to new objects, turn head towards interesting sounds, touch new textures, hold nose when smelling something unpleasurable, or make faces when eating something new)
Standard 3.2.A Physical Sciences: Chemistry	

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Properties of Matter

3.2.1.A.1

Explore objects with varying characteristics.

- Use senses to explore objects
- Explore objects of varying sizes
- Explore objects of varying shapes
- Explore objects of varying textures
- Explore objects of varying colors

3.2.YT.A.1

Engage with objects to learn about their characteristics.

- Use senses to explore objects
- Explore objects of varying sizes
- Explore objects of varying shapes
- Explore objects of varying textures
- Explore objects of varying colors
- Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom)

3.2.OT.A.1

Describe objects by their characteristics.

- Use senses to explore objects
- Explore and describe objects of varying sizes
- Explore and describe objects of varying shapes
- Explore and describe objects of varying textures
- Explore and describe objects of varying colors
- Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom)
- Collect and sort objects according to characteristics

Infants

Physical Science

Standard: Demonstrates knowledge related to physical science

12M.a Demonstrates ability to move objects

12M.b Touches objects to gain information about them"

Scientific Skills and Methods

Standard: Demonstrates scientific inquiry skills

12M.a Observes and explores objects using all senses

12M.b Attempts to use objects as tools

12M.c Responds to what he/she sees, hears, tastes, and smells"

Geometry and Spatial Thinking

Standard: Explores, recognizes, and describes shapes and shape concepts

12M.a Notices objects and uses all senses to explore different shapes

Young Toddler

Physical Development

Use of Senses

Standard: Uses senses (sight, touch, hearing, smell, and taste) to explore the learning environment and process information

Cognitive Development-Science

Physical Science

Standard: Demonstrates knowledge related to physical science

24M.1 With verbal prompting and encouragement, explores materials that are in different states of matter like water, ice, slime, oobleck

Older Toddlers

Cognitive Development-Science

Scientific Skills and Methods

Standard: Demonstrates scientific inquiry skills and communicates scientific ideas clearly

- With verbal prompting, can identify 5 of the 5 sense organs
- With adult modeling and verbal encouragement, uses gestures and words to talk about the objects seen during observations
- With adult modeling and verbal encouragement, uses gestures and words to talk about the events seen during observations

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	With verbal prompting and encouragement, regularly uses 5 of the 5 senses to explore the physical environment (point to new objects, turn head towards interesting sounds, touch new textures, hold nose when smelling something unpleasurable, or make faces when eating something new)
Matter and Energy 3.2.I.A.3 Observe activities involving changes in matter. - Observe adult combining materials to make a new substance (e.g. cooking, making volcano, mixing paint colors) - Observe differences in water (e.g. ice cube or snow melting and freezing) - Observe changes in solid materials (e.g. crayon melting) 3.2.YT.A.3 Engage in activities involving changes in matter. - Combine materials to make a new substance (e.g. mix paint color, mix water and soil) - Participate in teacher-led cooking activities - Observe differences in water (e.g. an ice cube or snow melting and freezing) - Observe changes in solid materials (e.g. crayon melting) 3.2.OT.A.3 Notice changes in matter. - Combine materials to make a new substance (e.g. mix paint color, mix water and soil) and describe the result - Point out when a change in matter occurs - Discuss changes in water (e.g. an ice cube or snow melting and freezing) - Discuss changes in solid materials (e.g. a crayon melting) - Describe changes in food substances during cooking	<u>Infants</u> Earth and Science Standard: Demonstrates knowledge related to the dynamic properties of the earth and sky 12M.a Touches water with adult support and supervision 12M.b Touches sand and mud with adult support and supervision <u>Young Toddlers</u> Cognitive Development-Science Physical Science Standard: Demonstrates knowledge related to physical science 24M.1 With verbal prompting and encouragement, explores materials that are in different states of matter like water, ice, slime, oobleck <u>Older Toddlers</u> Cognitive Development- Science Physical Science Standard:Demonstrates knowledge related to physical science With minimal verbal prompting, uses vocabulary associated with basic properties of matter (hard, soft, wet, dry, warm, cold)

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Science as Inquiry 3.2.I.A.6 Participate in simple investigations of matter. ● Use senses to explore objects ● Explore objects of varying sizes ● Explore objects of varying shapes ● Explore objects of varying textures ● Explore objects of varying colors ● Engage with adult provided materials 3.2.YT.A.6 Participate in simple investigations to observe changes in matter. ● Use senses and simple equipment to explore objects ● Explore objects of varying sizes ● Explore objects of varying shapes ● Explore objects of varying textures ● Explore objects of varying colors ● Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom) 3.2.OT.A.6 Participate in simple investigations of matter to answer a question. ● Ask questions about matter ● Use the five senses and simple equipment to gather data ● Collect and sort objects according to characteristics ● Describe observations	<u>Infants</u> Scientific Skills and Methods Standard: Demonstrates scientific inquiry skills 12M.a Observes and explores objects using all senses 12M.b Attempts to use objects as tools 12M.c Responds to what he/she sees, hears, tastes, and smells" <u>Young Toddlers</u> Cognitive Development-Science Scientific Skills and Methods Standard: Demonstrates scientific inquiry skills 24M.1 With verbal prompting, uses simple tools to explore and investigate the learning environment (indoors and outdoors) such as a spoon dig, a cup to move material from one location to another or a magnifying glass to examine objects <u>Older Toddlers</u> Cognitive Development-Science Scientific Skills and Methods Standard: Demonstrates scientific inquiry skills and communicates scientific ideas clearly ● With verbal prompting, can identify 5 of the 5 sense organs ● With adult modeling and verbal encouragement, uses gestures and words to talk about the objects seen during observations ● With adult modeling and verbal encouragement, uses gestures and words to talk about the events seen during observations ● With verbal prompting and encouragement, regularly uses 5 of the 5 senses to explore the physical environment (point to new objects, turn head towards interesting sounds, touch new textures, hold nose when smelling something unpleasurable, or make faces when eating something new)
Standard 3.2.B Physical Sciences: Physics	
Force & Motion of Practices & Rigid Bodies 3.2.I.B.1 Explore the motion of objects. ● Recognize that objects can be moved ● Act upon objects to make them move in various ways	<u>Infants</u> Standard: Demonstrates knowledge related to physical science 12M.a Demonstrates ability to move objects 12M.b Touches objects to gain information about them <u>Young Toddlers</u> Cognitive Development-Science

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- Participate in teacher-led activities involving moving objects 3.2.YT.B.1 Recognize and explore how objects move. - Recognize that objects can be moved - Act upon objects to make them move in various ways - Participate in teacher-led activities involving moving objects 3.2.OT.B.1 Communicate about the motion of objects. - Recognize that objects can be moved - Act upon objects to make them move in various ways - Participate in teacher-led activities involving moving objects - Comment about the motion of a variety of objects during play - Use words related to motion (e.g. fast, slow) - Participate in discussions about the motion of objects	Physical Science Standard: Demonstrates knowledge related to physical science 24M.1 With verbal prompting and encouragement, plays with a variety of toys and objects in the learning environment 24M.1 With verbal prompting, pushes and pulls objects to move them while playing with them 24M.1 With verbal prompting, takes notice of an object moving fast or slow Older Toddlers Cognitive Development- Science Physical Science Standard: Demonstrates knowledge related to physical science - With minimal verbal prompting and encouragement, uses the basic vocabulary associated with motion and speed when playing during structured and unstructured activities - With verbal prompting and encouragement, explores the concepts of motion and speed in structured and unstructured play
Nature of Waves (Sound and Light Energy) 3.2.I.B.5 Respond to sounds in the environment. - Reference 1.1.I.C Identify and imitate familiar sounds in the environment. - Reference 1.1.YT.C 3.2.OT.B.5 Categorize familiar sounds. - Reference 1.1.OT.C	Infants Language and Emergent Literacy Receptive Language (Listening) Standard: Listens to conversation for a variety of purposes and demonstrates comprehension 12M.a Reacts to environmental sounds and verbal communication by turning head towards the sound Young Toddlers Language and Emergent Literacy Early Reading Standard: Develops early phonological awareness (awareness of units of sound) 24M.1 With verbal prompting and encouragement, repeats a few words or phrases of familiar nursery rhymes or poems (Executive Functioning Skill) 24M.3 With verbal prompting and encouragement, sings repetitive refrains from songs (Executive Functioning Skill)
Science as Inquiry 3.2.I.B.7	Infants Cognitive Development-Cognitive Processes Thinking Skills

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Participate in simple investigations of motion and sound. • Use senses to explore the motion and sound of objects • Explore the motion of objects with varying sizes • Explore the motion of objects with varying shapes • Explore the motion of objects with varying weights • Engage with adult provided materials 3.2.YT.B.7 Participate in simple investigations to observe motion and sound. • Use senses to explore the motion and sound of objects • Explore the motion of objects with varying sizes • Explore the motion of objects with varying shapes • Explore the motion of objects with varying weights • Engage with adult provided materials • Participate in teacher-led exploration of motion and sound (e.g. ramp and ball experiments, sound bingo) 3.2.OT.B.7 Participate in simple investigations of motion and sound to answer a question. • Ask questions about motion and sound • Use the five senses and simple equipment to gather data • Describe observations • Participate in teacher-led exploration of motion and sound (e.g. ramp and ball experiments, sound bingo, sound comparisons)	Standard: Demonstrates awareness of cause and effect 12M.a Acts on an object to make a pleasing sight, sound, or motion 12M.b Explores things in different ways, like shaking objects, throwing objects or banging objects together 12M.c Manipulate objects by turning them over, trying to put one object into another, etc." Interaction With the Environment Standard: Demonstrates an awareness of, and the need to protect their environment through conservation and preservation of natural resources 12M.c With adult support, begins to develop an appreciation for nature through sensory experiences (sights, sounds, smells, textures) <u>Young Toddler</u> Cognitive Development-Science Physical Science Standard: . Demonstrates knowledge related to physical science 24M.1 With verbal prompting, pushes and pulls objects to move them while playing with them 24M.1 With verbal prompting, takes notice of an object moving fast or slow 24M.1 With verbal prompting, shows interest and curiosity about objects in their immediate physical environment by bringing the object to an adult, using one to two words to ask about the object or playing <u>Older Toddlers</u> Cognitive Development- Science Physical Science Standard:Demonstrates knowledge related to physical science • With minimal verbal prompting and encouragement, uses the basic vocabulary associated with motion and speed when playing during structured and unstructured activities • With verbal prompting and encouragement, explores the concepts of motion and speed in structured and unstructured play
Standard 3.3.A Earth and Space Sciences: Earth Structures, Processes and Cycles	
Earth Features and the Processes that Change it 3.3.I.A.1	<u>Infants</u> Earth and Science

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Explore earth materials.

- Use senses to explore earth materials
- Explore a variety of earth materials (e.g. large rocks, soil, wood)

3.3.YT.A.1

Engage with earth materials.

- Use senses and simple tools to explore earth materials
- Explore a variety of earth materials (e.g. large rocks, soil, wood, minerals)
- Participate in teacher-led activities (e.g. sorting rocks, mixing water and soil)

3.3.OT.A.1

Describe earth materials.

