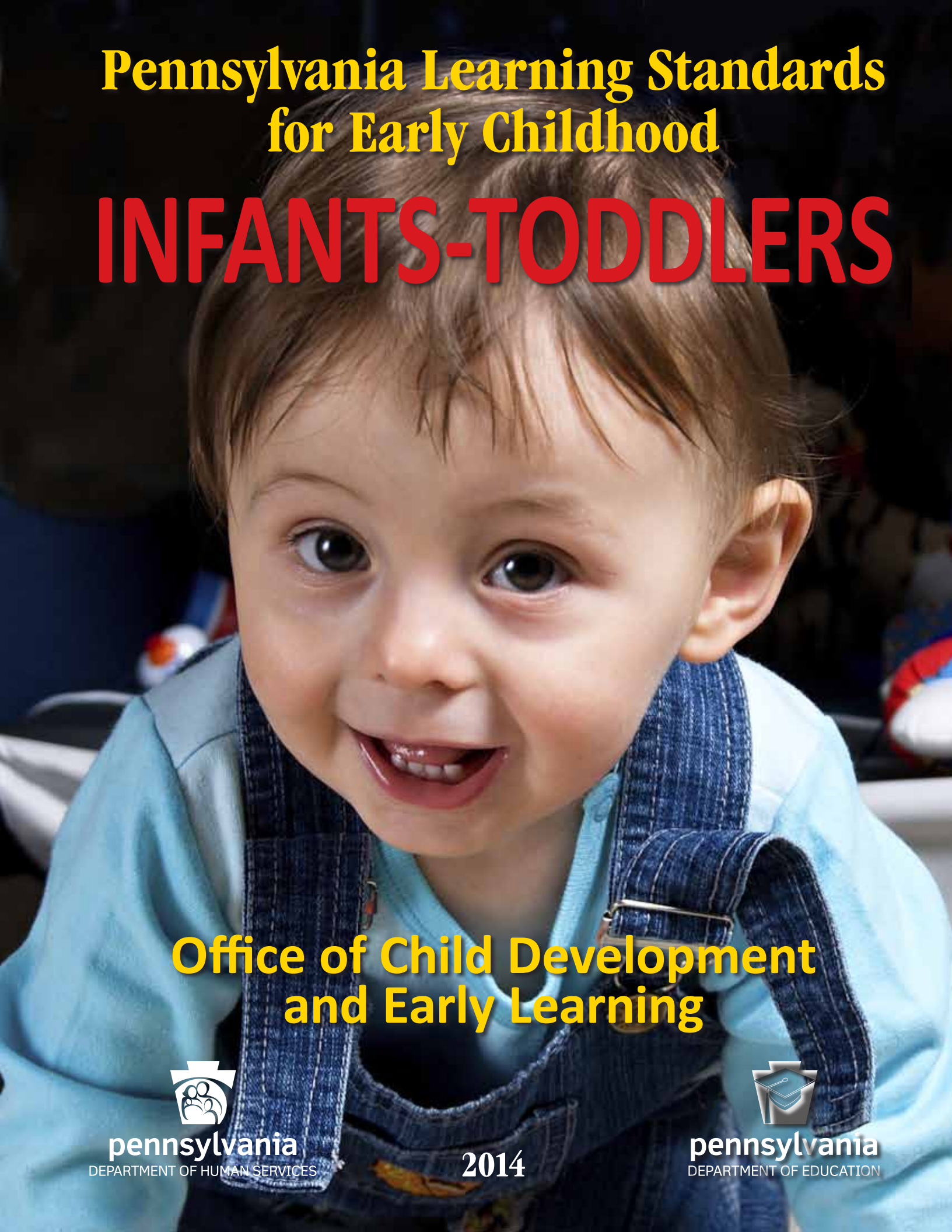
Pennsylvania Learning Standards for Early Childhood

INFANTS-TODDLERS



Office of Child Development and Early Learning

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DEPARTMENT OF HUMAN SERVICES

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DEPARTMENT OF EDUCATION

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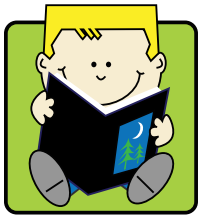

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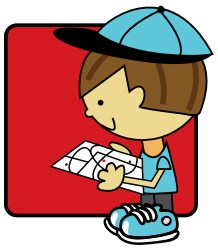

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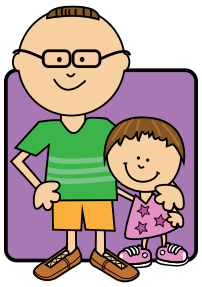

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Learning Standards Development

Pennsylvania's Learning Standards for Early Childhood were originally constructed as a joint project of the Departments of Education and Human Services. The Office of Child Development and Early Learning in collaboration with the Office of Elementary and Secondary Education have overseen revisions to the standards.

Each set of standards has been formulated with help and guidance from practitioners and program specialists who represented early childhood programs, school districts, higher education, family leaders, policy analysts, and researchers. A group of Pennsylvania educators, in conjunction with the Office of Child Development and Early Learning, created a set of Pennsylvania Core Standards beginning with Pre-Kindergarten. The Pennsylvania Core Standards start in Pre-Kindergarten and continue through 12th grade. The Pennsylvania State Board of Education adopted the Pennsylvania Core Standards in March 2014. The 2014 revisions include updates related to the Pennsylvania Core Standards; Science, Technology, Engineering, and Math (STEM) supportive practices; and current research trends.

Learning Standards for Early Childhood are used to:

- Inform professionals about curriculum and assessment
- Guide the selection of instructional materials and the design of interactions/goal setting
- Inform families of appropriate expectations for children
- Provide a common framework for community-based birth–grade 3 alignment work

Learning Standards for Early Childhood are NOT used as:

- A specific curriculum
- A means to prohibit children from moving from one grade or age level to another
- A specific assessment of the competence of children or teachers

Introduction

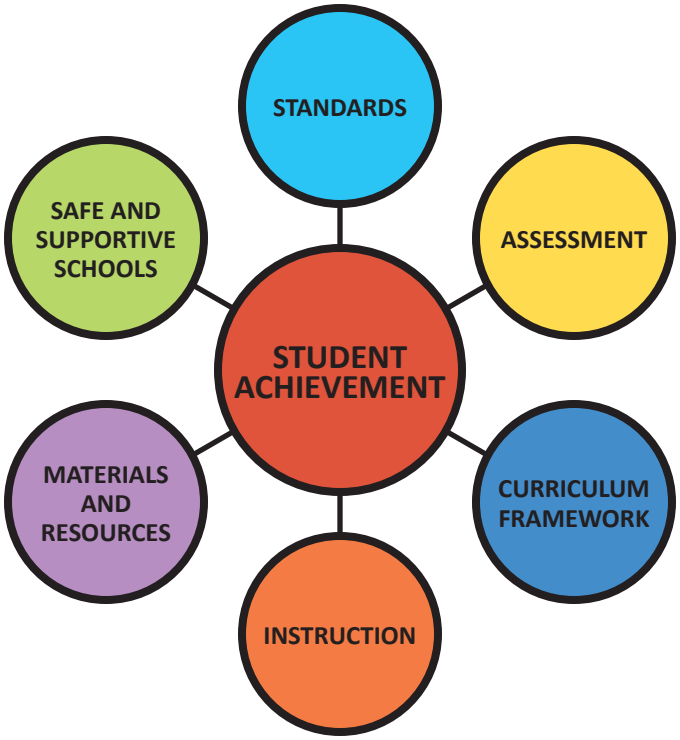
Children are born with an incredible capacity and desire to learn. More than 40 years of research confirms the foundational importance of early education and care for children's school and life success. It is essential that children's first experiences are robust ones, steeped in activities that develop critical thinking and problem-solving skills, a deep understanding about themselves in a social society, and age-appropriate content.

Instructional practices must embed the domains of development—cognitive, social-emotional, language, and physical—with approaches to learning that enable children to explore, understand, and reach beyond the "here and now" to challenge themselves, experiment, and transform information into meaningful content and skills.

Professionals interacting with young children have the critical task of providing rich information and experiences. Such experiences build skills and understanding in the context of everyday routines and within intentionally-designed play opportunities that capture children's interests and curiosity. Pennsylvania's Learning Standards for Early Childhood are designed to support and enhance the learning environment; responsive relationships; age, cultural, and linguistically-appropriate curriculum; and practices being used to assess children, classrooms, and programs.

The Department of Education and the Office of Child Development and Early Learning use a Standards Aligned System. The Standards Aligned System is a collective body of research that identifies six elements which, when used together, provide a framework for program improvement and child success. The elements identified are standards, assessments, curriculum framework, instruction (including interventions), safe and supportive schools, and materials and resources. A web-based portal including more information and resources related to these elements is accessible at www.pdesas.org.

STANDARDS ALIGNED SYSTEM (SAS)



1. Standards

Learning standards provide the framework for learning. They provide the foundational information for what children should be able to know and do. Pennsylvania's Learning Standards for Early Childhood build on information learned previously, creating a continuum of learning that assures consistent and linked learning that begins in infancy, increasing in complexity as it extends through graduation.

Pennsylvania also uses program standards that assure children's experiences are being offered in high-quality settings. Pennsylvania's state-funded programs all offer similar sets of standards that provide guidance on program operation that exhibit best practices.