- Use senses and simple tools to explore earth materials
- Explore a variety of earth materials (e.g. large rocks, soil, wood, minerals)
- Participate in teacher-led activities (e.g. sorting rocks, mixing water and soil, gardening)
- Use simple scientific vocabulary to label earth materials (e.g. rock, stone, soil, dirt)
- Answer questions about observations of earth matter

Standard: Demonstrates knowledge related to the dynamic properties of the earth and sky

12M.a Touches water with adult support and supervision

12M.b Touches sand and mud with adult support and supervision

Young Toddler

Cognitive Development-Science

Scientific Skills and Methods

Standard: Demonstrates scientific inquiry skills

24M.1 With verbal prompting, uses simple tools to explore and investigate the learning environment (indoors and outdoors) such as a spoon dig, a cup to move material from one location to another or a magnifying glass to examine objects

Earth and Space

Standard: Demonstrates knowledge related to the dynamic properties of earth and sky

24M.1 With verbal prompting and encouragement, engages in water play and empties or fills different containers

24M.2 With verbal prompting and encouragement, engages in water play and uses a funnel

24M.1 With verbal prompting and encouragement, engages in play with soil, sand and mud by emptying and filling different containers or using a funnel with the materials

Older Toddlers

Cognitive Development-Science

Earth and Science

Standards: Demonstrates knowledge related to the dynamic properties of the earth and sky

- With minimal verbal prompting, explores the properties of water
- With verbal prompting and encouragement, uses the associated vocabulary while exploring the different properties of water
- With minimal verbal prompting, explores the different properties of mud, sand and soil
- With verbal prompting and encouragement, uses the associated vocabulary while exploring the different properties of mud, sand and soil (e.g. wet, cold, rocky, hard, soft, grainy, slippery)

Scientific Inquiry

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	• With verbal prompting, can identify 5 of the 5 sense organs • With adult modeling and verbal encouragement, uses gestures and words to talk about the objects seen during observations • With adult modeling and verbal encouragement, uses gestures and words to talk about the events seen during observations • With verbal prompting and encouragement, regularly uses 5 of the 5 senses to explore the physical environment (point to new objects, turn head towards interesting sounds, touch new textures, hold nose when smelling something unpleasurable, or make faces when eating something new)
Water 3.3.I.A.4 Explore water. • Use senses and simple tools to explore water 3.3.YT.A.4 Engage with water. • Use senses and simple tools to explore water • Participate in teacher-led activities (e.g. watering plants, filling fish tank, washing hands, sponges and water) 3.3.OT.A.4 Discuss basic uses of water. • Use senses and simple tools to explore water • Participate in teacher-led activities (e.g. watering plants, filling fish tank, washing hands, sponges and water) • Use simple scientific vocabulary to label water (e.g. wet, sink, float, warm, cold) • Answer questions about observations of water	Infants Earth and Science Standard: Demonstrates knowledge related to the dynamic properties of the earth and sky 12M.a Touches water with adult support and supervision Cognitive Development: Cognitive Processes Engineering and Technology Standard: Demonstrates an awareness of simple tools and simple machines and their usefulness in designing, crafting and building structures or solving problems 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) Young Toddler Cognitive Development-Science Earth and Space Standard: Demonstrates knowledge related to the dynamic properties of earth and sky 24M.1 With verbal prompting and encouragement, engages in water play and empties or fills different containers 24M.2 With verbal prompting and encouragement, engages in water play and uses a funnel Older Toddlers Cognitive Development-Science Earth and Science Standards: Demonstrates knowledge related to the dynamic properties of the earth and sky

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	• With minimal verbal prompting, explores the properties of water • With verbal prompting and encouragement, uses the associated vocabulary while exploring the different properties of water Scientific Inquiry • . With adult support, discusses observations about objects and events in the physical environment • With minimal verbal prompting, uses a variety of simple tools appropriately in play • With minimal verbal prompting, uses a variety of simple tools appropriately when exploring the learning environment (indoors or outdoors)
Weather and Climate 3.3.I.A.5 Observe weather conditions. • Respond to weather (e.g. point to or move to window when raining or snowing) • Use senses to observe weather conditions 3.3.YT.A.5 Observe and begin to label weather conditions. • Respond to weather (e.g. point to or move to window when raining or snowing, notice puddles) • Use senses to observe weather conditions • Use simple words or signs to label weather (e.g. sun, snow, rain, cloud) 3.3.OT.A.5 Describe changes in weather conditions, and discuss how weather affects daily life. • Respond to weather (e.g. point to or move to window when raining or snowing, notice puddles) • Use senses to observe weather conditions • Use words or signs to label weather (e.g. sun, snow, rain, cloud) • Name the four seasons and an observable condition for that season (e.g. falling leaves, snow, rain, buds on trees or green grass) • Match types of clothing or activities to seasonal weather conditions (e.g. we use an umbrella when it is raining; we wear coats, hats, scarves and mittens when it's cold outside)	<u>Infants</u> Earth and Science Standard: Demonstrates knowledge related to the dynamic properties of the earth and sky 12M.c Observes the sun, clouds, and transition from day to night with adult support 12M.d Observes different types of weather <u>Young Toddler</u> Cognitive Development-Science Earth and Space Standard: Demonstrates knowledge related to the dynamic properties of earth and sky 24M.1 With verbal prompting and physical cues, begins to identify the sun and associate the sun with the daytime 24M.2 With verbal prompting and physical cues, begins to identify the moon or stars and associate them with nighttime 24M.1 With frequent verbal prompting, begins to use words that describe weather such as hot, cold, rain, sun, snow, etc. <u>Older Toddlers</u> Cognitive Development-Science Earth and Science Standards: Demonstrates knowledge related to the dynamic properties of the earth and sky • With minimal verbal prompting, talks about the weather • With verbal prompting and encouragement, uses the associated vocabulary while observing the weather Scientific Inquiry

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	• With adult support, discusses observations about objects and events in the physical environment • With minimal verbal prompting, uses a variety of simple tools appropriately in play • With minimal verbal prompting, uses a variety of simple tools appropriately when exploring the learning environment (indoors or outdoors)
Science as Inquiry 3.3.I.A.7 Participate in simple investigations of earth materials, processes, and cycles. • Use senses to explore earth materials, processes, and cycles 3.3.YT.A.7 Participate in simple investigations of earth materials, processes, and cycles. • Use senses to explore earth materials, processes, and cycles • Engage with adult provided materials • Participate in teacher-led exploration of earth materials, processes, and cycles 3.3.OT.A.7 Participate in simple investigations of earth materials, processes, and cycles to answer a question. • Ask questions about earth materials, processes, and cycles • Use the five senses and simple equipment to gather data • Describe observations • Participate in teacher-led exploration of earth materials, processes, and cycles	<u>Infants</u> Earth and Science Standard: Demonstrates knowledge related to the dynamic properties of the earth and sky 12M.a Touches water with adult support and supervision 12M.b Touches sand and mud with adult support and supervision 12M.c Observes the sun, clouds, and transition from day to night with adult support 12M.d Observes different types of weather <u>Young Toddler</u> Cognitive Development-Science Earth and Space Standard: Demonstrates knowledge related to the dynamic properties of earth and sky 24M.1 With verbal prompting and physical cues, begins to identify the sun and associate the sun with the daytime 24M.2 With verbal prompting and physical cues, begins to identify the moon or stars and associate them with nighttime 24M.1 With frequent verbal prompting, begins to use words that describe weather such as hot, cold, rain, sun, snow, etc. <u>Older Toddlers</u> Cognitive Development-Science Earth and Science Standards: Demonstrates knowledge related to the dynamic properties of the earth and sky • With minimal verbal prompting, talks about the objects seen in the daytime sky during observations • With minimal verbal prompting, talks about the objects seen in the nighttime sky during observations • With verbal prompting and encouragement, uses the associated vocabulary while observing the daytime or nighttime sky

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	Scientific Inquiry • . With adult support, discusses observations about objects and events in the physical environment • With minimal verbal prompting, uses a variety of simple tools appropriately in play • With minimal verbal prompting, uses a variety of simple tools appropriately when exploring the learning environment (indoors or outdoors)
Standard 4.1 Ecology	
The Environment 4.1.I.A Show interest the environment. • Reach for and move to objects and people • Explore using all senses • Observe basic caretaking of non-toxic plants and safe animals 4.1.YT.A Explore the characteristics of living and non-living things. • Show interest in and respond to plants, animals and people, and man-made objects in the environment • Explore using all senses • Engage in basic caretaking of non-toxic plants and safe animals 4.1.OT.A Identify basic characteristics of some living and non-living things. • Use technology (e.g. magnifying glass, digital camera, light table) to observe and describe objects • Identify the external characteristics of living (e.g. size, shape, color, and texture of leaves or insects) • Identify the external characteristics of non-living things (e.g. size, shape, color, and texture of rocks and toys) • Engage in activities to sort by living and non-living	Infants Interaction with the Environment Standard: Demonstrates an awareness of, and the need to protect their environment through conservation and preservation of natural resources 12M.a Notices familiar people and objects in their environment (indoors and outdoors) 12M.b Begins to identify familiar people and objects in their environment (indoors and outdoors) 12M.c With adult support, begins to develop an appreciation for nature through sensory experiences (sights, sounds, smells, textures) 12M.d With adult support, observes sustainability practices (plant a garden/tree, utilize recyclables in play, collect rain water, etc.) 12M.e Shows interest in shared reading experiences about the Earth" Young Toddler Cognitive Development-Science Interaction with the Environment Standard: . Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources 24M.1 With verbal prompting, identifies familiar people and living things in their learning environment (indoors and outdoors) 24M.2 Participates in shared reading experiences about people and living things 24M.3 Asks simple questions about people or living things Older Toddlers Cognitive Development-Science

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	Living Things Standard: Demonstrates knowledge related to living things and their environments • With minimal verbal prompting, investigates a variety of plants and animals in the natural environment • With adult modeling and verbal prompting, talks about a variety of plants and animals in the natural environment • With minimal verbal prompting, begins to identify living things in the proper stage of growth (e.g baby, grown up, old, young, puppy, dog, chick, hen) • With minimal verbal prompting, explores the different properties of mud, sand and soil • With verbal prompting and encouragement, uses the associated vocabulary while exploring the different properties of mud, sand and soil (e.g. wet, cold, rocky, hard, soft, grainy, slippery)
Biodiversity 4.1.YT.D Explore the basic needs of plants and animals. • Reference 3.1.YT.A.2 4.1.OT.D Recognize that plants and animals have basic needs. • Reference 3.1.OT.A.2	<u>Young Toddlers</u> Cognitive Development-Science Interaction with the Environment Standard: . Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources 24M.1 With verbal prompting, identifies familiar people and living things in their learning environment (indoors and outdoors) 24M.2 Participates in shared reading experiences about people and living things 24M.3 Asks simple questions about people or living things <u>Older Toddlers</u> Cognitive Development-Science Living Things Standard: Demonstrates knowledge related to living things and their environments • With minimal verbal prompting, investigates a variety of plants and animals in the natural environment

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	• With adult modeling and verbal prompting, talks about a variety of plants and animals in the natural environment • With minimal verbal prompting, begins to identify living things in the proper stage of growth (e.g baby, grown up, old, young, puppy, dog, chick, hen)
Succession 4.1.I.E Observe weather conditions. 4.1.YT.E Observe and begin to label weather conditions. • Reference 3.3.YT.A.5 4.1.OT.E Describe changes in weather conditions, and discuss how weather affects daily life. • <i>Reference 3.3.OT.A.5</i>	<u>Infants</u> Earth and Science Standard: Demonstrates knowledge related to the dynamic properties of the earth and sky 12M.d Observes different types of weather <u>Young Toddler</u> Cognitive Development-Science Earth and Space Standard: Demonstrates knowledge related to the dynamic properties of earth and sky 24M.1 With verbal prompting and physical cues, begins to identify the sun and associate the sun with the daytime 24M.2 With verbal prompting and physical cues, begins to identify the moon or stars and associate them with nighttime 24M.1 With frequent verbal prompting, begins to use words that describe weather such as hot, cold, rain, sun, snow, etc. <u>Older Toddlers</u> Cognitive Development-Science Earth and Science Standards: Demonstrates knowledge related to the dynamic properties of the earth and sky • With minimal verbal prompting, talks about the weather • With verbal prompting and encouragement, uses the associated vocabulary while observing the weather
Standard 4.2 Watersheds and Wetlands	
Watersheds 4.2.OT.A Participate in discussions about water in the environment. • Name basic bodies of water (e.g. rivers, lakes, streams, creeks, puddles) • Recognize differences in types of water (e.g. moving versus still)	No Alignment
Aquatic Ecosystems	<u>Older Toddlers</u>

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4.2.OT.C Discuss different places animals can live ● Match animals to an aquatic (water) or terrestrial (land) habitat ● Participate in discussions about animals that live in various places ● Engage in various media (e.g. posters, books, digital media) showcasing different places animals can live	Cognitive Development-Science Living Things Standard: Demonstrates knowledge related to living things and their environments ● With minimal verbal prompting, investigates a variety of plants and animals in the natural environment ● With adult modeling and verbal prompting, talks about a variety of plants and animals in the natural environment ● With minimal verbal prompting, begins to identify living things in the proper stage of growth (e.g baby, grown up, old, young, puppy, dog, chick, hen)
Standard 4.4 Agriculture and Society	
Food and Fiber Systems 4.4.YT.A Explore the basic needs of plants and animals. ● Reference 3.1.YT.A.2 4.4.OT.A Recognize that plants and animals have basic needs. ● Reference 3.1.OT.A.2	<u>Young Toddler</u> Cognitive Development-Science Living Things Standards- Demonstrates knowledge related to living things and their environment (habitat, territory, home, ecosystem) 24M.1 With verbal prompting and encouragement, interacts with plants or animals by looking, smelling, listening, touching or tasting when appropriate <u>Older Toddlers</u> Cognitive Development-Science Living Things Standard: Demonstrates knowledge related to living things and their environments ● With minimal verbal prompting, investigates a variety of plants and animals in the natural environment ● With adult modeling and verbal prompting, talks about a variety of plants and animals in the natural environment ● With minimal verbal prompting, begins to identify living things in the proper stage of growth (e.g baby, grown up, old, young, puppy, dog, chick, hen)
Applying Sciences to Agriculture 4.4. OT.C Notice plants and animals growing and changing. ● Reference 3.1. OT.A.3	<u>Older Toddlers</u> Cognitive Development-Science Living Things

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	Standard: Demonstrates knowledge related to living things and their environments • With minimal verbal prompting, investigates a variety of plants and animals in the natural environment • With adult modeling and verbal prompting, talks about a variety of plants and animals in the natural environment • With minimal verbal prompting, begins to identify living things in the proper stage of growth (e.g baby, grown up, old, young, puppy, dog, chick, hen)
Technology Influences on Agriculture 4.4.I.D Observe basic gardening tools being used. • Observe adult engaged in gardening • With adult assistance, engage with child-size garden tools • Listen to simple discussions about gardening (e.g. on a nature walk) 4.4.YT.D Imitate the use of basic gardening tools. • Observe and imitate adult engaged in gardening • With adult assistance, engage with child-size garden tools • Listen to simple discussions about gardening (e.g. on a nature walk) 4.4.OT.D Label basic garden tools. • Communicate about gardening • Use basic, child-size gardening tools • Listen to discussions about gardening (e.g. on a nature walk)	Infants Interaction with the Environment Standard: Demonstrates an awareness of, and the need to protect their environment through conservation and preservation of natural resources 12M.d With adult support, observes sustainability practices (plant a garden/tree, utilize recyclables in play, collect rain water,etc.) 12M.e Shows interest in shared reading experiences about the Earth" Young Toddler Cognitive Development-Science Interaction with the Environment Standard: . Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources 24M.2 Participates in shared reading experiences about people and living things 24M.3 Asks simple questions about people or living things 24M.1 With adult support, participates in sustainability practices (plants a garden/tree, utilizes recyclables in play, collects rain water,etc.) 24M.2 Participates in shared reading experiences about the Earth 24M.3 Asks simple questions about the Earth
Standard 4.5 Humans and the Environment	
Sustainability 4.5.OT.A Communicate about the basic needs of people.	No Alignment

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- Label human needs (e.g. food, water, home, clothing) Integrated Pest Management 4.5.OT.B Communicate about insects and animals that can be harmful. - Recognize and avoid unsafe insects and animals within the immediate natural environment - Discuss insects and animals that could be harmful; share personal experiences when relevant	<u>Older Toddler</u> Cognitive Development-Science Interaction with the Environment Standard: Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources With verbal prompting, begins to notice harmful things in the environment (ecosystem, Earth, home)
Waste Management 4.5.YT.D Use appropriate trash receptacles. - Imitate the disposing of waste 4.5.OT.D Communicate about and use appropriate trash receptacles. - Participate in discussions about ways people pollute the environment - Participate in discussions about appropriate disposal of waste - Attempt to sort waste into those things that can be recycled and those things that cannot - Practice recycling as part of routine	<u>Young Toddler</u> Cognitive Development-Science Interaction with the Environment Standard: . Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources 24M.1 With adult support, participates in sustainability practices (plants a garden/tree, utilizes recyclables in play, collects rain water,etc.) 24M.2 Participates in shared reading experiences about the Earth 24M.3 Asks simple questions about the Earth <u>Older Toddlers</u> Cognitive Development-Science Interaction with the Environment Standards: Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources - With verbal prompting, begins to notice harmful things in the environment (ecosystem, Earth, home) - With adult modeling and self talk, offers potential solutions to address the harmful things (pick up trash, reuse or recycle common plastic items) in the environment - With verbal prompting and encouragement, reminds peers when they engage in actions that do not support sustainability practices (e.g. leaving the water running after washing hands, using too many paper towels when drying hands,

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	leaving the classroom lights on when the class is outside) • Participates in shared reading experiences about the Earth • Asks simple questions about the Earth • Answers simple questions about the Earth
Standard 15.4 Computer and Information Technology	
Influence of Emerging Technologies 15.4.I.A Imitate use of various technologies in play. • Observe use of technology (e.g. telephone, cell phone, computer, camera, tablet) • Use technology props (e.g. old cell phones, toy or real cameras, computer keyboard) in play 15.4.YT.A Imitate use of various technologies in play. • Observe use of technology (e.g. telephone, cell phone, computer, camera, tablet) • Use technology props (e.g. old cell phones, toy or real cameras, computer keyboard) in play 15.4.OT.A Communicate about technology in their environment. • Observe use of technology (e.g. telephone, cell phone, computer, camera, tablet) • Use technology props (e.g. old cell phones, toy or real cameras, computer keyboard) in their play • Label technology with appropriate vocabulary when using or shown (e.g. telephone, cell phone, computer, TV, camera, tablet) • Discuss personal experiences with technology	No alignment to specific standards. Technology is addressed in the Cognitive Development/Cognitive Processes/Engineering & Technology section of the LBP Scope & Sequence. LBP standard states: 2. Demonstrates an awareness of advanced technologies and their usefulness in testing solutions, solving problems, or completing tasks
Emerging Technologies in Careers 15.4.I.M Explore pictures and objects that represent workplace technologies. • Explore medical equipment and materials • Play with real or model medical equipment (e.g. stethoscope, blood pressure cuff) • Explore transportation vehicles • Explore simple construction tools and vehicles 15.4.YT.M Engage with objects that represent workplace technologies. • Use simple workplace technologies for intended purpose (e.g. hold stethoscope to teddy bear's	Infants Cognitive Development-Cognitive Processes Engineering and Technology Standard: Demonstrates an awareness of simple tools and simple machines and their usefulness in designing, crafting and building structures or solving problems 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

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heart, use hammer to pound peg into pegboard, fill a dump truck) ● Explore medical equipment and materials ● Play with real or model medical equipment (e.g. stethoscope, blood pressure cuff) ● Explore simple construction tools and vehicles 15.4.OT.M Communicate about workplace technologies and their uses. ● Use simple workplace technologies for intended purpose (e.g. hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck) ● Identify the types of tools and materials used in construction ● Talk about various types of vehicles used in the workplace (e.g. construction vehicles, fire fighting vehicles, boats, airplanes) ● Ask and answer questions about workplace technologies and their uses ● Match workplace technology to worker	12M.c With adult support, explores simple machines in the classroom (toys with wheels, levers, pull strings or buttons) 12M.d With adult support, explores materials that offer a variety of movement and stability (materials that can be grasped, pinched, rolled, squeezed, turned around, mouthed, and chewed)" <u>Young Toddlers</u> Cognitive Development-Cognitive Processes Engineering and Technology Standards: Demonstrates an awareness of simple tools and simple machines and their usefulness in designing, crafting and constructing structures or solving problems 24M.1 With adult prompting and physical cues, uses every objects as tools (spoons, forks, cups, boxes, rope/string) 24M.2 With verbal prompting and encouragement, uses simple machines during play in new or novel ways <u>Older Toddler</u> Cognitive Development-Cognitive Processes Engineering and Technology Standard. Demonstrates an understanding of simple tools and simple machines and their usefulness in designing, crafting and constructing structures or solving problems ● Constructs simple structures with materials that offer a variety of movement and stability ● Constructs simple structures with materials that are new or novel ● With verbal prompting and encouragement, uses gestures and words to demonstrate basic understanding of the concept of stability as it relates to the construction of simple structures ● With verbal prompting and encouragement, uses gestures and words to demonstrate basic understanding of the concept of motion as it relates to the construction of simple structures
Social Studies Thinking: Connecting to Communities	
Standard 5.1 Principles and Documents of Government	
Rule of Law 5.1. I. A	<u>Infants</u> Social and Emotional Development

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Respond to adult guidance about behavior. - Reference 16.3.I.B 5.1. YT. A Demonstrate basic understanding of rules. - Reference 16.3.YT.B 5.1 .OT.A Follow basic rules. - Reference 16.3.OT.B	Self-regulation Standard: Demonstrates self-control (Executive Functioning) 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 adult prompts 12M.e Calmly adapts to small transitions during the day" Young Toddler Cognitive Development-Social Studies People and Community Standard: . Demonstrates an understanding of their community and an emerging awareness of others' culture and ethnicity 24M.1 With frequent verbal prompting, demonstrates understanding of simple rules such as sitting in a designated spot, walking in the classroom, handling materials with care Older Toddlers Cognitive Development-Social Studies People and Community Standards:. Demonstrates an understanding of their community and an emerging awareness of others' culture and ethnicity - With minimal verbal prompting, follows simple classroom/school/community rules and routines (Begins to clean up when the "Clean up" song is played, Puts toys away in the designated spot in the classroom, Washes hands before meals, Gets a blanket and lies down for nap) - Takes care of shared classroom and community materials (crayons, markers, paper, toys, etc.)
5.2 Rights and Responsibilities of Citizenship	
Civic Rights and Responsibilities 5.2.YT.A Demonstrate sense of belonging to a group such as a class or family. - Point to pictures of family members - Follow the established daily routine - Demonstrate familiarity with people and settings (e.g. upon arrival walk to their classroom, place belongings in personal space)	Young Toddler Cognitive Development-Social Studies History and Events Standard: Understands the passage of time and how events are related 24M.1 With verbal prompting, adapts to changes in routine and/or schedule and adheres to the changed routine and/or schedule

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5.2.OT.A Communicate a sense of belonging to a group such as a class or family. • Talk about family members • Participate in decision making • Identify self in relationship to others in a group (e.g. brother, sister, son, daughter, friend) • Talk about things the family does together • Talk about things the class does together	24M.2 With verbal prompting, use words or gestures to indicate what may come next in the routine and/or schedule (Executive Functioning Skill) Older Toddler Cognitive Development-Social Studies Family and Culture Standard: Demonstrates understanding of their family and an emerging awareness of their own culture and ethnicity • With verbal prompting and encouragement, uses the correct vocabulary to talk about family practices (traditions, celebrations, holidays, songs, food, language)
Conflict 5.2.I.B Express emotion relating to a conflict. • Reference 16.2.I.D 5.2.YT.B Express emotion relating to a conflict. • Reference 16.2.YT. D 5.2.OT.B Communicate about a conflict and seek help to solve. • Reference 16.2.OT. D	Infants Social Emotional Development Developing a Sense of self with others Standard: Develops a relationship with peers. 12M.g Shows awareness of possible conflicts by crying, turning away, or showing distress Young Toddler Social Emotional Development Self-Regulation Standard: Demonstrates self-control (Executive Functioning Skill) 24M.1 Calms self by sucking on fingers or thumb, holding a favorite toy, moving to a calm place in the classroom, or finding a preferred adult Older Toddler Social Emotional Development Self-regulation Standard: Demonstrates self-control (Executive Functioning Skill) • Begins to self calm and use preferred strategies when feeling strong emotions but looks to familiar adults for additional assurance (Executive Functioning Skill)
Government Services 5.3.I.C Explore costumes and props that represent community workers. • Play with real or model equipment (e.g. stethoscope, blood pressure cuff, fire hose, play workbench) • Engage in dress up play	Infants Cognitive Development-Creative Development Drama Standard: Uses dramatic play to express creativity (Executive Functioning Skill) 12M.a Shows interest in rhymes, fingerplays, and stories with props (Executive Functioning Skill)

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5.3.YT.C Engage with costumes and props that represent community workers. • Use costumes and props of community workers for intended purpose (e.g. hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck) • Engage in dress up play 5.3.OT.C Recognize community workers through their uniforms and equipment. • Use costumes and props of community workers for intended purpose (e.g. hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck) • Engage in dress up play • Identify the types of equipment and materials community workers use • Ask and answer questions about community workers and their roles • Match workplace equipment and uniform to worker • Label community workers in their neighborhood	12M.b Participates in fingerplays (Executive Functioning Skill) 12M.c Responds to volume in tones and inflection 12M.d Uses toys/objects during dramatic play (Executive Functioning Skill) 12M.e Mimics adults actions when playing with toys/objects during dramatic play (Executive Functioning Skill) <u>Young Toddlers</u> Cognitive Development-Creative Development Drama Standard: Uses dramatic play to express creativity (Executive Functioning Skill) 24M.1 With verbal prompting and encouragement, pretends to be an animal by making sounds or movements like the animal or utilizing costumes to dress like the animal (Executive Functioning Skill) 24M.2 With verbal prompting and encouragement, pretends to be a favorite books character by mimicking the character's catch phrases, or utilizing costumes to dress like the character (Executive Functioning Skill) <u>Older Toddlers</u> Cognitive Development-Social Studies People and Community Standard:. Demonstrate an awareness of economics in their community • With verbal prompting and encouragement, identifies two or more common jobs or occupations (e.g. police, fire fighter, adult, chef, cashier) • With verbal prompting and encouragement, identifies tools and/or uniforms utilized by different professions Cognitive Development-Creative Development Drama Standard:Uses dramatic play to express creativity • With minimal verbal prompting, persists in a dramatic play 'story' and maintains the characteristics of the animal, familiar person or favorite book character throughout the dramatic play 'story' (Executive Functioning Skill)
Standard 6.1 Scarcity and Choice Incentives and Choice 6.1.I.D	<u>Infants</u> Social Emotional Development