2. Assessments

Professionals must use both informal and formal assessments to understand children's progress. In early childhood, formative assessments that provide information about how children are progressing allow professionals to make adaptations or adjustments in the individualized learning plans for every child. Early childhood professionals observe and assess children using the materials that are found in the learning environment. Professionals must use the information they have documented during observation, along with information from the family, to identify goals and next steps for children's learning.

3. Curriculum framework

A curriculum framework reminds us what information should be taught to young children within each of the Key Learning Areas. It assures the continuum of learning that begins at birth and continues through graduation. Pennsylvania's curriculum framework includes big ideas, essential questions, concepts, and competencies that further define the learning standards.

4. Instruction including interventions

Instruction in the early years often looks different than instruction in the older grades. Learning occurs within the context of play and active learning strategies where children are engaged in concrete and hands-on discovery; experimentation; and interaction with materials, their peers, and nurturing adults.

Professionals help construct knowledge during these active learning times by designing activities that build on children's prior knowledge to create new understandings and information. Direct instruction should be combined with child-initiated play to produce optimal conditions for young children's learning. Adults become facilitators who interact with children throughout the day. Adults ask open-ended questions that encourage children to think about what comes next. With this approach, adults support children's creativity, problem-solving, intuition, and inventiveness (approaches to learning) by challenging and encouraging them. Professionals design focused instruction that is based on the identified individual needs of every child and assure these experiences encompass their interests, abilities, and culture.

STEM (Science, Technology, Engineering, Math)

STEM (Science, Technology, Engineering, Math) education is an intentional, integrative approach to teaching and learning, in which students uncover and acquire a comprehensive set of concepts, competencies, and thinking skills of science, technology, engineering, and mathematics that they transfer and apply in both academic and real-world contexts.

Education in Science, Technology, Engineering, and Math beginning at birth is supported by research in neuroscience and other developmental sciences. This research shows that the basic architecture of a child's brain is constructed through an ongoing process that begins before birth and continues through adulthood. Research also confirms that the brain is predominantly receptive to learning math and logic between the ages of 1 and 4, and that early math skills are the most powerful predictors of later learning. Providing children with opportunities to have early experiences in STEM supports children in their academic growth, develops early critical thinking and reasoning skills, and enhances later interest in STEM careers. The foundations of STEM learning lie in the natural inquiry and exploration of young children, as well as intentionally-designed activities which build scientific and mathematical concepts, and the effective use of available technologies. Positive interactions early in life, in an environment intentionally designed to provide STEM experiences where children explore, ask questions, and receive support from educators will help to lay this foundation. Early-learning STEM experiences are based on the Pennsylvania Learning Standards for Early Childhood for infants and toddlers, prekindergarten, and kindergarten through grade 2. STEM subjects are supported within these standards and are noted by the symbol throughout the supportive practices. Science, Technology, Engineering, and Math are not separate subjects broken down into their own time slots. These topics of study are incorporated and encouraged within all activities throughout the day. In addition, laying this early foundation will help to bridge the educational gap between birth to age 5 and K-12 educational programs.

Interventions

- *Early childhood special education*

Early childhood classrooms should be inclusive ones where children with disabilities and developmental delays are enjoying learning experience alongside their typically developing peers. Professionals may need to adapt or modify the classroom environment, interactions, and/or materials and equipment to help children with disabilities fully participate.

Pennsylvania's Learning Standards for Early Childhood are designed to be used for all children. The content within these standards provides the breadth of information from which to create goals and experiences for all children that will help them reach their highest potential while capturing their interests and building on what they already know. Professionals must emphasize and celebrate all children's accomplishments and focus on what all children can do.

- *English Language Learners/Dual Language Learners*

Children develop language much the same way they acquire other skills. Children learn native and second languages using an individual style and rate. Differences among English Language Learners/Dual Language Learners such as mixing languages or a silent period are natural. Each child's progress in learning English needs to be respected and viewed as acceptable and part of the ongoing process of learning any new skill. Children can demonstrate proficiency in most of the standards using their native language. Use of home language in the classroom environment, and in simple phrases, validates a child's place in the classroom, encouraging the child to see him/herself as a learner. Working alongside English-speaking adults and peers in authentic learning experiences which respect home language is an effective means of learning English. Similar to all young children,

English Language Learners/Dual Language Learners benefit from use of visuals, props, and realia (objects from real life used in classroom instruction to improve children's understanding of other cultures and real life situations). The skills needed for young English Language Learners/Dual Language Learners to become proficient in English are fully embedded in the Pennsylvania Learning Standards for Early Childhood.

5. Materials and resources

Every early-learning setting, whether it is in a home atmosphere or center-based classroom, must be a comfortable, safe, and nurturing environment where children can learn through their play. Children discover and understand science, social studies, and math information when they actively explore materials and ideas that are guided by professionals who intentionally design activities that engage children in critical thinking and processing. Children also learn about their own abilities and learning styles, how to get along with others, and how to appreciate others' contributions in classrooms that include a diverse set of materials and experiences.

School environments should be linked to a child's home environment, incorporating cultural and ethnic materials and children's home language, and provide experiences that are inclusive for all children, regardless of ability, socio-economic status, or family background. Well-designed environments demonstrate a commitment to the whole child by offering materials and activities that promote social, physical, cognitive, and language learning. Resources provided within the Standards Aligned System (SAS) portal include Pennsylvania educator-created lesson plans, instructional strategies, digital media resources, and other valuable information.

6. Safe and supportive schools

The safe and supportive schools element found on the Standards Aligned System portal showcases resources and exemplars that promote active child engagement in a safe and positive learning environment. The three areas of focus within safe and supportive schools are:

Engagement—Program engagement is essential for child success and building a positive program climate. Engagement within a program is a process of events and opportunities that lead to children gaining the skills and confidence needed to cope and feel safe within their environment. These events and opportunities include relationships, respect for cultural diversity, and family participation. Relationships are the connection between two or more people or groups and their involvement with and behavior toward one another. Respect for diversity shows an understanding, appreciation, and response to differences in individuals or groups. Family participation includes the active involvement within classroom and school events.

Safety—Program safety refers to the security of the setting and program-related activities as perceived and experienced by all stakeholders, including families, caregivers, children, school staff, and the community. Program safety encompasses both emotional and physical safety, and is influenced by positive and negative behaviors of children and staff. Emotional safety focuses on the feeling of connection, comfort, and acceptance within a secure setting. Physical safety ensures children are free from danger or threatening circumstances.

Environment—Program environment refers to the extent to which program settings promote child safety and health. Environment is inclusive of all aspects of a program—academic components, its physical and mental health supports and services, and its physical building and location within a community. The physical environment looks at the external surrounding and physical conditions within a program. Classroom assessment instruments that help providers assess the arrangement of indoor space, the provision of materials and activities, and their development of class schedules are useful in a sharing best practice implementation and alignment to Pennsylvania's Learning Standards for Early Childhood. The academic environment is the climate set within a program that values and promotes learning and self-fulfillment. Wellness within a program supports good physical and mental health, including the promotion of a proper diet, exercise, and healthy habits.

EARLY CHILDHOOD CONNECTIONS

High quality early care and education programs also promote connections that assure children's school success. Programs that build relationships with children and families and coordinate their work with other early-learning programs and school districts create strong partnerships for success.

1. Connections to children

Relationships are the key to successful connections between the adult and the child. Professionals must take time to know every child, to understand the way in which each child learns best, and to identify the special talents and skills each child possesses. Adults who work with young children must be students themselves. They must learn about children's home experiences and culture so they can design learning environments that support the home-school connection and expand prior learning into new knowledge.

2. Connections to families

Families of young children have much to offer in the learning process. When a partnership is formed between professional and family, the connection has been strengthened, assuring that children receive consistent messages about learning and skill development. Families should be given opportunities to learn about their children's day at school, to provide input into the information they want their children to learn and master, and to understand what they can do at home to enhance the learning experience. To assure effective family engagement strategies, professionals can reference the Partnerships for Learning Standards.

At-home resources for families such as *Kindergarten, Here I Come; Kindergarten, Here I Am; Learning Is Everywhere; Building Blocks for Babies; Every Day I Learn through Play;* and *Recipes for Readiness* provide professionals and families tools to share age-appropriate expectations and to connect learning experiences.

Family ethnicity and culture must be interwoven into the life of an early childhood program and classroom. Professionals must embrace all children's heritages and provide activities, materials, and experiences that help children become aware of and appreciate their own culture while learning about and appreciating the similarities and differences of others. Families can provide authentic cultural experiences and resources that support cultural awareness and appreciation. Such opportunities foster family and school relations and partnerships. Communications with families should be made in the home language. Professionals in high quality, early education programs know and understand their own attitudes and biases and are culturally sensitive and supportive of diversity.

3. Connections with other early-learning programs

Children and families often have other needs and priorities in addition to participation in high quality early care and education programs. Families may need to coordinate their early care and education program services with health services or early intervention services, as well as with their other children's school experiences. Programs within a community that support families' single point of contact or help to coordinate services for children demonstrate a strong understanding and respect for families. Providers that reach out to neighborhood schools to facilitate transition into the public school or who have developed a working relationship with their intervention provider assure linkages that support children's school readiness and ongoing success. To assure effective family engagement strategies, professionals can reference the Partnerships for Learning Standards.

4. Connections for learning

Young children make learning connections through authentic hands-on experiences. Professionals that allow children time to explore and discover both inside and outside, optimize children's capacity to internalize and generalize content by making their own connections to prior knowledge. All children, regardless of age and ability, need opportunities to engage in practice activities and experiences that are steeped in play. Adults should design learning experiences with connections among multiple domains. Integrated learning experiences support both content and social and cultural learning.