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Demonstrate preference for specific objects and people. - Reference 16.3.I.A 6.1.YT.D Make simple choices. - Reference 16.3.YT.A 6.1.OT.D Communicate about a choice based on individual interest. - Make a choice and explain the reason for the choice	Self-Awareness Standard: Develops Self-Awareness 12M.c Is aware of their own abilities/preferences <u>Young Toddler</u> Social Emotional Development Developing a Sense of Self Standard: Develops self-awareness 24M.1 Uses words and/or gestures to express likes for foods, activities, toys, etc. 24M.2 Uses vocalizations and/or gestures to express dislikes for foods, activities, toys, etc. 24M.3 Uses words or gestures to express to adults a desire to complete a task independently 24M.4 May say "I did it!" after accomplishing an independent task <u>Older Toddlers</u> Social Emotional Development Develops sense of self Standards: Develops self-awareness - With verbal prompting and encouragement, can express likes with words and gestures - With verbal prompting and encouragement, can express dislikes with words and gestures - With verbal prompting and encouragement, can express wants with words and gestures
Standard 6.3 Functions of Government	
Government's Role in International Trade 6.3.OT.D Communicate about products produced locally. - Talk about products that can be found around their home - Ask and answer questions about items that come from farms, factories, and/or businesses within the community	<u>Older Toddlers</u> Cognitive Development-Social Studies Standard: Demonstrate an awareness of economics in their community
Standard 6.5 Income, Profit and Wealth	
Types of Businesses 6.5.OT.C Communicate about local businesses. - Ask and answer questions about local businesses - Act out play scenarios that relate to local businesses (e.g. getting haircut, pet school, farmer's market)	<u>Older Toddlers</u> Cognitive Development-Social Studies People and Community Standard: Demonstrate an awareness of economics in their community
Standard 7.1 Basic Geographic Literacy	
Geographic Tools	<u>Older Toddler</u>

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7.1.OT.A Use maps in play. - Follow a pathway or roadway on a large car mat - Follow a teacher-made map (e.g. locate something in the environment, follow a course) - Ask and answer questions about maps	Cognitive Development-Social Studies People and Community Standard: Demonstrate an awareness of geography in their community
Standard 7.2 Physical Characteristics of Places and Regions	
Physical Characteristics 7.2. OT. A Describe the characteristics of home to gain understanding of physical features. - Identify the characteristics of one's home (e.g. door color, exterior type, type of home) - Describe the locations and uses of important areas within the home - Identify the room in which certain items might be found	Older Toddlers Cognitive Development-Social Studies People and Community Standard: Demonstrate an awareness of geography in their community - With verbal prompting and encouragement, recognizes familiar physical characteristics or well-known aspects of their community by identifying them in photos or drawings - With adult modeling and support, utilizes learned vocabulary to describe the physical characteristics or important aspects of their community
Standard 8.1 Historical Analysis and Skills Development	
Continuity and Change Over Time 8.1.I.A Anticipate next step of a familiar routine or activity. - Reference AL.2.I.B 8.1.YT.A Know the sequence of familiar routines. - Reference AL.2.YT.B 8.1.OT.A Identify and complete the sequence of familiar routines and tasks. - Reference AL.2.OT.B	Infants Social Emotional Development Self-Regulation Standard: 1. Demonstrates self-control (Executive Functioning Skill) 12M.d Develops an awareness of transitions and schedule/routines with verbal prompts and encouragement Young Toddler Social Emotional Development Self-Regulation Standard: Demonstrates self-control (Executive Functioning Skill) 24M.1 With adult support, begins to shift individual routines to align with group routines such as meal times, nap times and play times Older Toddlers Cognitive Development-Social Studies People and Community Standard: Demonstrates an understanding of their community and an emerging awareness of others' culture and ethnicity

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	• With minimal verbal prompting, follows simple classroom/school/community rules and routines (Begins to clean up when the "Clean up" song is played, Puts toys away in the designated spot in the classroom, Washes hands before meals, Gets a blanket and lies down for nap) • Takes care of shared classroom and community materials (crayons, markers, paper, toys, etc.)
Creative Thinking and Expression: Communicating through the Arts	
Standard 9.1.M Production and Performance: Music and Movement	
Elements and Principles 9.1. M.YT.A Demonstrate an understanding of basic elements of music and movement. • Explore rhythm instruments • Participate in teacher guided music and movement activities • Demonstrate understanding of fast, slow, loud and soft 9.1.M.OT.A Know and use basic elements of music and movement. • Explore rhythm instruments • Use rhythm instruments as intended • Participate in teacher guided music and movement activities • Demonstrate understanding of fast, slow, loud and soft	<u>Young Toddler</u> Cognitive Development-Creative Development Music Standard: Uses their voice, instruments, and objects to musically express creativity 24M.1 With adult prompting, experiments with vocalizations and different sounds produced by instruments 24M.2 Shows enjoyment in making different sounds with objects or a variety of instruments (drums, symbols, noise makers, bells, etc.) <u>Older Toddler</u> Cognitive Development-Creative Development Music Standards: Uses their voice, instruments or objects to musically express creativity • With minimal verbal prompting, experiments with producing vocalizations and different instrument/object sounds • With adult modeling and support, may pair varied vocalizations with instrument/object sounds • Shifts body movements to match the different beats and rhythms of different music genres during open/unstructured music and movement time
Demonstration 9.1.M.I.B Respond to music. • Respond to a variety of music types, including culturally diverse music • Turn head to source of music	<u>Infants</u> Cognitive Development-Creative Development Creative Music and Dance Standard: Participate in dance to express creativity 12M.a Expresses self by moving to music

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● React to music with body movements 9.1.M.YT.B Engage with music. ● Respond to a variety of music types, including culturally diverse music ● Turn head to source of music ● React to music with body movements (e.g. move, dance, clap, sway: movements may not match rhythm) ● Use props in response to music (e.g. scarves, instruments, ribbons) ● Attempt to sing a familiar melodic pattern ● Attempt to imitate music patterns using available materials 9.1.M.OT.B Respond to and communicate about music. ● Respond to a variety of music types, including culturally diverse music ● Request favorite types of music ● Sing songs in recognizable ways ● React to music with increasingly coordinated body movements (e.g. move, dance, clap, sway: movements may not match rhythm) ● Use props in response to music (e.g. scarves, instruments, ribbons) ● Attempt to imitate music patterns and dance movements ● Participate in group music activities for short periods of time ● Indicate likes and dislikes in regard to music	12M.b Begins to show a preference for different dance movements 12M.c Begins to show enjoyment for a variety of dance across genres" Music Standard: Uses voice, instruments, and objects to musically express creativity 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 Young Toddler Cognitive Development-Creative Development Creative Movement and Dance Standard: Participates in dance to express creativity 24M.1 With adult modeling and physical cues, mimics adult movements during individual or group music and movement activities (Executive Functioning Skill) 24M.2 With verbal prompting and encouragement, produces preferred dance moves during individual or group music and movement activities (Executive Functioning Skill) 24M.1 With verbal prompting and encouragement, shifts body movements to match the different beats and rhythms of different genres of music (Executive Functioning Skill) 24M.2 With adult modeling and verbal prompting, attempts to perform specific dance movements associated with different genres of dance (Executive Functioning Skill) Older Toddler Cognitive Development-Creative Development Music Standards: Uses their voice, instruments or objects to musically express creativity ● Shifts body movements to match the different beats and rhythms of different music genres
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	during open/unstructured music and movement time • With verbal prompting and encouragement, uses words and gestures to communicate personal preferences (likes/dislikes) for different music genres • May request songs from a preferred music genre
Representation 9.1.M.I.E Respond to music and dance. • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements 9.1.M.YT.E Engage with music and dance. • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements (e.g. move, dance, clap, sway: movements may not match rhythm) • Use props in response to music (e.g. scarves, instruments, ribbons) • Attempt to sing a familiar melodic pattern • Attempt to imitate music patterns using available materials 9.1.M.OT.E Respond to and communicate about music and dance. • Respond to a variety of music types, including culturally diverse music • Request favorite types of music • Sing songs in recognizable ways • React to music with increasingly coordinated body movements (e.g. move, dance, clap, sway: movements may not match rhythm) • Use props in response to music (e.g. scarves, instruments, ribbons) • Attempt to imitate music patterns and dance movements • Participate in group music activities for short periods of time • Indicate likes and dislikes in regard to music	<u>Infants</u> Cognitive Development-Creative Development Creative Music and Dance Standard: Participate in dance to express creativity 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 dance across genres" Music Standard: Uses voice, instruments, and objects to musically express creativity 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 <u>Young Toddler</u> Cognitive Development-Creative Development Creative Movement and Dance Standard: Participates in dance to express creativity 24M.1 With adult modeling and physical cues, mimics adult movements during individual or group music and movement activities (Executive Functioning Skill) 24M.2 With verbal prompting and encouragement, produces preferred dance moves during individual or group music and movement activities (Executive Functioning Skill) 24M.1 With verbal prompting and encouragement, shifts body movements to match the different beats and rhythms of different genres of music (Executive Functioning Skill)

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	24M.2 With adult modeling and verbal prompting, attempts to perform specific dance movements associated with different genres of dance (Executive Functioning Skill) Older Toddler Cognitive Development-Creative Development Music Standards: Uses their voice, instruments or objects to musically express creativity • Shifts body movements to match the different beats and rhythms of different music genres during open/unstructured music and movement time • With verbal prompting and encouragement, uses words and gestures to communicate personal preferences (likes/dislikes) for different music genres • May request songs from a preferred music genre Creative Music and Dance • Utilizes the adult model to follow prescribed movements during music and movement activities but may initiate the next prescribed movement without a model (Executive Functioning Skill) • May independently initiate the prescribed movements for a favorite song or for songs with a few simple movements (Executive Functioning Skill) • Produces a variety of personal dance moves during open/unstructured music and movement activities
Technologies 9.1.M.I.J Use technologies for producing music. • Explore musical instruments, including those which are culturally diverse • Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags) 9.1.M.YT.J Use a variety of technologies for producing music or performing movements. • Explore musical instruments, including those which are culturally diverse	Infants Cognitive Development-Creative Development Music Standard: Uses voice, instruments, and objects to musically express creativity 12M.a Begins to show a preference for different musical rhythms or beats 12M.b Explores making noises with different objects or instruments by shaking them, banging them together Young Toddler Cognitive Development-Creative Development Music

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• Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags) • Attempt to imitate music patterns using musical instruments 9.1.M.OT.J Use a variety of technologies for producing music or performing movements. • Explore musical instruments, including those which are culturally diverse • Use instruments to accompany music • Use instruments as intended • Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags) • Attempt to imitate music patterns using musical instruments	Standard: Uses their voice, instruments, and objects to musically express creativity 24M.1 With adult prompting, experiments with vocalizations and different sounds produced by instruments 24M.2 Shows enjoyment in making different sounds with objects or a variety of instruments (drums, symbols, noise makers, bells, etc.) 24M.1 With verbal prompting and encouragement, shifts body movements to match the different beats and rhythms of different genres of music (Executive Functioning Skill) 24M.2 With adult modeling and verbal prompting, begins to communicate a preference for specific music genres Older Toddler Cognitive Development-Creative Development Music Standards: Uses their voice, instruments or objects to musically express creativity • With minimal verbal prompting, experiments with producing vocalizations and different instrument/object sounds • With adult modeling and support, may pair varied vocalizations with instrument/object sounds
Standard 9.1.D Production and Performance: Dramatic and Performance Play	
Demonstrations 9.1.D.I.B Act out familiar scenarios. • Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal) 9.1.D.YT.B Act out familiar scenarios using objects with intended purpose. • Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal) • Use object for intended purpose during play 9.1.D.OT.B Explore real or make believe scenarios through dramatic play.	Infants Cognitive Development- Creative Development Drama Standard: Uses dramatic play to express creativity 12M.a Shows interest in rhymes, fingerplays, and stories with props (Executive Functioning Skill) 12M.b Participates in fingerplays (Executive Functioning Skill) 12M.c Responds to volume in tones and inflection 12M.d Uses toys/objects during dramatic play (Executive Functioning Skill) 12M.e Mimics adults actions when playing with toys/objects during dramatic play (Executive Functioning Skill) Young Toddler Approaches to Play and Learning Play