THE LEARNING STANDARDS CONTINUUM

Within all Pennsylvania's Learning Standards for Early Childhood, the Key Learning Areas define the domains or areas of children's learning that assure a holistic approach to instruction. All children, regardless of age and ability, should be exposed to experiences that build their skill development in approaches to learning, social and emotional development, language and literacy development, health wellness and physical development, creative expression, and the cognitive areas of mathematics, science, and social studies. The Standards within each Key Learning Area provide the information that children should know and the skills children should be able to do when they leave the age level or grade.

Pennsylvania's Learning Standards for Early Childhood are connected through a continuum of learning and link to the 3rd grade academic standards. Some skills will not emerge in a noticeable way until a child is older. These standards will be intentionally blank or identified as emerging.

Professionals who view children's skill development across ages and grades will be able to understand the sequential way children learn and become familiar with the way in which teachers at higher grade levels support learning.

AGE GROUPING IN PENNSYLVANIA'S LEARNING STANDARDS FOR EARLY CHILDHOOD

Learning Standards for Infant-Toddler

The Infant-Toddler Standards are divided into three age levels: infant (birth through 12 months), young toddler (9 months–27 months), and older toddler (24 months through 36 months). These age divisions are arbitrary as a means for organizing the content; very young children's development is uneven and may span two or all three of the age levels in different Key Areas of Learning. This is reflected by the overlap of the age 9 months–27 months in younger toddlers.

The Standards in each Key Area of Learning are displayed on an Infant-Toddler continuum with the content within one strand presented together. Practitioners can look down each level to determine the skills that best match their children's current development, identifying additional concepts and competencies, and supportive practices to scaffold children's learning.

When strands include "emerging" these concepts are beginning to emerge but are not expected to be mastered. For example, infants and young toddlers may be exploring mathematical estimation as they interact with materials, but intentional instruction would not be appropriate for that age. Adults should continue to introduce these concepts whenever appropriate for the individual child without expectation of mastery.

Learning Standards for Pre-Kindergarten

Professionals will find the skills that pre-kindergarteners (ages three to five) are practicing and mastering within the pre-kindergarten standards. Younger preschoolers will be learning the content, while older children will be mastering the skills and showing proficiency. Classroom environments, materials, and activities that are developed for this age will be appropriate for both three- and four-year-olds; expectations for mastery will be different.

Learning Standards for Kindergarten

Students who complete kindergarten should demonstrate mastery of the skills within the kindergarten standards. This document is designed for full-day kindergarten classrooms. Half-day kindergarten teachers will need to modify the amount of content that is introduced to children during the kindergarten year, but the cognitive processing that children must develop and the holistic instruction will remain constant regardless of the length of the kindergarten day.

It is critical that kindergarten instruction occurs through an active learning approach where teachers use differentiated instructional strategies and focus on learning centers and play as key elements of the daily schedule. Child-initiated investigation should be predominant with supportive direct instruction in content areas infused throughout the day. Kindergarten children should be given opportunities to develop social and emotional skills, physical skills, and their creative expression within the course of a kindergarten day.

GUIDING PRINCIPLES

High-quality early care and education programs offer learning opportunities that have a significant impact on the success of all children. A warm, responsive relationship with a highly-trained teaching staff is foundational. It is expected that teachers will intentionally integrate developmental knowledge with the attitudes, skills, and concepts children need to make progress socially and academically. High-quality early care and education programs maintain high developmentally achievable expectations for all children using clear performance standards with a continuous cycle of assessment understood and used by staff, children, and families.

All who care for and educate infants and toddlers, whether in formal or informal early learning settings, have a significant impact on children's future successes.

Healthy attachment relationships are critical for successful early learning during the infant and toddler years and provide the essential foundation on which all subsequent learning occurs.

All infants and toddlers can learn and deserve suitably high expectations that are age-, individually, and culturally appropriate.

Infants and toddlers learn best through meaning-ful play; concrete sensory interactions; and intentional activities, experiences, and active exploration of their environment as well as through interactions with adults in the context of routine care.

The multiple learning environments for infants and toddlers should stimulate and engage their curiosity of the world around them and meet their needs in all domains so children are and feel healthy, safe, secure, and nurtured.

Language and early literacy development must be supported and integrated throughout all aspects of formal and informal early care and education programs for infants and toddlers.

7 Infants' and toddlers' learning, development, and opportunities are supported when their teachers are trained in early childhood development and education, including professional training and ongoing professional development specific to infants and toddlers; are intentional in their relationships; and work with families to increase knowledge and support of child development.

8 Early care and education programs must address the individual needs of all infants and toddlers (e.g. with special needs, from diverse cultural backgrounds, from all socio-economic groups, etc.) and respect their families.

9 Early care and education programs are defined by a set of comprehensive standards that maximize an infant's or toddler's growth and development across all domains and that recognize that the domains are dynamically inter-related, especially during the infant and toddler years.

10 Effective support for infant/toddler development requires a system of research-based assessment that documents infants' and toddlers' growth and development in relationship to a refined set of standards and is used to inform practice.

11 Infants' and toddlers' learning is enhanced when families, early learning environments/settings, and communities work together to provide continuity of high quality care.

THE LEARNING STANDARDS FOR EARLY CHILDHOOD FORMAT

Language and Literacy Development

English Language Arts

KEY LEARNING AREA – The domains of learning that assure child's holistic development

TAG LINE

ESSENTIAL QUESTIONS – Linked to the BIG IDEAS and provides the questions that support children's inquiry

BIG IDEAS – Describes the information that children should acquire across all age levels

STANDARD AREA – Organizes the content within KEY LEARNING AREAS into smaller topics

1.5 Speaking and Listening

BIG IDEAS: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose.

ESSENTIAL QUESTIONS: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?

A. COMPREHENSION AND COLLABORATION

BROAD STANDARD STATEMENT: Infants and toddlers will engage in reciprocal communication.

Infant

Standard	Concepts and Competencies	Supportive Practices
1.5 I.A **Use sounds and gestures as a form of reciprocal communication.**	**The learner will:** • 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.	**The adult will:** • Use words to describe the object or needs child is communicating. • Encourage and support efforts to communicate. • Model conversational turn-taking. (e.g., speak, pause, and allow child to respond)

BROAD STANDARD STATEMENT – Overarching statement that summarizes the key focal points found within the Infant, Young Toddler, and Older Toddler standard statements

STRAND

CONCEPTS AND COMPETENCIES – Skills that help to define the construct of the STANDARD

SUPPORTIVE PRACTICES – Practitioners can employ these strategies to help children learn or make progress with particular skills

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
1.5 YT.A **Use sounds, gestures, and words as a form of reciprocal communication.**	**The learner will:** • 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.	**The adult will:** • Use words to describe the object or needs child is communicating. • Encourage and support efforts to communicate. • Model conversational turn-taking. (e.g., speak, pause, and allow child to respond)

STANDARD – A specific skill a child should know by the end of the developmental age range

Approaches to Learning through Play

Constructing, Organizing, and Applying Knowledge

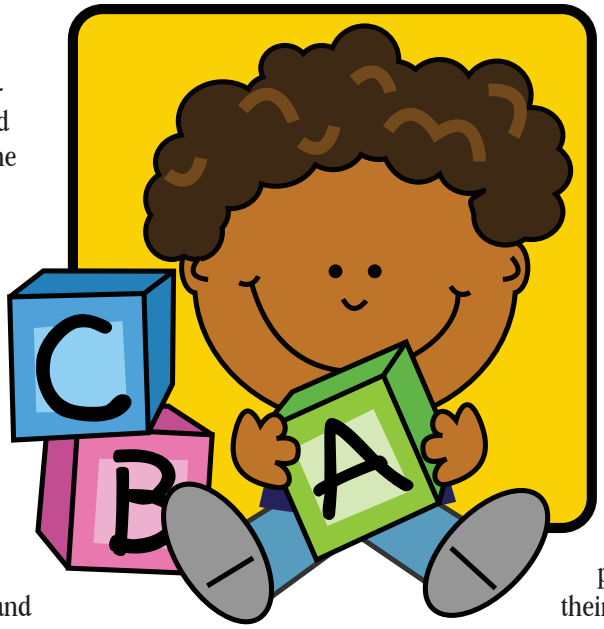
AL.1 Constructing and Gathering Knowledge

AL.2 Organizing and Understanding Information

AL.3 Applying Knowledge

AL.4 Learning through Experience

Approaches to Learning through Play Standards (ALPS) describe the essential life skills that enable a child to grow, learn, develop, and become a successful member of his/her community. The use and development of these skills begin at birth and continue across the human life span. ALPS addresses how a child gathers and constructs knowledge, organizes and understands information, applies that knowledge, and transfers the self-constructed learning beyond the immediate moment. The child must develop these imperative capacities to understand and use the content of literacy, mathematics, science, and social studies, as well as necessary emotional wellbeing and lifelong success. It is essential to provide children with optimal learning opportunities that feature the development of these skills as the key component of 21st century classrooms across our state.