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● Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal) ● Use object for intended purpose during play ● Use one object to represent another object during play ● Create own dramatic play scenarios ● Act out experiences that are new or unknown (e.g. dentist) ● Pretend to be a person or animal	Standards: Engages in a progression of individualized and imaginative play 24M.1 With verbal prompting/encouragement, finds new things to do with familiar objects such as wear a pot for a hat, use a spoon as a drumstick or stack boxes Older Toddlers Approaches to Play and Learning Play Standards: Engages in a progression of individualized and imaginative play (Executive Functioning Skill) ● Engages in pretend/make-believe play with minimal verbal prompting (Executive Functioning Skill) ● Selects own pretend objects for play with verbal prompting and encouragement (Executive Functioning Skill) ● Uses imaginary objects for play with adult modeling
Representation 9.1.D.OT.E Use imagination and creativity to express self through dramatic play. ● Imitate and repeat voice inflections and facial expressions to entertain others ● Use non-conforming objects to create representations of real life objects or activities ● Represent fantasy and real-life experiences through pretend play ● Imitate roles of people, animals, or objects observed in life experiences ● Use props and costumes during dramatic play ● Ask others to watch a performance	Older Toddler Cognitive Development-Creative Development Drama Standard: Uses dramatic play to express creativity ● With minimal verbal prompting, utilizes finger play/story props ● May request to use preferred finger play/story props if they are not accessible ● With minimal verbal prompting, initiates a dramatic play 'story' (Executive Functioning Skill) ● With minimal verbal prompting, persists in a dramatic play 'story' and maintains the characteristics of the animal, familiar person or favorite book character throughout the dramatic play 'story' (Executive Functioning Skill)
Standard 9.1.V Production and Performance: Visual Arts Elements and Principles 9.1. V.YT.A. Demonstrate an understanding of basic elements of visual arts ● Participate in teacher guided visual art activities ● Demonstrate an understanding of color ● Create a picture using different colors ● Combine colors ● Explore a variety of art materials	Young Toddlers Cognitive Development-Creative Development Visual Arts Standards: Creates, observes, and analyzes visual art forms to develop artistic expression 24M.1 With verbal prompting and encouragement, uses a variety of simple art materials 24M.2 With verbal prompting and encouragement, explores different art media

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9.1.V.OT.A Know and use basic elements of visual arts. • Participate in teacher guided visual art activities • Communicate about art, demonstrating an understanding of color and shape • Create a picture using different colors • Combine colors • Explore a variety of art materials • Use art materials as intended	<u>Older Toddler</u> Cognitive Development-Creative Development Visual Arts Standards: Creates, observes, and analyzes visual art forms to develop artistic expression • With minimal verbal prompting, uses multiple open-ended materials during art activities and during imaginative/creative play • With adult modeling and support, talks about preferences of materials selected for art activities or imaginative/creative play • With verbal prompting and encouragement, utilizes words and gestures to communicate about the qualities or characteristics of the art of others • With adult modeling and support, utilizes words and gestures to communicate about preferred art forms (painting, drawing, sculpting, mixed media collage, etc.)
Demonstration 9.1.V.I.B Combine a variety of materials to engage in the process of art. • Participate in teacher-guided art activities • Use a variety of non-toxic materials (e.g. paint, crayons, markers, wood, play dough) 9.1.V.YT.B Combine a variety of materials to engage in the process of art. • Participate in teacher-guided art activities • Use a variety of non-toxic materials (e.g. paint, crayons, markers, chalk, wood, stampers, play dough) • Demonstrate increased control of art technologies 9.1.V.OT.B Combine a variety of materials to engage in the process of art. • Participate in teacher-guided art activities • Use a variety of non-toxic materials (e.g. paint, crayons, markers, wood, play dough, plastic safety scissors, stampers, rubbing plates) • Demonstrate increased control of art technologies	<u>Infants</u> Cognitive Development-Creative Development Visual Arts Standard: Creates, observes, and analyzes visual art forms to develop artistic expression 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" <u>Young Toddlers</u> Cognitive Development-Creative Development Visual Arts Standards:. Creates, observes, and analyzes visual art forms to develop artistic expression 24M.1 With verbal prompting and encouragement, uses a variety of simple art materials 24M.2 With verbal prompting and encouragement, explores different art media <u>Older Toddler</u> Cognitive Development-Creative Development Visual Arts Standards: Creates, observes, and analyzes visual art forms to develop artistic expression

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Initiate independent works of art	- With minimal verbal prompting, uses multiple open-ended materials during art activities and during imaginative/creative play - With adult modeling and support, talks about preferences of materials selected for art activities or imaginative/creative play - With verbal prompting and encouragement, utilizes words and gestures to communicate about the qualities or characteristics of the art of others - With adult modeling and support, utilizes words and gestures to communicate about preferred art forms (painting, drawing, sculpting, mixed media collage, etc.)
Representation 9.1.M.OT.E Use imagination and creativity to express self through the process of art. - Initiate art activities - Participate in teacher-guided visual art activities - Select art materials during free choice - Draw simple pictures to represent something - Attempt to draw self portrait - Create basic shapes - Label own creations	Older Toddler Cognitive Development-Creative Development Visual Arts Standards: Creates, observes, and analyzes visual art forms to develop artistic expression - With minimal verbal prompting, uses multiple open-ended materials during art activities and during imaginative/creative play - With adult modeling and support, talks about preferences of materials selected for art activities or imaginative/creative play - With verbal prompting and encouragement, utilizes words and gestures to communicate about the qualities or characteristics of the art of others - With adult modeling and support, utilizes words and gestures to communicate about preferred art forms (painting, drawing, sculpting, mixed media collage, etc.)
Technologies 9.1.V.I.J Use technologies in the process of creating art. - Explore a variety of tools and non-toxic art materials, including those which are culturally diverse - Participate in teacher-guided visual art activities - Manipulate materials in a variety of ways (e.g. pounding, squeezing, poking) 9.1.V.YT.J	Infants Cognitive Development-Creative Development Visual Arts Standard: Creates, observes, and analyzes visual art forms to develop artistic expression 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" Young Toddlers Cognitive Development-Creative Development

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Use a variety of technologies in the process of creating art. - Explore a variety of tools and non-toxic art materials, including those which are culturally diverse - Participate in teacher-guided visual art activities - Manipulate materials in a variety of ways (e.g. pounding, squeezing, poking) 9.1.V.OT.J Use a variety of technologies in the process of creating art. - Explore a variety of tools and non-toxic art materials, including those which are culturally diverse - Participate in teacher-guided visual art activities - Manipulate materials in a variety of ways (e.g. pounding, squeezing, rolling, tearing, poking) - Use art materials and tools as intended	Visual Arts Standards: Creates, observes, and analyzes visual art forms to develop artistic expression 24M.1 With verbal prompting and encouragement, uses a variety of simple art materials 24M.2 With verbal prompting and encouragement, explores different art media Older Toddler Cognitive Development-Creative Development Visual Arts Standards: Creates, observes, and analyzes visual art forms to develop artistic expression - With minimal verbal prompting, uses multiple open-ended materials during art activities and during imaginative/creative play - With adult modeling and support, talks about preferences of materials selected for art activities or imaginative/creative play - With verbal prompting and encouragement, utilizes words and gestures to communicate about the qualities or characteristics of the art of others - With adult modeling and support, utilizes words and gestures to communicate about preferred art forms (painting, drawing, sculpting, mixed media collage, etc.)
Standard 9.3 Critical Response to Works of Art Identification 9.3.I.F Explore a variety of art forms. - Recognize and point to familiar objects or persons in photos or books - Engage with photographs and paintings - Engage in tactile art experiences - Engage with music - Participate in teacher-guided music and movement activities 9.3.YT.F Engage with a variety of art forms. - Engage with photographs and paintings - Engage in tactile art experiences - Engage with music - Participate in teacher-guided music and movement activities	Infants Language and Emergent Literacy Early Reading Standard: Demonstrates awareness of print concepts 12M.e Looks at and touches the pictures in books Cognitive Development-Creative Development Visual Arts Standard: Creates, observes, and analyzes visual art forms to develop artistic expression 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 Creative Movement and Dance Standard: Participates in dance to express creativity 12M.a Expresses self by moving to music

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9.3. OT.F

Communicate about a variety of art forms.

- Describe photographs and paintings
- Engage in tactile art experiences
- Communicate about the specific tools needed to perform a specific type of art (e.g. “I need crayons”)
- Engage with music
- Participate in teacher-guided music and movement activities
- Communicate likes and dislikes
- Answer questions about different art forms

12M.b Begins to show a preference for different dance movements

12M.c Begins to show enjoyment for a variety of dance across genres

Young Toddlers

Cognitive Development-Creative Development

Visual Arts

Standard: Creates, observes, and analyzes visual art forms to develop artistic expression

24M.1 With verbal prompting and encouragement, uses a variety of simple art materials

24M.2 With verbal prompting and encouragement, explores different art media

24M.1 With verbal prompting and encouragement, uses words and gestures to communicate likes about pictures or works of art

24M.2 Shows a preference for particular pictures or works of art

Creative Movement and Dance

Standard: Participates in dance to express creativity

24M.1 With adult modeling and physical cues, mimics adult movements during individual or group music and movement activities ([Executive Functioning Skill](#))

24M.2 With verbal prompting and encouragement, produces preferred dance moves during individual or group music and movement activities ([Executive Functioning Skill](#))

Music

Standard: Uses their voice, instruments, and objects to musically express creativity

24M.1 With adult prompting, experiments with vocalizations and different sounds produced by instruments

24M.2 Shows enjoyment in making different sounds with objects or a variety of instruments (drums, symbols, noise makers, bells, etc.)

Older Toddler

Cognitive Development-Creative Development

Visual Arts

Standards: Creates, observes, and analyzes visual art forms to develop artistic expression

- With minimal verbal prompting, uses multiple open-ended materials during art activities and during imaginative/creative play

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	• With adult modeling and support, talks about preferences of materials selected for art activities or imaginative/creative play • With verbal prompting and encouragement, utilizes words and gestures to communicate about the qualities or characteristics of the art of others • With adult modeling and support, utilizes words and gestures to communicate about preferred art forms (painting, drawing, sculpting, mixed media collage, etc.) Music Standard: Participate in dance to express creativity • Utilizes the adult model to follow prescribed movements during music and movement activities but may initiate the next prescribed movement without a model (Executive Functioning Skill) • May independently initiate the prescribed movements for a favorite song or for songs with a few simple movements (Executive Functioning Skill) • Produces a variety of personal dance moves during open/unstructured music and movement activities
Critical Response 9.3.I.G Respond to various art forms. • Gaze at or point to a picture, painting or photo • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements • Respond to various art forms. 9.3.YT.G Show interest in others' artistic expressions. • Intentionally look at displayed pictures • Watch others dance • Imitate the artistic actions of others (e.g. copy dance moves, choose a similar art tool after observing peer use) 9.3.OT.G Comment on characteristics of others' artistic expressions.	Cognitive Development-Creative Development Visual Arts Infants Standard: Creates, observes, and analyzes visual art forms to develop artistic expression 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 Music Standard: Uses their voice, instruments, and objects to musically express creativity 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 dance across genres Creative Movement and Dance Standard: Participates in dance to express creativity

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- Describe pictures - Notice the way others are dancing to music - Comment on the tools peers are using	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 dance across genres Creative Movement and Dance Standard: Participates in dance to express creativity 24M.1 With adult modeling and physical cues, mimics adult movements during individual or group music and movement activities (Executive Functioning Skill) 24M.2 With verbal prompting and encouragement, produces preferred dance moves during individual or group music and movement activities (Executive Functioning Skill) Approaches to Play and Learning Initiative and Curiosity Standard: Demonstrates Interest and Curiosity 24M.2 With verbal prompting/encouragement, begins to imitate the actions of the people surrounding them Older toddlers Cognitive Development-Creative Development Visual Arts Standard:. Creates, observes, and analyzes visual art forms to develop artistic expression - With verbal prompting and encouragement, utilizes words and gestures to communicate about the qualities or characteristics of the art of others - With adult modeling and support, utilizes words and gestures to communicate about preferred art forms (painting, drawing, sculpting, mixed media collage, etc.)
Health and Wellness and Physical Development: Learning About My Body	
Standard 10.1 Concepts of Health	
Interaction of Body Systems 10.1.I.B Locate basic body parts when named by an adult. - Point to or move fingers, hands, toes, feet and head when asked 10.1.YT.B Locate basic body parts when asked. - Point to or move fingers, hands, toes, feet and head when asked	Infants Cognitive Development-Science Living Things Standard: 1. Demonstrates knowledge related to living things and their environment (habitat, territory, home, ecosystem) 12M.b Points to body parts while looking at books or pictures with adult prompting/encouragement Social Emotional Development

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• Use fingers and hands during finger plays and songs with motions 10.1.OT.B Identify and locate basic body parts. • Name basic body parts • Follow basic directions in a movement song (e.g. shake your feet or wiggle your arms) • Point to or move fingers, hands, toes, feet and head when asked • Use fingers and hands during fingerplays and songs with motions	Self-Awareness Standard: Develops Self-Awareness 12M.d Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked) Young Toddlers Physical Development Motor Skills Standards: Demonstrates fine motor skills. 24M.3 Uses hands to participate in songs with hand motions Social and Emotional Development Develops a Sense of Self Standard: Develops Self-Awareness 24M.1 Points to body parts such as head, hands, arms, legs, belly/tummy, eyes, ears, mouth, nose, etc. Older Toddlers Cognitive Development-Science Scientific Inquiry Standard:Demonstrates scientific inquiry skills and communicates scientific ideas clearly • With verbal prompting, can identify 5 of the 5 sense organs Cognitive Development-Creative Development Creative Movement and Dance Standard:. Participate in dance to express creativity • Utilizes the adult model to follow prescribed movements during music and movement activities but may initiate the next prescribed movement without a model (Executive Functioning Skill) • May independently initiate the prescribed movements for a favorite song or for songs with a few simple movements (Executive Functioning Skill) Drama: Standard:Uses dramatic play to express creativity • With minimal verbal prompting, utilizes finger play/story props
Nutrition 10.1. OT. C	Older Toddler Physical Development