From the moment of birth, healthy children are in a continuous state of exploring, discovering, and constructing meaningful relationships with the world around them. These innate qualities support children as they venture out to connect with and understand the world in which they live. When children are encouraged to follow their innate inquisitiveness, they develop processes that enable them to succeed in answering important self-constructed "how" or "I wonder" questions. While children follow their own self-directed leads, they may be unsure of the outcome but are willing to take that risk to find out what will happen next. This outlook provides children with great pleasure as they interact successfully to understand their world; therefore, they desire to return to this preferred state of mind again and again. Children enjoy learning that includes active self-direction, positive anticipation, risk-taking, pleasure, knowledge con-construction, absorption in the moment, and the desire to return to this state of mind, which is what we call play. Therefore, play is a powerful learning tool that enables the child to grow and develop a lifelong love of learning. Play is the child's natural state of mind and therefore influences all of the child's domains of development including physical, cognitive, language, social, aesthetic, and emotional. And equally as important, play as a focused state of mind provides the child with a context and positive attitude in which to develop their Approaches to Learning skills, which are shown to lead to lifelong success.

Play, Play, and Play Some More!

The best way to support children's learning in the early years is to provide hands-on, active learning experiences that include play activities. Play enables children to weave together past knowledge and new information to acquire new understanding and skill development. A child who discovers the characteristics of apples through manipulating, investigating, and exploring them understands the depth of apples better than a child who colors a worksheet picture of an apple. Children can cooperate in the block area to determine how many blocks can be added to a structure before it falls. This type of play enhances children's social and creative thinking sequences. Play sequences and activities expand across all Key Areas of Learning and can build social, cognitive, and physical skill development when they are intentionally planned and facilitated by teachers who interact with children, asking open-ended questions to scaffold children's thinking and problem-solving.

AL.1 Constructing and Gathering Knowledge

BIG IDEAS: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning.
ESSENTIAL QUESTIONS: What strategies can be used to gather information? What can I learn from my everyday experiences, including play?

A. CURIOSITY AND INITIATIVE

BROAD STANDARD STATEMENT: Infants and toddlers will use sensory exploration and demonstrate a growing interest in the environment to gain information.

Infant

Standard	Concepts and Competencies	Supportive Practices
AL.1 I.A **Use the senses as a primary means to explore and learn from the environment.**	**The learner will:** • Use hands, mouth, and eyes in a coordinated manner to explore body, objects, and surroundings. • Transfer items from hand to hand to investigate the feel or appearance.	**The adult will:** Provide opportunities for children to explore their natural and human-made environment. Talk about and describe objects in the environment with children. (e.g., trees, bark, leaves, flowers, petal, stem, mailbox, birdfeeder) • Put objects around the room to capture children's interest. • Intentionally use music or other sensory activities. • Engage children in routines by describing what is being done. • Show children how objects work. • Provide safe areas where infants can explore.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.1 YT.A **Show interest in various environmental stimuli.**	**The learner will:** • 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.	**The adult will:** Provide a variety of activities and materials for exploration from their natural and human-made environment. Name and describe objects when children point to them. Encourage children to figure out how things work. • Ask "I wonder " questions. • Answer children's "why" questions. • Provide safe areas and opportunities for children to explore and experiment.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.1 OT.A **Explore characteristics of and ask questions about objects people, activities, and environments.**	**The learner will:** • 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.	**The adult will:** Provide opportunities for children to explore objects and ask questions about the natural and human-made environment. Provide time for children to thoroughly explore or become involved in specific activities or materials. Use question/answer techniques to promote inquiry. • Provide a variety of familiar and unfamiliar objects and experiences. • Rotate materials frequently. • Allow children time during the day to make independent choices. • Ask open-ended questions.

B. RISK-TAKING

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate increased independence as they explore their environment and engage in new activities.

Infant

Standard	Concepts and Competencies	Supportive Practices
AL.1 I.B **Explore in the comfort of a familiar surrounding or adult.**	**The learner will:** • 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.	**The adult will:** • Stay near children but encourage them to separate and seek out toys or objects. • Introduce new adults in the comfort of familiar adults and environments. • Avoid sudden changes to routine or adults.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.1 YT.B **Explore the environment in close proximity to and in the constant sight of familiar adult.**	**The learner will:** • Engage with an unfamiliar adult while a familiar adult is nearby. • Participate in new experiences initiated by familiar adult.	**The adult will:** • Continue to observe children who leave the security of an adult in case support is needed. • Provide specific feedback on children's efforts of independence. • Introduce new experiences and people slowly, mixed in with familiar activities. • Provide multiple opportunities for children to engage in new experiences. • Prepare children for changes in routines and give them time to adjust.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.1 OT.B **Explore the environment independently seeking occasional approval from adults.**	**The learner will:** • 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.	**The adult will:** • Recognize children's individual temperaments and be prepared to support their attempts to try or learn new things accordingly. • Provide many opportunities for children to become familiar with new ideas, people, or materials. • Introduce new concepts before asking children to participate.

C. STAGE OF PLAY

BROAD STANDARD STATEMENT: Infants and toddlers patterns of play will increase in complexity.

Infant

Standard	Concepts and Competencies	Supportive Practices
AL.1 I.C **Engage in parallel play.**	**The learner will:** • Move toward an object. • Imitate adult actions in play. • Children will independently play near adults. • Play near others without interacting with them.	**The adult will:** • Limit solitary time to nap/sleep. • Provide opportunities for infants to explore the environment by giving them space to crawl, stand, and move around. • Offer objects with different textures and surfaces for infants to explore. • Allow infants to mouth, shake, and manipulate a variety of objects and toys.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.1 YT.C **Engage in associative play.**	**The learner will:** • 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.	**The adult will:** • Join in children's play and ask questions that extend their thinking about the play activity. • Explain what is occurring while playing alongside a child. • Ask questions about the children's actions, encouraging them to think about what comes next. • Provide activities that encourage interactive play with others. • Verbalize what another child is doing to encourage imitation interaction.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.1 OT.C **Engage with others in simple cooperative play.**	**The learner will:** • Interact with other children during play. • Join others play, first watching and later joining in. • Act out familiar scenarios.	**The adult will:** • Participate in children's play, explaining what is happening and asking questions about what might come next. • Provide choices for play. • Design the environment to provide ample materials and opportunities for children to play or work together. • Observe children in social and cooperative play and provide support for emerging social skills. (e.g., turn-taking, sharing)

AL.2 Organizing and Understanding Information

BIG IDEA: Strategies for filtering and organizing information are important to the learning process.
ESSENTIAL QUESTIONS: How do I decide what information/task to attend to? What strategies do I use to organize information?

A. ENGAGEMENT AND ATTENTION

BROAD STANDARD STATEMENT: Infants and toddlers engagement and attention to tasks will develop over time.

Infant

Standard	Concepts and Competencies	Supportive Practices
AL.2 I.A **Interact with others, objects, or activities for short periods of time.**	**The learner will:** • Attend to adult during reciprocal interaction. • Gaze with interest at adult, peer, or object nearby. • Engage in exploration of objects within the environment.	**The adult will:** • Provide children with unfamiliar and interesting objects to explore and observe. (e.g., plastic vegetable steamer, calculator, pots and pans, etc.) • Engage in joint-attention activities with children. (e.g., look at and discuss stories together) • Organize environment and daily routine to allow children to interact with objects or work on an activity for as long as they are interested. • Provide increasingly challenging tasks for children to investigate and master, offering support when appropriate. • Be sensitive to children's needs and interest to attach to specific toys or activities by offering them repeatedly.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.2 YT.A **Engage with others, focus attention, and participate in activities for longer periods of time.**	**The learner will:** • 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.	**The adult will:** Provide children with unique and interesting objects to explore, build with, and investigate together. • Give children ample time to fully engage in a task or activity. • Engage in joint-attention activities with children. (e.g., look at and discuss stories together) • Encourage children to repeat similar activities. • Rotate toys and materials frequently, leaving many familiar objects while introducing some new ones.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.2 OT.A **Focus attention and participate in task oriented activities.**	**The learner will:** • 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.	**The adult will:** Provide opportunities for children to experiment, build, and create with new materials. • Encourage children to work together to accomplish a task. (e.g., model positive social interactions as needed) • Engage in joint-attention activities with children. (e.g., look at and discuss stories together) • Provide spaces within the environment that support children's concentration. • Provide ample time in the daily routine for children to focus on and complete simple tasks.

B. TASK ANALYSIS

BROAD STANDARD STATEMENT: Infants and toddlers will develop an increased ability to understand the steps needed to complete tasks.

Infant

Standard	Concepts and Competencies	Supportive Practices
AL.2 I.B **Anticipate next step of a familiar routine or activity.**	**The learner will:** • 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)	**The adult will:** • Perform routine tasks with consistency and predictability. (e.g., timing sequence, materials needed) • Provide experiences using small steps that are achievable, acknowledging accomplishments of each step. • Verbalize the steps to a task as it is being performed. (e.g., "Let's put on a clean diaper now," "We're putting soap on your hands.")

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.2 YT.B **Know the sequence of familiar routines.**	**The learner will:** • Complete the sequence of a familiar routine. • Demonstrate frustration when routine is changed.	**The adult will:** • Perform routine tasks with consistency and predictability. (e.g., timing sequence, materials needed) • Describe the steps of a task while performing the actions. • Ask what should happen next in a familiar routine. • Break down complex tasks into simple, achievable activities.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.2 OT.B **Identify and complete the sequence of familiar routines and tasks.**	**The learner will:** • 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.	**The adult will:** • Display and discuss daily schedule. • Remind children what happens next throughout the day. • Demonstrate successful strategies for task completion, giving children time to explore their own ideas or solutions. • Use visual cues (e.g., simple charts and graphs) that describe the steps of a recipe or activity. • Make simple books or charts that describe the way in which a task was completed.

C. PERSISTENCE

BROAD STANDARD STATEMENT: Infants and toddlers will develop an increased capacity to attend to a task even when faced with challenges.

Infant

Standard	Concepts and Competencies	Supportive Practices
AL.2 I.C **Engage with an object in more than one way.**	**The learner will:** • 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.	**The adult will:** • Ask "I wonder…" questions. • Make cause and effect statements. • Provide objects that produce response to an action.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.2 YT.C **Attempt to accomplish challenging tasks.**	**The learner will:** • 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.	**The adult will:** • Provide materials or activities with more than one way to complete. • Recognize children's need to walk away from a difficult task. • Model a variety of strategies that can be used to follow through on a challenging task. • Offer specific feedback on children's effort in accomplishing challenging tasks. • Read books about characters engaged in challenging tasks.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.2 OT.C **Attempt to accomplish challenging tasks by employing familiar strategies.**	**The learner will:** • 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.	**The adult will:** • Encourage children to develop alternate solutions to accomplish a challenging task, • Offer specific feedback on children's effort in accomplishing challenging tasks. (e.g., label children's feelings of frustration, pride) • Discuss with children basic strategies for dealing with emotion. (e.g., take a deep breath when frustrated, take a break, state how you feel) • Provide children time to work through a task before offering immediate intervention. • Read books about characters engaged in challenging tasks. • Encourage children to work together to accomplish a task. • Provide spaces in the environment that allow children to focus on a task. • Provide ample time in the daily routine to allow children to accomplish tasks.

D. PATTERNING

BROAD STANDARD STATEMENT: Infants and toddlers will begin to understand simple patterns.

Infant

Emerging

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.2 YT.D **Recognize simple patterns in the environment.**	**The learner will:** • Identify patterns in the environment. (e.g., spots on an animal, stripes on a shirt) • Dance to rhythmic music.	**The adult will:** • Draw children's attention to patterns in the environment. (e.g., "I see a pattern on your shirt. Red stripe, blue stripe, red stripe.") • Encourage children to find patterns in the environment.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.2 OT.D **Recognize and create simple patterns.**	**The learner will:** • 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.	**The adult will:** • Provide a variety of manipulatives and encourage their use to create simple patterns. • Model creating simple patterns. • Draw children's attention to patterns in the environment. (e.g., "I see a pattern on your shirt. Red stripe, blue stripe, red stripe.") • Discuss patterns. (e.g., "What is missing in your pattern?")

E. MEMORY

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to retain and recall information.

Infant

Standard	Concepts and Competencies	Supportive Practices
AL.2 I.E **Recognize and respond to familiar adults and routines.**	**The learner will:** • Smile when familiar adult enters room. • Act on familiar routines. (e.g., go to changing table for diaper change) • Show excitement for familiar adult.	**The adult will:** • Provide individualized routines. • Acknowledge steps of routine while it's occurring. • Maintain documentation of past events through pictures, photos, and video. Post and explore this documentation with children over time. • Encourage families to make and share memory books highlighting past experiences.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.2 YT.E **Recall information from previous experiences.**	**The learner will:** • Relate information and/or experiences from the past. • Engage in memory games.	**The adult will:** • Encourage children to talk about past experiences and events. • Provide opportunities to engage in memory games. • Maintain documentation of past events through pictures, photos, videos, and quotes from children. Post and explore this documentation with children over time. • Encourage families to make and share memory books highlighting past experiences.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.2 OT.E **Retain and recall information from previous experiences.**	**The learner will:** • Relate information and/or experiences from the past. • Engage in memory games. • Recall details from stories, events, and experiences.	**The adult will:** • Encourage children to talk about past experiences and events. • Provide opportunities to engage in memory games. (e.g., turning over simple cards to find a match and remembering the location) • Ask questions which challenge children to recall the details of experiences they are relating. • Maintain documentation of past events through pictures, photos, videos, and quotes from children. Post and explore this documentation with children over time. • Encourage families to make and share memory books highlighting past experiences.

AL.3 Applying Knowledge

BIG IDEA: Prior knowledge and experiences can be used to express and create new understandings.
ESSENTIAL QUESTIONS: How do I use what I already know to understand new things? How do I represent new understandings?

A/B. CREATIVITY/INVENTION

BROAD STANDARD STATEMENT: Infants and toddlers will interact with their environment in increasingly unique and novel ways.

Infant

Standard	Concepts and Competencies	Supportive Practices
AL.3 I.A/B **Respond to music, art, and stories.**	***Reference 9.1.V.I.B***	***Reference 9.1.V.I.B***

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
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***	***Reference 9.1.V.YT. A; 9.1.V.YT.B; 9.1.M.YT.E***

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.3 OT.A/B **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***	***Reference 9.1.V.OT. A; 9.1.V.OT.B; 9.1.M.OT.E***

C. REPRESENTATION

BROAD STANDARD STATEMENT: Infants and toddlers will use a variety of materials to represent their understanding of the environment.

Infant

Standard	Concepts and Competencies	Supportive Practices
AL.3 I.C **Use a variety of materials to create.**	**The learner will:** • Explore a variety of materials. • Imitate use of materials when modeled by adult.	**The adult will:** • Model use of materials. • Provide safe art materials regularly. • Allow time for exploration of materials.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.3 YT.C **Use a variety of materials to represent familiar objects.**	**The learner will:** • Use non-conforming objects to create representations of real-life objects or activities. (e.g., block for phone, stick for spoon)	**The adult will:** • Provide opportunities for children to use materials in non-conforming ways. • Encourage children to describe their actions during play scenarios. • Use "I wonder" statements to encourage children's creativity in use of objects.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.3 OT.C **Experiment with materials to represent objects.**	**The learner will:** • 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)	**The adult will:** • Provide opportunities for children to use materials in non-conforming ways. • Encourage children to describe their actions during play scenarios. • Use "I wonder" statements to encourage children's creativity in use of objects.

AL.4 Learning through Experience

BIG IDEA: Experiences provide the context in which learning is constructed.
ESSENTIAL QUESTIONS: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?

A. MAKING CONNECTIONS

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increasing ability to make connections between experiences.

Infant

Standard	Concepts and Competencies	Supportive Practices
AL.4 I.A **Demonstrate comfort in routines, objects, and materials that reflect home experiences.**	**The learner will:** • 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.	**The adult will:** • Become familiar with and incorporate families' routines. • Learn and use family phrases or descriptions for routines. • When possible, encourage children to interact with adults from the same culture or who are familiar with cultural norms. • Use or learn words from child's home language to incorporate in daily interactions. • Allow children's home objects to be part of the environment.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.4 YT.A **Relay experience from one setting to another.**	**The learner will:** • Share new skills or tasks, learned or practiced, outside the school setting. • 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.	**The adult will:** • Share accomplishments, goals, and activities and encourage families to continue them at home. • Provide families with daily updates about activities that are occurring. (e.g., daily message boards, newsletters, classroom websites) • Talk with families about what children are working on at home and incorporate those goals into the day. • Encourage children to talk about extracurricular activities and show what they are learning. • Acknowledge and value differences in class and home structure. • Provide materials in centers that encourage practice of previously learned skills.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.4 OT.A **Notice similarities and differences between settings.**	**The learner will:** • 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 and similarities among peers. • State similarities between activities.	**The adult will:** • Invite families to share cultural experiences. • Accept and encourage children's individuality in the way they approach or accept experiences. • Answer children's questions about others differences matter-of-factly. • Read books about a variety of real-life families and family situations. • Use similar activities to introduce new ideas.

B. RESILIENCY–COMPETENCE

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate competence while attempting activities and tasks.

Infant

Standard	Concepts and Competencies	Supportive Practices
AL.4 I.B **Use comfort of familiar experiences to explore new activities and experiences.**	***Reference 16.1.I.C***	***Reference 16.1.I.C***

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.4 YT.B **Repeat familiar activity to gain comfort and confidence.**	***Reference 16.1.YT.C***	***Reference 16.1.YT.C***

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.4 OT.B **Approach new experiences with confidence.**	***Reference 16.1.OT.C***	***Reference 16.1.OT.C***

C. PROBLEM-SOLVING

BROAD STANDARD STATEMENT: Infants and toddlers will increasingly act with intention and persistence in attempting to problem-solve.