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Participate in experiences related to healthy food choices. • Explore health food options • Choose between healthy food options • Participate in discussions about food options	Health and Wellness Standard: Participates in activities related to nutrition • Says no or pushes away food that is not liked • Requests more servings of a preferred foods • Can independently identify healthy foods when given a choice of three or more foods
Standard 10.2 Healthful Living	
Health Practices, Products and Services 10.2.I.A Participate in fundamental practices for good health. • Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping) • Use verbal and non-verbal cues to express needs (e.g. hunger, tired, diaper change) • Actively participate with adult in daily hygiene routines • Imitate basic hygiene practices (e.g. wash hands, wipe nose) 10.2.YT.A Engage in fundamental practices for good health. • Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping) • Engage in daily activities that promote good health (e.g. exercise, rest, eating, tooth brushing) • Use verbal and non-verbal cues to express needs (e.g. hunger, tired, diaper change) • Imitate and practice basic hygiene practices (e.g. use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow) • Recognize basic health care workers 10.2.OT.A Discuss fundamental practices for good health. • Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping) • Use verbal and non-verbal cues to express needs (e.g. hunger, tired, toileting) • Engage in daily activities that promote good health (e.g. exercise, rest, eating, tooth brushing) • Practice basic hygiene practices with adult reminders (e.g. use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow) • Discuss basic hygiene practices • Ask and answer questions about health practices (e.g. “Why do I need a nap?”, explain that we	Infants Physical Development Health and Wellbeing Standard: Practices Healthy and Safe Habits 12M.a Sleeps well and shows alertness during waking periods 12M.b Initiates active play and engages in some physical activity 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 Young Toddlers Physical Development Health and Wellness Standard: Practices healthy and safe habits 24M.1 Participates in physical activities for three to five minutes at a time with verbal prompting/reminders 24M.1 With verbal prompting, seeks assistance with self-care or personal hygiene needs such as washing dirty hands or wiping a dirty face. 24M.2 Regularly attempts to use utensils to feed self 24M.3 Regularly attempts to drink from a cup Older Toddler Physical Development Health and Wellness Standard: Practices healthy and safe habits • With verbal prompting and encouragement, can assist with hand washing routine (turn on water, pump soap, turn off water, dry hands)

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need to eat well, get rest and exercise to stay healthy) Identify people that help keep us healthy	- Puts on or takes off clothing items like socks, shoes, coats, and hats. - May request to have a soiled diaper changed - May request to use the potty
Standard 10.3 Safety and Injury Prevention	
Safe and Unsafe Practices 10.3.I.A Respond to basic safety words. Stop behavior when told “no” or “stop” Look at adult before repeating a behavior 10.3.YT.A Cooperate with basic safety practices. - Understand one word rules such as “no” or “stop” - Indicate that a behavior should not be done by saying “no, no” - Follow basic safety rules with adult reminders (e.g. use walking feet, slide down the slide, hold railing when climbing stairs) 10.3.OT.A Use and communicate about basic safety practices. - Respond appropriately when adult identifies an unsafe practice - Understand clearly stated rules - Ask questions about basic safety rules - Indicate that a behavior should not be done - Follow basic safety rules with adult reminders (e.g. use walking feet, slide down the slide, hold railing when climbing stairs) - Seek support when trying something new or meeting new people - Participate in discussions about basic safety rules	Infants Physical Development Health and Safety Standard: Standard: Practices Healthy and Safe Habits 12M.d Reacts to simple directions to support safety 12M.c Responds to safety words such as “Stop!” or “Hot!” Young Toddlers Physical Development Health and Wellness Standard: Practices healthy and safe habits 24M.1 Follows basic safety practices with adult prompting/encouragement such as using walking feet in the classroom, having gentle hands when handling a pet, etc Cognitive Development: Social Studies People and the Community Standard: Demonstrates an understanding of their community and an emerging awareness of others’ culture and ethnicity 24M.1 With frequent verbal prompting, demonstrates understanding of simple rules such as sitting in a designated spot, walking in the classroom, handling materials with care Older Toddler Physical Development Health and Wellness Standard: Practices healthy and safe habits - With verbal prompting and encouragement, states basic classroom and playground safety rules (e.g., use walking feet, keep toys out of your mouth) - With verbal prompting and encouragement, complies with safety requests like holding a hand, staying away from the hot stove, asking before touching an unfamiliar animal Social Emotional Development Self-regulation Standard: Demonstrates self-control (Executive Functioning Skill)

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	- Accepts when an adult says "no" without getting overly upset Cognitive Development-Social Studies People and Community Standard: Demonstrates an understanding of their community and an emerging awareness of others' culture and ethnicity - With minimal verbal prompting, follows simple classroom/school/community rules and routines (Begins to clean up when the "Clean up" song is played, Puts toys away in the designated spot in the classroom, Washes hands before meals, Gets a blanket and lies down for nap) - Takes care of shared classroom and community materials (crayons, markers, paper, toys, etc.)
Standard 10.4 Physical Activity: Gross Motor Coordination	
Control and Coordination 10.4.I.A Develop control of the body. - Control head and back - Coordinate movement of arms and legs - Use body to move (e.g. rolling, pulling self to standing position, crawling, creeping) 10.4.YT.A Control and coordinate the movement of the body. - Walk with increasing coordination - Coordinate movements of arms, legs and neck (e.g. throw a ball, kick a ball) - Climb or crawl in and out of things - Attempt to jump 10.4.OT.A Combine and coordinate body movement. - Coordinate arm and leg movements when engaged in an activity (e.g. throw a ball, kick a ball, use riding toys) - Run with increasing speed and developing coordination - Jump off low step landing on two feet - Throw object at target (e.g. bean bag in basket) - Climb and crawl in and out of things (e.g. navigate short ladder on play equipment)	Infants Physical Development Motor Skills Standard: Develop Gross Motor Skills 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 Young Toddlers Physical Development Motor Skills Standard: Demonstrates Gross Motor Skills 24M.1 Walks with intention and purpose 24M.2 Attempts to jump into areas with different textures such as puddles, snow piles, leaf piles or sand pits 24M.3 Attempts to jump off raised ledges or slightly raised stable structures such as a riser or step stool 24M.1 Moves from sitting to standing and walking to running with increased balance 24M.2 Independently rocks back and forth on a rocking toy or chair 24M.3 Attempts to throw a ball to a peer or an adult

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	24M.4 Attempts to kick a ball 24M.5 Attempts to catch a ball that is rolled or tossed by a peer or an adult <u>Older Toddler</u> Physical Development Gross Motor Standard: Demonstrates Gross Motor Skills Participates in games, outdoor play and other physical activities for sustained periods of time (Executive Functioning Skill)
Balance and Strength 10.4.I.B Exhibit strength and balance in stationary body movements. - Pull self to sitting position - Hold self in sitting position - Sit and reach for objects without falling - Pull self to standing position - Stand with support 10.4.YT.B Exhibit balance and strength when moving from place to place. - Squats to pick up toys - Stands on tip toes to reach for something - Carry objects from one place to another - Gets in and out of chair - Walk with one foot in front of the other - Use steps (non-alternating feet) with support - Attempt to jump 10.4.OT.B Demonstrate balance and strength when performing gross motor activities. - Side steps across beam - Jump off low step using two feet - Jumps over small objects - Use steps (non-alternating feet) with support - Kick a ball - Carry objects from one place to another	<u>Infants</u> Physical Development Motor Skills Standard: Develop Gross Motor Skills 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 <u>Young Toddlers</u> Physical Development Motor Skills Standard: Demonstrates Gross Motor Skills 24M.1 Walks with intention and purpose 24M.2 Attempts to jump into areas with different textures such as puddles, snow piles, leaf piles or sand pits 24M.3 Attempts to jump off raised ledges or slightly raised stable structures such as a riser or step stool 24M.1 Moves from sitting to standing and walking to running with increased balance 24M.2 Independently rocks back and forth on a rocking toy or chair 24M.3 Attempts to throw a ball to a peer or an adult 24M.4 Attempts to kick a ball 24M.5 Attempts to catch a ball that is rolled or tossed by a peer or an adult <u>Older Toddler</u> Physical Development Motor Skills Standard: Demonstrates Gross Motor Skills

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	- Participates in games, outdoor play and other physical activities for sustained periods of time (Executive Functioning Skill) - Holds posture while seated and concentrating on an activity like reading a book, scribbling, or working with playdough
Standard 10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development	
Strength Coordination and Muscle 10.5.I.A Use fingers and hands to accomplish actions. - Hold objects in hand - Use pincer grasp to pick up objects (e.g. cereal, banana slices or small objects) - Transfer objects from hand to hand - Imitate motions of basic finger plays 10.5.YT.A Coordinate use of fingers, hands and wrists to accomplish actions. - Manipulate a variety of objects - Pick up more than one object in the same hand - Transfer objects from one hand to another - Twist wrists to turn hands - Imitate motions of basic finger plays - Hold object in one hand and manipulate it with another hand (e.g. tearing paper, brushing a dolls hair) 10.5.OT.A Coordinate use of fingers, hands and wrists to accomplish actions. - Manipulate a variety of objects - Pick up more than one object in the same hand - Transfer objects from one hand to another - Twist wrists to turn hands - Imitate motions of basic finger plays - Hold object in one hand and manipulate it with another hand (e.g. tearing paper, brushing a dolls hair, string larger beads) - Practice manual self-help skills (e.g. snapping, Velcro)	<u>Infants</u> Physical Development Motor Skills Standard: Develops fine motor skills 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 12M.c Develops grasp reflex and may use spoon to scoop food 12M.d Drops or places small items in a container <u>Young Toddlers</u> Physical Development Motor Skills Standards: Demonstrates fine motor skills 24M.2 Uses hands to push, pull, turn, roll or open objects 24M.3 Uses hands to participate in songs with hand motions 24M.1 Drops small objects into containers 24M.2 Stacks blocks or cups 24M.3 Places rings on a rod 24M.4 Picks up single bites of food 24M.1 With verbal prompting/encouragement, uses tools to push, pull, drag, or roll various objects <u>Older toddler</u> Physical Development Motor Skills Standard: Demonstrates fine motor skills - Uses hands and fingers to link or connect blocks or toys - Uses hands and fingers to twist on and off caps, nuts, bolts, etc. - Begins to snip with scissors - Adjusts pincer grasp to pick up different size beads for stringing

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	- Adjusts pincer grasp to manipulate small peg puzzle pieces - With adult modeling and support, uses hands and fingers to fold large pieces of paper - With adult modeling and support, uses hands and fingers to crush large pieces of paper
Eye/Hand Coordination 10.5.I.B Use eye and hand coordination to perform a task. - Pick up object and place in range of vision - Pick up and manipulate objects - Attempt to turn pages of a board book using thumb and fingertips - Point to objects 10.5.YT.B Coordinate eye and hand movements to perform a task. - Pick up object and place in range of vision - Pick up and manipulate objects - Attempt to turn pages of a book using thumb and fingertips - Stack toys and blocks - Place objects in containers - Use nesting toys and place on inside another - Point to objects - Manipulate pieces of age-appropriate puzzles 10.5.OT.B Coordinate eye and hand movements to perform a task. - Pick up and manipulate objects - Stack toys and blocks - Place objects in containers - Use nesting toys and place on inside another - Point to objects - Manipulate pieces of a puzzle - Hold book with one hand while turning pages with the other	<u>Infants</u> Physical Development Motor Skills Standard: Develops fine motor skills 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 12M.c Develops grasp reflex and may use spoon to scoop food 12M.d Drops or places small items in a container <u>Young Toddlers</u> Physical Development Motor Skills Standards: Demonstrates fine motor skills 24M.2 Uses hands to push, pull, turn, roll or open objects 24M.3 Uses hands to participate in songs with hand motions 24M.1 Drops small objects into containers 24M.2 Stacks blocks or cups 24M.3 Places rings on a rod 24M.4 Picks up single bites of food 24M.1 With verbal prompting/encouragement, uses tools to push, pull, drag, or roll various objects Language and Emergent Literacy Early Reading Standard: Demonstrates awareness of print concepts 24M.1 With verbal prompting and physical cues, holds a book upright and turns pages one at a time <u>Older Toddler</u> Physical Development Motor Skills Standard: Demonstrates fine motor skills - Uses hands and fingers to link or connect blocks or toys - Uses hands and fingers to twist on and off caps, nuts, bolts, etc. - Begins to snip with scissors