Infant

Standard	Concepts and Competencies	Supportive Practices
AL.4 I.C **Play with a variety of objects to determine similar and different outcomes.**	**The learner will:** • 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)	**The adult will:** • Ask questions or make statements. (e.g. "I wonder if this ball rolls as fast as this one?") • Describe children's actions that help solve a problem. (e.g., "You squeezed the toy to make it squeak.") • Provide objects that produce a response to an action. • Read books where characters are engage in problem-solving. • Encourage children to use available materials to solve problems. • Observe how children solve problems and offer assistance when needed. • Give children time to discover their own solutions.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.4 YT.C **Solve simple problems independently.**	**The learner will:** • 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. • 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.	**The adult will:** • Ask questions about how to solve a problem. (e.g. ,"How do you think we could reach that ball?") • Explicitly discuss and model a variety of strategies that can be used to solve problems. • Provide materials or experiences with more than one way to interact or complete. Acknowledge all solutions. • Describe children's actions that help solve a problem. (e.g., "You squeezed the toy to make it squeak.") • Read books where characters are engaged in problem-solving. • Encourage children to use available materials to solve problems. • Observe how children solve problems and offer assistance when needed. • Create and provide opportunities for learners to engage in problem-solving activities. • Ask open-ended questions that require thought and encourage creative thinking. • Acknowledge children's independent attempts at problem-solving. • Give children time to discover their own solutions.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
AL.4 OT.C **Attempt problem solving activities to achieve a positive outcome.**	**The learner will:** • 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.	**The adult will:** Ask questions about how to solve a problem. (e.g. ,"How do you think we could reach that ball?") Explicitly discuss and model a variety of strategies that can be used to solve problems. • Create and provide opportunities for learners to engage in problem-solving activities. • Encourage children to use available materials to solve problems. • Engage children in interactions that use known strategies in new situations. • Display a variety of materials and ask children to complete a task, allowing them to choose the material that best suits the task. • Ask open-ended questions that require thought and encourage creative thinking. • Read books where characters are engaged in problem-solving and then identify problem and solution with the children. • Observe how children solve problems and offer assistance when needed. • Offer specific feedback on children's efforts to problem-solve. • Give children time to discover their own solutions.

Approaches to Learning through Play Glossary

Associative Play—A form of play in which a group of children participate in similar and identical activities without formal organization, group direction, group interaction, or a definite goal; children may imitate others in a group but each child acts independently.

Approaches to Learning through Play—A set of skills that are foundational to learning.

Attention—An ability to focus; take all stimuli in environment and focus on one thing.

Competence—The ability to perform a task, action, or function successfully.

Cooperative Play—Any organized recreation among a group of children in which activities are planned for the purpose of achieving some goal.

Culture—The way of life of a particular social, ethnic, or age group of people which includes beliefs, arts, customs, and behaviors.

Curiosity—A desire to learn or know about something; inquisitiveness.

Engagement—Ability to express oneself physically, cognitively, and emotionally during an activity; to feel a connection or a strong bond to work.

Extrinsic Motivation—Motivation that comes from factors outside an individual.

Initiative—A readiness and ability to be eager to lead an action.

Intrinsic Motivation—Motivation that comes from inside an individual rather than from any external or outside rewards.

Invention—An act of devising, creating, or producing using imagination (art, music).

Memory—The mental capacity or faculty of retaining and reviving facts, events, impressions, etc., or of recalling or recognizing previous experiences.

Parallel Play—A developmental stage of social development; an activity in which children play with toys like those the children around them are using, but child is absorbed in his/her own activity; usually play beside rather than with one another.

Pattern—A set or sequence of shapes or numbers that are repeated in a predictable manner.

Persistence—The steady continuance of an action in spite of obstacles or difficulties.

Play—A self-selected activity that may or may not have a specific purpose.

Pretend Play—Using an object to represent something else while giving it action and motion; actively experimenting with the social and emotional roles of life; can build skills in many developmental areas.

Proximity—The state, quality, sense, or fact of being near or next to; closeness.

Resilience—The ability to cope with and bounce back from all types of challenges. A person thrives, matures, and increases competence by drawing on biological, psychological, and environmental resources.

Task Analysis—A process of breaking down complex behaviors into smaller, discrete, specific sub-behaviors to be performed in a certain order for maximum success.

Temperament—The combination of mental, physical, and emotional traits of a person; natural predisposition.

Language and Literacy Development

English Language Arts

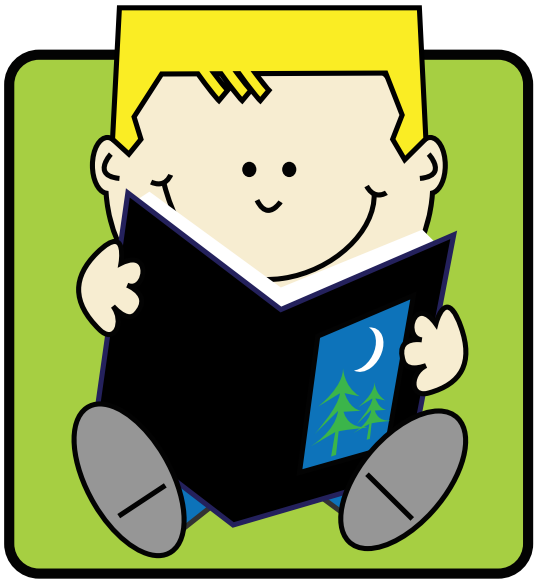
1.1 Foundational Skills

1.2 Reading Informational Text

1.3 Reading Literature

1.4 Writing

1.5 Speaking and Listening



Communication occurs in different ways. It is a way to share one's ideas and understand the ideas of others. Reading involves the use of pictures, symbols, and text to gain information and derive meaning, and writing is used for a variety of purposes. Children should be exposed to a variety of books to acquire new information and for personal fulfillment. Children apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text. Children draw meaning from their prior knowledge and experience, their interactions with others, their knowledge of word meaning, and their word identification strategies. Children vary their use of the spoken and written language to communicate effectively with others. One of the first building blocks of reading is phonemic awareness; this is one of the best predictors of early reading achievement. Children should be developing this awareness in the early years by listening to rhyming stories and songs and engaging in word play activities.

Diversity and Culture

Today's early childhood programs include increasingly diverse groups of children, families, and teachers who represent many cultures, values, and lifestyles. Providers have a unique opportunity to create welcoming environments that emphasize respect for diversity and support families' cultural and linguistic differences. Teachers must help assure the preservation of home language while supporting the acquisition of Standard English. Programs should create experiences and opportunities that honor all children's cultures and values by developing creative strategies for including and expanding home to school connections and by providing children with varied ways to demonstrate their learning. Such experiences and opportunities assure all children's success in school.

1.1 Foundational Skills

BIG IDEA: Emerging reading involves the use of pictures, symbols, and text to gain information and derive meaning.
ESSENTIAL QUESTION: How do I acquire and practice pre-reading skills?

A. BOOK-HANDLING

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate book-handling skills.

Infant

Standard	Concepts and Competencies	Supportive Practices
1.1 I.A **Explore books in a variety of ways.**	**The learner will:** • Gaze, babble, pat, and point at books. • Attend to pictures in a book during lap-reading with an adult.	**The adult will:** • Read to children independently, multiple times each day. • Provide a variety of books for exploration. • Engage children in lap-reading throughout the day, showing and describing the picture. • Make books accessible.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
1.1 YT.A **Demonstrate beginning book-handling skills.**	**The learner will:** • Point to or frequently turn to favorite parts of a book. • Turn pages. • Pretend to read by tracking.	**The adult will:** • Read to children independently or in small groups, multiple times each day. • Provide sturdy books for children to use independently. • Ask questions about the pictures when reading with a child. • Model book reading and correct book orientation. • Make books accessible.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.1 OT.A **Demonstrate beginning book-handling skills.**	**The learner will:** • Independently seek books to read during free play. • Orient book correctly. • Turn pages in order. • Use pointer or finger to track print.	**The adult will:** • Read to children independently or in small groups, multiple times each day. • Provide a variety of books for children to use independently. • Model correct book orientation. • Model turning pages correctly and in order. • Model tracking print. • Make books accessible.

B. PRINT CONCEPTS

BROAD STANDARD STATEMENT: Infants and toddlers will become increasingly aware of print.

Infant

Standard	Concepts and Competencies	Supportive Practices
1.1 I.B **Demonstrate interest in books that have color, pattern, and contrast.**	**The learner will:** • Gaze, babble, pat, and point at books. • Attend to pictures in a book during lap-reading with an adult.	**The adult will:** • Provide books with pictures of real objects to make connections between books and real world experiences. • Provide a variety of books and make them accessible. • Engage child in lap reading daily, showing and describing the pictures. • Provide rich environmental print. (e.g., posters, labeled shelves)

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
1.1 YT.B **Demonstrate interest in pictures and text.**	**The learner will:** • Show preference for favorite books or pages. • Point to or frequently turn to favorite parts in a book. • Notice print in the environment.	**The adult will:** • Provide books with pictures of real objects to make connections between books and real world experiences. • Read to children independently or in small groups, multiple times each day. • Provide sturdy books for children to use independently. • Ask questions about the pictures when reading with a child. • Make books accessible. • Provide rich environmental print. (e.g., posters, labeled shelves)

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.1 OT.B **Recognize that print has meaning.**	**The learner will:** • Chose books from a collection and name each one even if not using proper titles. • Differentiate between numbers and letters. • Recognize some letters in his/her name.	**The adult will:** • Provide books with pictures of real objects to make connections between books and real world experiences. • Read to children independently or in small groups, multiple times each day. • Provide sturdy books for children to use independently. • Ask questions about the pictures when reading with a child. • Make books accessible. • Provide rich environmental print. (e.g., posters, labeled shelves) • Provide a variety of materials. (e.g., hands-on, print and/or digital) for exploration of letters.

C. PHONOLOGICAL AWARENESS

BROAD STANDARD STATEMENT: Infants and toddlers will learn to make sense of sounds within the environment.

Infant

Standard	Concepts and Competencies	Supportive Practices
1.1 I.C **Respond to sounds in the environment.**	**The learner will:** • 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.	**The adult will:** • Identify sounds. (e.g., "There is the dog barking again.") • Provide opportunities for children to experiment and play with sound. (e.g., rhyming, finger plays, books, songs) • Use words and phrases over and over to increase language learning. • Integrate sounds intentionally into the environment. (e.g., music, wind chimes) • Listen and respond to children's attempt to communicate. • Read books that contain rich language. (e.g., rhyme, repetition, rhythm) • Provide materials for exploration of sounds.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
1.1 YT.C **Identify and imitate familiar sounds in the environment.**	**The learner will:** • 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.")	**The adult will:** • Provide opportunities for children to experiment and play with sound. (e.g., rhyming, finger plays, books, songs) • Identify sounds that occur throughout the day. • Use sounds and give children time to repeat them. • Talk about sounds and encourage children to practice the sounds. • Read books that contain rich language. (e.g., rhyme, repetition, rhythm) • Provide materials for exploration of sounds.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.1 OT.C **Categorize familiar sounds.**	**The learner will:** • 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.	**The adult will:** • Point out sounds in children's names. • Provide opportunities for children to experiment and play with sound. (e.g., rhyming, finger plays, books, songs, non-sense words) • Identify sounds that occur throughout the day. • Use sounds and give children time to repeat them. • Talk about sounds and encourage children to practice the sounds. • Read books that contain rich language. (e.g., rhyme, repetition, rhythm) • Create recordings of familiar sounds for children to identify. • Provide materials for exploration of sounds.

D. PHONICS AND WORD RECOGNITION

BROAD STANDARD STATEMENT: Infants and toddlers will engage with print within their environment.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.1 OT.D **Recognize familiar environmental print.**	**The learner will:** • Recognize and associate familiar logos. (e.g., restaurants, stores, teams) • Recognize objects labeled with his/her name.	**The adult will:** • Explicitly point out signs in the environment. • Provide rich environmental print. (e.g., posters, labeled shelves) • Incorporate letters, sounds, and words into activities. • Use print for functional purposes. (e.g., use name tags to choose learning centers)

1.2 Reading Informational Text

BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information.
ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

B. KEY IDEAS AND DETAILS – TEXT ANALYSIS

BROAD STANDARD STATEMENT: Infants and toddlers will actively engage with text.

Infant

Standard	Concepts and Competencies	Supportive Practices
1.2 I.B **Attend to a picture in a text when reading with an adult.**	**The learner will:** • 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)	**The adult will:** • Describe pictures when reading. • Read same text repeatedly, pointing out pictures.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
1.2 YT.B **Respond to simple questions about a text.**	**The learner will:** • Point to picture in a text when asked by an adult. • Attempt to communicate about the text when asked by an adult.	**The adult will:** • Describe pictures when reading. • Read same text repeatedly, checking for comprehension by asking questions.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.2 OT.B **Answer simple questions about a text.**	**The learner will:** • Use some details from the text to answer questions. • Answer "who" or "what" the text is about.	**The adult will:** • Read same text repeatedly, checking for comprehension by asking questions. • Ask simple questions about obvious detail in a text. • Explicitly state "who" or "what" the text is about.

C. KEY IDEAS AND DETAILS

BROAD STANDARD STATEMENT: Infants and toddlers will begin to relate text to their personal experiences.

Infant

Emerging

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
1.2 YT.C **Relate familiar objects in a text to personal experience.**	**The learner will:** • 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.	**The adult will:** • Describe pictures when reading. • Respond to a child who demonstrates interest in a book by reading aloud. • Provide real life props when reading text. • Provide books with real pictures to help make connections between books and real world experiences.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.2 OT.C **Relate text to personal experiences when asked.**	**The learner will:** • 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	**The adult will:** • Use prompting questions to help child make connections. • Share how the text is similar to own life experiences. • Provide opportunities for children to interact independently with text. • Ask children how a text relates to their home, family, or school.

E. CRAFT AND STRUCTURE – TEXT STRUCTURE

BROAD STANDARD STATEMENT: Infants and toddlers will show an awareness of parts of the book.

Infant

Emerging

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
1.2 YT.E **Identify a favorite book by its cover.**	**The learner will:** • Use front cover to locate favorite text. • Ask adult to read a favorite text often.	**The adult will:** • Point out and identify the parts of a text. • Acknowledge and reflect children's preferences. • Provide a variety of text for exploration.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.2 OT.E **Identify a text by the front cover.**	**The learner will:** • Locate a familiar text when provided with title. • Locate an unfamiliar text when provided a description of the front cover.	**The adult will:** • Point out and identify the parts of a text. • Acknowledge and reflect children's preferences. • Provide a variety of text for exploration.

G. INTEGRATION OF KNOWLEDGE AND IDEAS – DIVERSE MEDIA

BROAD STANDARD STATEMENT: Infants and toddlers will begin to associate pictures with text.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.2 OT.G **Notice details in illustration or picture.**	**The learner will:** • Describe details about pictures in text.	**The adult will:** • Talk about the meaning of pictures in text. (e.g., "What do you think this picture is telling us about Sophie?") • Ask open ended questions about illustrations.

J. VOCABULARY ACQUISITION AND USE

BROAD STANDARD STATEMENT: Infants and toddlers will acquire and use an increased amount of vocabulary in everyday speech.

Infant

Standard	Concepts and Competencies	Supportive Practices
1.2 I.J **Use single words to identify family members and familiar objects.**	**The learner will:** • Look at or move toward named person or object. • Repeat sounds initiated by adult. • Use newly acquired vocabulary to name objects.	**The adult will:** Name objects when interacting with child, introducing new words and objects. • Listen and respond to children's babble and attempts to say words. • Respond to infant's gestures and nonverbal signals.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
1.2 YT.J **Use new vocabulary in everyday speech.**	**The learner will:** • 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.	**The adult will:** Name objects when interacting with child, introducing new words and objects • Pause before ending a phrase in a song or story to allow child to say the next word • Use words and gestures that correspond to activity or story.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.2. OT.J **Use expanded vocabulary in everyday speech.**	**The learner will:** • 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.	**The adult will:** Encourage children to use new vocabulary when discussing pictures or real objects. • Introduce new vocabulary. • Model use of newly learned words or phrases. • Support and acknowledge children's use of new words or phrases. • Introduce Tier II vocabulary words. • Discuss words and meanings of words in daily use.

L. RANGE OF READING

BROAD STANDARD STATEMENT: Infants and toddlers will engage in reading activities.

Infant

Standard	Concepts and Competencies	Supportive Practices
1.2 I.L **Engage in reading activities.**	**The learner will:** • 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.	**The adult will:** • Read to children independently multiple times each day. • Provide a variety of books for exploration. • Engage children in lap-reading throughout the day, showing and describing the pictures. • Make books accessible.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
1.2. YT.L **Actively engage in reading activities for short periods of time.**	**The learner will:** • 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.	**The adult will:** • Read to children independently or in small groups multiple times each day. • Provide books for children to use independently. • Ask questions about the text. • Make books accessible.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.2. OT.L **Use expanded vocabulary in everyday speech.**	**The learner will:** • 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.	**The adult will:** • Read to children daily in small groups and individually. • Use strategies prior to reading to involve children in the text being read. (e.g., predict the topic of the text using front cover and/or illustrations, picture walk) • Attend to children's questions and comments during reading. • Ask questions about text during reading. • Provide learning centers and activities that extend the ideas explored in group reading activity. (These activities can be planned or emergent.)

1.3 Reading Literature

BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information.
ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

A. KEY IDEAS AND DETAILS – THEME

BROAD STANDARD STATEMENT: Infants and toddlers will recall an event from a story.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.3 OT.A **Recall an event from a story.**	**The learner will:** • Name one event in a story. • Talk about what the story is about. • Finish a familiar story when adult pauses.	**The adult will:** • Ask questions about what is happening in a story. • Engage children in re-enacting the sequence of the story. • Use prompts and props to support recall of story events.

B. KEY IDEAS AND DETAILS – TEXT ANALYSIS

BROAD STANDARD STATEMENT: Infants and toddlers will actively engage with a story.

Infant

Standard	Concepts and Competencies	Supportive Practices
1.3 I.B **Attend to a picture in a story when reading with an adult.**	**The learner will:** • 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)	**The adult will:** • Describe pictures when reading. • Read same story repeatedly, pointing out pictures.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
1.3 YT.B **Respond to simple questions about a story.**	**The learner will:** • Point to picture in a story when asked by an adult. • Attempt to communicate about the story when asked by an adult.	**The adult will:** • Describe pictures when reading. • Read same story repeatedly, checking for comprehension by asking questions.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.2 OT.B **Answer simple questions about a story.**	**The learner will:** • Use some details from the story to answer questions. • Answer "who" or "what" the story is about.	**The adult will:** • Read same story repeatedly, checking for comprehension by asking questions. • Ask simple questions about obvious detail in a story. • Explicitly state "who" or "what" the story is about.

C. KEY IDEAS AND DETAILS – LITERARY ELEMENTS

BROAD STANDARD STATEMENT: Infants and toddlers will recognize basic elements of a story.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.3 OT.C **Recognize pictures of familiar characters in a book.**	**The learner will:** • Name characters in the story.	**The adult will:** • Discuss characters in stories. • Ask open-ended questions about illustrations. • Talk about illustrations.

G. INTEGRATION OF KNOWLEDGE AND IDEAS – SOURCES OF INFORMATION

BROAD STANDARD STATEMENT: Infants and toddlers will use illustrations as a source of information about a story.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.3 OT.G **Notice details in illustration or picture.**	**The learner will:** • Describe details about pictures in stories.	**The adult will:** • Talk about the meaning of pictures in stories. (e.g., "What do you think this picture is telling us about Sophie?") • Ask open-ended questions about illustrations.