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	• Adjusts pincer grasp to pick up different size beads for stringing • Adjusts pincer grasp to manipulate small peg puzzle pieces • With adult modeling and support, uses hands and fingers to fold large pieces of paper • With adult modeling and support, uses hands and fingers to crush large pieces of paper Language and Emergent Literacy Early Reading Standard: Demonstrates awareness of print concepts • Holds the book upright, faces the cover toward themselves, and turns the pages one at a time when pretending to read
Use of Tools 10.5.I.C Manipulate basic tools. • Attempt to use feeding utensils • Hold basic art implements and make marks on paper 10.5.YT.C Use basic tools. • Use spoon and fork for eating • Use writing or drawing tools with limited coordination • Use cups to practice pouring 10.5.OT.C Use basic tools demonstrating refined skill. • Use writing or drawing tools to make recognizable shapes, lines or dots • Use spoon and fork for eating • Use cups to practice pouring • Use safety scissors to make simple snips or cuts • Use child-sized household or classroom tools (e.g. broom, plastic hammer, sponge, cloth) • Use basic tools to manipulate play dough	Infants Physical Development Health and Wellness Standard: Participates in activities related to nutrition 12M.e Begins to use an open cup 12M.g May try to start self-feeding with utensils" Language and Emergent Literacy Early Writing Standard: Uses writing for variety of purposes 12M.a Makes some random marks 12M.b Holds simple writing tools with adult supervision and physical guidance Young Toddlers Cognitive Development-Cognitive Processes Engineering and Technology Standard: Demonstrates an awareness of simple tools and simple machines and their usefulness in designing, crafting and constructing structures or solving problems 24M.1 With adult prompting and physical cues, uses everyday objects as tools (spoons, forks, cups, boxes, rope/string) Physical Development Health and Wellness Standard: Practices healthy and safe habits 24M.2 Regularly attempts to use utensils to feed self Language and Emergent Literacy Early Writing Standard: Uses writing for a variety of purposes

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	24M.1 With verbal prompting and encouragement, holds a writing/drawing instrument (large crayon, marker, sidewalk chalk, paintbrush, etc.) and makes random marks or scribbles on paper or other surfaces Older Toddlers Cognitive Development-Cognitive Processes Engineering and Technology Standard: Demonstrates an awareness of simple tools and simple machines and their usefulness in designing, crafting and constructing structures or solving problems • Correctly utilizes measuring, stirring and sifting tools during play • Utilizes everyday objects as tools to scoop, pour, and fill • With verbal prompting and encouragement, experiments with varied movements while utilizing everyday objects as tools • Uses simple machines during play to attempt to solve problems or make the work more efficient
Social and Emotional Development	
Standard 16.1 Self-Awareness and Self-Regulation	
Regulates Emotions and Behaviors 16.1.1.A Demonstrate an emotional response to the environment. • Use facial expressions to indicate emotions • Express feelings (e.g. crying, smiling, laughing, cooing) • Self soothe • Show pleasure in familiar surroundings • Withdrawal when over-stimulated 16.1.YT.A Demonstrate an emotional response in reaction to an experience. • Show joy, pleasure or excitement when new things are learned • Demonstrate a beginning sense of humor • Use body to demonstrate emotions • Imitate other's emotional reactions • Manage emotions with adult support • Display intense emotions (e.g. temper tantrums, stranger anxiety) 16.1.OT.A	Infants Social Emotional Development Developing a Sense of Self Standard: Engages in Self Expression 12M.a Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort 12M.b Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment 12M.c Repeats sounds or actions to get attention 12M.d Is shy or nervous with strangers 12M.e Cries when mom or dad leaves 12M.f Has favorite things and people 12M.g Shows fear in some situations 12M.h Express needs such as pointing to bottle when hungry" Self-regulation Standard: Demonstrates self-control (Executive Functioning Skill) 12M.a Depends on simple routines adult(s) provide

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Make connections between emotions and behavior. • Demonstrate an emotional response in reaction to an experience. • Label basic emotions (e.g. happy, sad, mad, scared) • Use pretend play as a way to practice feelings • Answer questions that connect behavior to emotion • State how actions connect to emotions (e.g. “I pound play dough, I’m mad”, “I love you, hug!”)	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" <u>Young Toddlers</u> Social Emotional Development Developing a Sense of Self Standard:. Develops self-awareness 24M.1 With verbal prompting and encouragement, attempts to make facial expressions or vocalizations that show basic emotions such as happiness, sadness, anger or fear 24M.2 Regularly shows a change in emotions when moving between familiar and unfamiliar environments 24M.3 Regularly shows a change in emotions when encountering familiar or unfamiliar objects/materials <u>Older Toddler</u> Social Emotional Development Developing a sense of self Standard: Engages in self-expression (Executive Functioning Skill) • When provided with pictures of basic emotions can select the emotion or verbally express the emotion being felt in that moment (Executive Functioning Skill) • With verbal prompting and encouragement, recognizes own facial expressions (Executive Functioning Skill) • With verbal prompting and encouragement, associates facial expressions with basic emotions happy, sad and angry (Executive Functioning Skill) • With verbal prompting and encouragement, uses other words and gestures to communicate emotion (Executive Functioning Skill)
Influences of Personal Traits 16.1. I. B Demonstrate preference for specific objects and people. • Attend to adult during reciprocal interaction • Gaze with interest at adult, peer, or object nearby	<u>Infants</u> Developing a Sense of Self Standard: Develops Self-Awareness 12M.c Is aware of their own abilities/preferences Language and Literacy Expressive Language

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- Engage in exploration of objects within the environment - Accept and reach for objects offered by adult - Seek favorite object or book 16.1.YT.B Demonstrate preference for specific objects or activities. - Make simple choices - Ask for activity to be repeated - Engage in the same activity over and over - Demonstrate resistance when asked to end an activity they are engaged in 16.1.OT.B Communicate preference for people, objects, and activities. - Convey ownership of objects and people (e.g. say "that's mine", "that's my mommy") - Request preferred activity - Show preference for familiar adults - Communicate resistance when asked to end an activity they are engaged in - Engage in the same activity over and over - Communicate choice	Standard: Uses increasingly complex spoken language 12M.a Engages in back-and-forth vocal play with adults Attentiveness and Persistence Standard 1. Demonstrates self-control (Executive Functioning Skill) 12M.a Examines a toy, rattle or face for a longer period of time 12M.b Explores a person or object 12M.d Repeats actions to make something happen again 12M.e Focuses longer on interesting things" Young Toddlers Social Emotional Development Developing a Sense of Self Standard:1. Develops self-awareness 24M.1 Uses words and/or gestures to express likes for foods, activities, toys, etc. 24M.2 Uses vocalizations and/or gestures to express dislikes for foods, activities, toys, etc. 24M.3 Uses words or gestures to express to adults a desire to complete a task independently 24M.4 May say ""I did it!"" after accomplishing an independent task" Approaches to Play and Learning Initiative and Exploration Standard: . Demonstrates interest and curiosity 24M.1 With verbal prompting/encouragement, points to preferred people, objects or places Older Toddlers Social Emotional Development Developing a Sense of Self Standard:1. Develops self-awareness - With verbal prompting and encouragement, can express likes with words and gestures - With verbal prompting and encouragement, can express dislikes with words and gestures - With verbal prompting and encouragement, can express wants with words and gestures
Resiliency 16.1.I.C Use comfort of familiar experiences to explore new activities and experiences. Show interest in new experiences (e.g. try new foods)	Infants Physical Development Health and Wellness Standard: Participates in Activities related to nutrition 12M.d Eats an increasing variety of food 12M.f Tries soft-cooked vegetables, soft fruits, and finger

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● Reach for and accept new objects with interest ● Repeat attempted action for mastery (e.g. standing, falling, and getting back up) 16.1.YT.C Repeat familiar activity to gain comfort and confidence. ● Show pleasure at own actions ● Explore environment with interest ● Indicate “more” to try something over and over ● Repeat challenging tasks or activities many times to achieve mastery ● Repeat familiar activity to gain comfort and confidence 16.1.OT.C Approach new experiences with confidence. ● Show confidence and pleasure in the completion of a task or activity ● Demonstrate pride in completed accomplishments ● Attempt a teacher-suggested alternate solution to accomplish a task	foods Attentiveness and Persistence Standard: Demonstrates self-control (Executive Functioning Skill) 12M.d Repeats actions to make something happen again Young Toddlers Approaches to Play and Learning Attentiveness and Persistence Standard: Demonstrates self-control (Executive Functioning Skill) 24M.1 With minimal verbal prompting, engages with a new activity, toy or object for sustained periods of time (Executive Functioning Skill) 24M.1 With minimal verbal prompting, remains focused on an activity or task for an increased period of time (Executive Functioning Skill) Standard: Demonstrates initiative and self-direction 24M.1 Demonstrates desire to complete more complex tasks by self (dressing self, throwing away own trash, taking a meal to the table, cleaning up own spills, etc.) by using gestures and/or verbalizations. Older Toddler Social Emotional Development Develops sense of self with others Standard: Develops relationships with adults ● Independently identifies difficult tasks or situations and looks to an adult to provide choices to navigate the tasks or situations
Goal Setting 16.1.OT.D Establish goals independently. ● Make simple choices ● Set and discuss goals for play and activities when asked	Older Toddlers Approaches to Play and Learning Initiative and Exploration Standard: Demonstrates initiative and self-direction ● Initiates play independently and maintains focus with adult supports
Identity Development 16.1.I.E Respond to self in mirror. ● Move toward mirrors in the environment ● Smile when held to a mirror ● Coo when looking in mirror ● Point to and babble at self in mirror 16.1.YT.E Convey ownership of objects and people. ● Say “mine”	Infants Social Emotional Development Developing a Sense of Self Standard: Develops self-awareness 12M.a Responds to image of self 12M.d Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)" Young Toddlers Social Emotional Development

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• Take object from peer and adult • Collect objects • Display possessiveness or jealousy towards others • Demonstrate resistance when asked to end an activity they are engaged in 16.1.OT.E Use language that indicates knowledge of self. • Use words that mean self when speaking (e.g. “Me do it”, “I can”) • Tell stories about self • Relate personal experiences to other experiences	Self-regulation Standard: Demonstrates self-control (Executive Functioning Skill) 24M.2 Attempts to stop self before completing an action that an adult has previously indicated is unsafe such as pulling hand back before touching the stove top (Executive Functioning Skill) Developing a Sense of Self with others Standard: Develops a relationship with peers 24M.1 With adult modeling and verbal prompting, attempts to engage in social interactions with peers like basic turn taking 24M.3 With adult modeling and verbal prompting, may give toys or materials to a peer Older Toddler Develops a sense of self Standard: Develops self-awareness • Uses pronouns such as I, me and mine • With verbal prompting and encouragement, can express likes with words and gestures • With verbal prompting and encouragement, can express dislikes with words and gestures • With verbal prompting and encouragement, can express wants with words and gestures Language and Emergent Literacy Expressive Language Standard: Uses increasingly complex spoken language • With verbal prompting and encouragement, may use possessives when talking about themselves or things that belong to them
Standard 16.2 Establishing and Maintaining Relationships	
Relationships: Trust and Attachment 16.2.I.A Show affection and bond with familiar adults. • Respond and attend to adult’s interactions • Accept physical comfort and respond to cuddling • Seek to be near familiar adults • Display recognition of trusted adults 16.2.YT.A Use trusted adult as a secure base from which to explore the environment. • Watch adults for their response to actions	Infants Social Emotional Development Developing a Sense of Self with others Standard: Develops a relationship with adults 12M.a Responds differently to familiar and unfamiliar adults 12M.b Develops trust and attachment toward significant adults 12M.c Imitates examples of affection with familiar adults 12M.d Is shy or nervous with strangers 12M.e Cries when parent(s) leaves"

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● Use gestures and simple words to express need to trusted adults for comfort ● Respond and attend to adult's interactions ● Seek to be near familiar adults ● Display apprehension when an unfamiliar adult comes near ● Seek attention from trusted adults 16.2.OT.A Develop relationships that extend beyond trusted adults. ● Engage in reciprocal conversation with familiar peer and adults ● Respond to familiar adult's questions and directions ● Demonstrate appropriate affection for familiar adults and peers ● Seek out companionship from another child ● Use words denoting friendship ● Ask a child to play (e.g. "Do you want to make a block house with me?") ● Play cooperatively with a few peers for a short period of time ● Show interest in unfamiliar adults ● Demonstrate increasing ability to separate from trusted adults without distress	<u>Young Toddlers</u> Social Emotional Development Develops sense of self with others Standard: Develops relationships with adults 24M.1 With adult modeling, verbal prompting and encouragement, may blow kisses, give hugs, or verbalize the names of familiar adults Self Regulation Standard: Demonstrates Self-Control 24M.1 Calms self by sucking on fingers or thumb, holding a favorite toy, moving to a calm place in the classroom, or finding a preferred adult Approaches to Play and Learning Initiative and Self Exploration Standard Demonstrates initiative and self-direction 24M.1 Intentionally selects a book or toy and brings the selected item to an adult <u>Older Toddlers</u> Social Emotional Development Develops sense of self with others Standard: Develops relationship with adults ● Independently identifies difficult tasks or situations and looks to an adult to provide choices to navigate the tasks or situations ● Relies on minimal verbal prompting to identify peer conflict and to provide guided choices to resolve the conflict Standard: Develops relationship with peers ● Independently express words of concern for others who may be sad or angry ● Independently provides physical comfort (like a hug) to others who may be sad or angry ● May offer to help a peer put away toys or clean up a mess ● When provided with pictures of basic emotions can select the emotion or verbally express the emotion being felt by a peer in that moment (Executive Functioning Skill) ● Relies on verbal prompting and encouragement to select a peer group to play alongside ● Relies on verbal prompting and encouragement to select a peer to play with when provided a choice of two peers
Diversity	<u>Infants</u>

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16.2. I.B

Notice differences in others.

- React to something unfamiliar (e.g. scent, appearance, dress, voice, touch)
- Attempt to touch face or hair of peer
- Cry when unfamiliar adult approaches

16.2. YT. B

Recognize similarities and differences between self and others.

- Engage in activities that reflect home culture (e.g. dramatic play – cooking food served in the home)
- Engage in activities that promote labeling of personal characteristics (e.g. likes, dislikes, physical characteristics, family make-up)
- Attempt to touch face or hair of peer
- Cry when unfamiliar adult approaches

16.2. OT.B

Communicate about similarities and differences between self and others.

- Make drawings of people including self portraits
- Engage in activities that reflect home culture (e.g. dramatic play – cooking food served in the home)
- Engage in activities that promote labeling of personal characteristics (e.g. likes, dislikes, physical characteristics, family make-up)

Social Emotional Development

Developing a Sense of Self with others

Standard: Develops a relationship with adults

12M.a Responds differently to familiar and unfamiliar adults

12M.b Develops trust and attachment toward significant adults

12M.c Imitates examples of affection with familiar adults

12M.d Is shy or nervous with strangers

12M.e Cries when parent(s) leaves"

Young Toddlers

Cognitive Development-Social Studies

Family and Culture

Standard: Demonstrates understanding of their family and an emerging awareness of their own culture and ethnicity

24M.1 With verbal prompting and encouragement, asks questions or gestures to differences and/or similarities between self and others

People and Community

Standard:1. Demonstrates an understanding of their community and an emerging awareness of others' culture and ethnicity

24M.1 With verbal prompting, watches others participate in cultural traditions or celebrations such as holidays or birthdays

24M.2 With verbal prompting, points to or names symbols and/or foods associated with cultural traditions or celebrations such as holidays or birthdays

Social Emotional Development

Develop a sense of self with others

Standard: Develop a relationship with peers

24M.2 With adult modeling and verbal prompting, begins to walk over to peers who are engaged in play

24M.3 With adult modeling and verbal prompting, may give toys or materials to a peer

Older Toddlers

Cognitive Development-Social Studies

Family and Culture

Standard: Demonstrates understanding of their family and an emerging awareness of their own culture and ethnicity

- With verbal prompting and encouragement, uses the correct vocabulary to talk about family

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	practices (traditions, celebrations, holidays, songs, food, language) Standard: Demonstrates understanding of their family and an emerging awareness of their own culture and ethnicity • With verbal prompting and encouragement, can identify physical characteristics of others such as hair color, eye color, age, gender, size • With verbal prompting and encouragement, can identify physical characteristics of peers that are different from self
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Communication 16.2.I.C Use sounds and gestures as a form of reciprocal communication. - Reference 1.5.I.A 16.2.YT.C Use sounds, gestures and words as a form of reciprocal communication. - Reference 1.5.YT.A 16.2.OT.C Engage in reciprocal conversations and interactions with peers and adults.	<u>Infants</u> Language and Emergent Literacy Expressive Language Standard: Uses increasingly complex spoken language 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 <u>Young Toddlers</u> Language and Emergent Literacy Expressive Language Standard: Uses increasingly complex spoken language 24M.1 With verbal prompting, uses one or two words (maybe paired with simple signs) to communicate 24M.2 Has a vocabulary (verbal and/or sign language) of 50-200 words <u>Older Toddlers</u> Language and Emergent Literacy Expressive Language Standard: Uses increasingly complex spoken language - With minimal verbal prompting, initiates a conversation with a peer or adult - With minimal verbal prompting, extends a conversation with a peer or adult
Reference 1.5.OT.A Managing Interpersonal Conflicts Express emotion relating to a conflict. - Cry or use inappropriate action to express frustration 16.2. YT. D. Express emotion relating to a conflict. - Cry or use inappropriate action to express frustration	<u>Infants</u> Social Emotional Development Sense of self Standard:Engages in Self Expression Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort

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● Use some language to express emotion (e.g. “no,” “mine”) 16.2. OT.D. Communicate about a conflict and seek help to solve. ● Use language to express emotion and describe needs (e.g. “I want that block,” “Hey, that’s mine”) ● With adult support, engage in simple conflict resolution strategies (e.g. turn taking, redirection) ● Ask adult to intervene	● Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment ● Shows fear in some situations <u>Young Toddlers</u> 24M.1 With verbal prompting and encouragement, attempts to make facial expressions or vocalizations that show basic emotions such as happiness, sadness Social Emotional Development Sense of self Standard: Engages in Self Expression express, anger or fear <u>Older Toddler</u> Social Emotional Development Sense of self with others Standard: Develops relationship with adults ● Relies on minimal verbal prompting to identify peer conflict and to provide guided choices to resolve the conflict
Support: Asking for Help 16.2. I.E Indicate needs through vocalizations and body movements. ● Cry to express need ● Point and move towards desired object ● Use basic sign language to indicate need 16.2.Y.T. E Communicate needs. ● Cry to express need ● Point and move towards desired object ● Use basic language to indicate need (e.g. “mine,” basic signs) ● Use gestures to indicate need 16.2.O.T. E Ask for help when needed. ● Attempt tasks independently before asking for help ● Recognize when help is needed ● Recognize appropriate sources of help (e.g. familiar adult, community helpers, peers) ● Ask for adult help to solve a problem or to complete a task	<u>Infants</u> Language and Emergent Literacy Expressive Language 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) <u>Young Toddlers</u> Language and Emergent Literacy Expressive Language Standard: Uses non-verbal communication for a variety of purposes 24M.1 With adult modeling, communicates needs and wants through simple words, gestures or actions (Says “I’m okay”, points to skinned knee after falling down, says “boo boo” and points to injury) Language and Emergent Literacy Expressive Language Standard: 2. Uses increasingly complex spoken language

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	• Uses three or four word phrases 50%-75% of the time when communicating wants • Uses three or four word phrases 50%-75% of the time when communicating needs Social Emotional Development Develops a sense of self with others Standard: Develops relationship with adults • Independently identifies difficult tasks or situations and looks to an adult to provide choices to navigate the tasks or situations Approaches to play and learning Initiation and Exploration Standard: Demonstrates initiative and self-direction • Independently experiments with new ways to complete tasks or utilize materials in play with minimal verbal prompting
Standard 16.3 Decision Making and Responsibility	
Decision Making Skills 16.3.1.A Demonstrate preference for specific objects and people. • Attend to adult during reciprocal interaction • Gaze with interest at adult ,peer, or object nearby • Engage in exploration of objects within the environment • Accept and reach for objects offered by adult • Seek favorite object or book 16.3.YT.A Make simple choices. • Choose between two options provided by adult • Seek favorite object or activity 16.3.OT.A Recognize the consequences of choices. • Make simple choices • Discuss consequences of choices • Seek reinforcement for behavior • Test limits set by adults	Infants Approaches to Play and Learning Attentiveness and Persistence Standard: Demonstrates self-control (Executive Functioning Skill) 12M.a Examines a toy, rattle or face for a longer period of time 12M.b Explores a person or object for 1-3 minutes 12M.c Continues to express distress when needs are not met 12M.d Repeats actions to make something happen again 12M.e Focuses longer on interesting things With minimal verbal prompting, follows simple classroom/school/community rules and routines (Begins to clean up when the "Clean up" song is played, Puts toys away in the designated spot in the classroom, Washes hands before meals, Gets a blanket and lies down for nap) Q4.2 Takes care of shared classroom and community materials (crayons, markers, paper, toys, etc.) Young Toddlers Approaches to Play and Learning Initiative and Self-direction Standard: Demonstrates initiative and self-direction 24M.1 Intentionally selects a book or toy and brings the selected item to an adult Standard: Demonstrates Interest and curiosity

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	24M.1 With verbal prompting/encouragement, points to preferred people, objects or places <u>Older Toddlers</u> Social Emotional Development Self Regulation Standard: Demonstrates self-control (Executive Functioning Skill) Begins to self calm and use preferred strategies when feeling strong emotions but looks to familiar adults for additional assurance (Executive Functioning Skills) Accepts when an adult says "no" without getting overly upset Standard: Develops self-awareness
Understanding Social Norms (Social Identity) 16.3.I.B Respond to adult guidance about behavior. ● Smile when acknowledged for positive behavior ● Stop behavior when told “no” or “stop” ● Look at adult before repeating a behavior 16.3.YT.B Demonstrate basic understanding of rules. ● Understand one word rules such as “no” or “stop” ● Indicate that a behavior should not be done by saying “no, no” ● Test limits ● Follow simple rules with adult guidance 16.3.OT.B Follow basic rules. ● Put toys away at clean-up time ● Keep toys in a specific location ● Join group for circle time ● Test limits ● Demonstrate autonomy by saying “no” but will cooperate with teacher guidance ● Respond appropriately when adult identifies an unsafe practice	<u>Infants</u> Physical Development Health and Safety Standard: Standard: Practices Healthy and Safe Habits 12M.d Reacts to simple directions to support safety 12M.c Responds to safety words such as “Stop!” or “Hot!” Young Toddlers Cognitive Development- Social Studies People and Community Standard: Demonstrates an understanding of their community and an emerging awareness of others’ culture and ethnicity 24M.1 With frequent verbal prompting, demonstrates understanding of simple rules such as sitting in a designated spot, walking in the classroom, handling materials with care <u>Older Toddlers</u> Cognitive Development-Social Studies People and Community Standard:. Demonstrates an understanding of their community and an emerging awareness of others’ culture and ethnicity ● Q4.1 With minimal verbal prompting, follows simple classroom/school/community rules and routines ● (Begins to clean up when the "Clean up" song is played, Puts toys away in the designated spot in the classroom, Washes hands before meals, Gets a blanket and lies down for nap) ● Takes care of shared classroom and community materials (crayons, markers, paper, toys, etc.)

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Responsible Active Engagement: Empathy

16.3.I.C

React to others' expressions of emotion.

- Show interest in another child (e.g. touch or pat on back)
- Begin to cry or show distress when another child is crying
- Smiles and turns head to look at a person when laughing

16.3.YT.

Engage in empathy and compassion in some situations.

- Attempt to soothe another who is distressed
- Hand another child an object when he/her notices him/her looking at it
- Give hugs

16.3.OT.C

Demonstrate empathy and compassion for others.

- Tell or indicate that another child appears to be distressed
- Recognize and name others' feelings
- Help a child with a task (e.g. clean up)
- Attempt to soothe another who is distressed
- Engage in signs of affection (e.g. hand holding, hugs)

Infants

Social Emotional Development

Developing a sense of self with others

Standard: Demonstrates Awareness of Peers

12M.a Demonstrates interest/excitement when other children enter the room

12M.b Demonstrates interest in peers who are nearby and may briefly interact

12M.c Engages in solitary play around other children

12M.d May occasionally play next to peers in parallel play

12M.e Is more aware when peers enter the room by moving towards them and showing excitement

12M.f May move towards a peer to play with the toy the peer is holding

12M.g Shows awareness of possible conflicts by crying, turning away, or showing distress

12M.h Observes peers who are experiencing a need or discomfort"

Young Toddlers

Social Emotional Development

Developing a Sense of self with others

Standard: Develops relationships with peers

24M.1 With verbal prompting, notices when other children are happy or sad

24M.2 With adult modeling, may show excitement for peers that are happy or provide comforting gestures for peers that are sad

Older Toddlers

Social Emotional Development

Developing a Sense of self with others

Standard: Develops relationships with peers

- Independently express words of concern for others who may be sad or angry
- Independently provides physical comfort (like a hug) to others who may be sad or angry
- May offer to help a peer put away toys or clean up a mess