J. VOCABULARY ACQUISITION AND USE

BROAD STANDARD STATEMENT: Infants and toddlers will acquire and use an increased amount of vocabulary in everyday speech.

Infant

Standard	Concepts and Competencies	Supportive Practices
1.3 I.J **Use single words to identify family members and familiar objects.**	**The learner will:** • Look at or move toward named person or object. • Repeat sounds initiated by adult. • Use newly acquired vocabulary to name objects.	**The adult will:** • Name objects when interacting with child, introducing new words and objects. • Listen and respond to children's babble and attempts to say words. • Respond to infant's gestures and nonverbal signals.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
1.3 YT.J **Use new vocabulary in everyday speech.**	**The learner will:** • 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.	**The adult will:** • Name objects when interacting with child, introducing new words and objects. • Pause before ending a phrase in a song or story to allow child to say the next word. • Use words and gestures that correspond to activity or story.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.3 OT.J **Use expanded vocabulary in everyday speech.**	**The learner will:** • 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.	**The adult will:** Encourage children to use new vocabulary when discussing pictures or real objects. • Introduce new vocabulary. • Model use of newly learned words or phrases. • Support and acknowledge children's use of new words or phrases. • Introduce Tier II vocabulary words. • Discuss words and meanings of words in daily use.

K. RANGE OF READING

BROAD STANDARD STATEMENT: Infants and toddlers will begin to participate in group story times.

Infant

Standard	Concepts and Competencies	Supportive Practices
1.3 I.K **Engage in reading activities.**	**The learner will:** • 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.	**The adult will:** • Read to children independently multiple times each day. • Provide a variety of books for exploration. • Engage children in lap-reading throughout the day, showing and describing the picture. • Make books accessible.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
1.3 YT.K **Actively engage in reading activities for short periods of time.**	**The learner will:** • 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.	**The adult will:** • Read to children independently or in small groups, multiple times each day. • Provide books for children to use independently. • Ask questions about the story. • Make books accessible.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.3 OT.K **Actively engage in small group reading activities.**	**The learner will:** • 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.	**The adult will:** • Read to children daily in small groups and individually. • Use strategies prior to reading to involve children in the text being read. (e.g., predict the topic of the text using front cover and/or illustrations, picture walk) • Attend to children's questions and comments during reading. • Ask questions about text during reading. • Provide learning centers and activities (planned or emergent) that extend the ideas explored in group reading activity.

1.4 Writing

BIG IDEAS: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge.
ESSENTIAL QUESTIONS: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?

M. NARRATIVE

BROAD STANDARD STATEMENT: Infants and toddlers will engage in pre-writing by communicating about their illustrations.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.4 OT.M **Tell a story about a picture.**	**The learner will:** • Tell a real or make-believe story. • Describe the shapes in a drawn picture. (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.	**The adult will:** • Ask children to describe their paintings or drawings. • Ask children for details about their illustrations. • Write children's words on their pictures and read it out loud. Ask questions about what is happening in a story. • Use "I wonder" statements to prompt further details.

R. NARRATIVE – CONVENTIONS OF LANGUAGE

BROAD STANDARD STATEMENT: Infants and toddlers will develop pre-writing skills.

Infant

Standard	Concepts and Competencies	Supportive Practices
1.4 I.R **Make marks with writing and drawing tools.**	**The learner will:** • 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)	**The adult will:** • Provide a variety of materials and opportunities for children to engage in tactile writing experiences. • Model use of writing implements. (e.g., paint brush, marker, crayon)

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
1.4 YT.R **Scribble with writing and drawing tools.**	**The learner will:** • 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.	**The adult will:** • Provide a variety of materials and opportunities for children to engage in tactile writing experiences. • Explicitly acknowledge children's attempts at writing. (e.g., ask questions) • Model use of writing implements. (e.g., paint brush, marker, crayon) • Model conventional writing.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.4 OT.R **Intentionally make marks with writing and drawing tools.**	**The learner will:** • Choose from a variety of writing tools and surfaces during play. • Engage in tactile experiences creating letters and other forms. • 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)	**The adult will:** • Provide a variety of materials and opportunities for children to engage in writing experiences. • Model use of writing implements. (e.g., paint brush, marker, crayon, pencil) • Model conventional writing. • Explicitly acknowledge children's attempts at writing. (e.g., ask questions)

V. CONDUCTING RESEARCH

BROAD STANDARD STATEMENT: Infants and toddlers will use sensory exploration and demonstrate a growing interest in the environment to gain information.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.4 OT.V **Ask questions about topics of personal interest to gain information.**	**The learner will:** • Ask about a new toy or object in the classroom. (e.g., "How does that work?") • Ask questions about familiar and unfamiliar people.	**The adult will:** • Share personal curiosity and interest using "I wonder" statements and questioning. • Model the use of a variety of resources that respond to the children's interests and inquiries. (e.g., adults and peers, books, digital media, maps, recipes, experts) • Engage individual children or groups of children interested in a similar topic in project based learning. • Introduce new materials into the classroom. • Encourage children to talk about topics of interest.

1.5 Speaking and Listening

BIG IDEAS: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose.
ESSENTIAL QUESTIONS: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?

A. COMPREHENSION AND COLLABORATION – COLLABORATIVE DISCUSSION

BROAD STANDARD STATEMENT: Infants and toddlers will engage in reciprocal communication.

Infant

Standard	Concepts and Competencies	Supportive Practices
1.5 I.A **Use sounds and gestures as a form of reciprocal communication.**	**The learner will:** • 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.	**The adult will:** • Use words to describe the object or needs child is communicating. • Encourage and support efforts to communicate. • Model conversational turn-taking. (e.g., speak, pause, and allow child to respond)

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
1.5 YT.A **Use sounds, gestures, and words as forms of reciprocal communication.**	**The learner will:** • 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.	**The adult will:** • Use words to describe the object or needs child is communicating. • Encourage and support efforts to communicate. • Model conversational turn-taking. (e.g., speak, pause, and allow child to respond)

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.5 OT.A **Engage in reciprocal conversations and interactions with peers and adults.**	**The learner will:** • Engage in conversational turn-taking. • Pose questions. • Allow wait time before responding.	**The adult will:** • Model appropriate participation in discussion. • Explicitly restate comments made by children and encourage those responding to add further detail. • Encourage children to ask questions to find out more information.

C. COMPREHENSION AND COLLABORATION – EVALUATION

BROAD STANDARD STATEMENT: Infants and toddlers will develop receptive language skills.

Infant

Standard	Concepts and Competencies	Supportive Practices
1.5 I.C **Respond in ways that indicate understanding of what is being communicated.**	**The learner will:** • Respond to tone of other's voice. • Connect voice to specific person. • Follow simple direction. • Turn head toward speaker.	**The adult will:** • Talk to child throughout the day describing actions and new sounds or experiences. • Use words or phrases over and over to increase language learning. • Engage child in social games. (e.g., Pat A Cake or This Little Piggy) • Respond to child's babbles.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
1.5 YT.C **Respond to questions, comments, or directions.**	**The learner will:** • 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.	**The adult will:** • Ask open-ended questions. • Ask simple questions that offer children a choice. • Name objects and actions, introducing new words often. • Acknowledge children's efforts to follow directions.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.5 OT.C **Respond to questions, comments, or directions.**	**The learner will:** • 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 two-step directions with reminders. • Respond to a question with an answer or details related to the topic being discussed.	**The adult will:** • Ask open-ended questions. • Ask simple questions that offer children a choice. • Name objects and actions, introducing new words often. • Acknowledge children's efforts to follow directions. • Reinforce following directions through use of prompts and cues. (e.g., verbal and picture cues)

D/E. PRESENTATION OF KNOWLEDGE AND IDEAS – PURPOSE, AUDIENCE, AND TASK/CONTEXT

BROAD STANDARD STATEMENT: Infants and toddlers will develop expressive language skills.

Infant

Standard	Concepts and Competencies	Supportive Practices
1.5 I.D/E **Babble and begin to use single words and/or signs.**	**The learner will:** • 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.	**The adult will:** • Communicate to child using native language or signs. • Respond to children's attempts to communicate.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
1.5 YT.D/E **Use 1-2 words and/or signs to communicate.**	**The learner will:** • 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.	**The adult will:** • Change pitch, tone, and inflections when talking, singing, or reading. • Acknowledge children's attempts to communicate. • Speak to and engage children in individual conversations daily. • Rephrase child's sentence structure or grammar by repeating the sentence properly. • Model appropriate volume and pace when speaking. • Allow time for children to talk to each other throughout the day. • Use mealtime as an opportunity for sharing and discussion.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.5 OT.D/E **Use simple sentences, communicating clearly enough to be understood by familiar adults.**	**The learner will:** • 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. • Use inflection when speaking.	**The adult will:** • Change pitch, tone, and inflections when talking, singing, or reading. • Acknowledge children's attempts to communicate. • Speak to and engage children in individual conversations daily. • Rephrase child's sentence structure or grammar by repeating the sentence properly. • Model appropriate volume and pace when speaking. • Allow time for children to talk to each other throughout the day. • Use mealtime as an opportunity for sharing and discussion. • Model appropriate grammar.

G. CONVENTIONS OF STANDARD ENGLISH

BROAD STANDARD STATEMENT: Infants and toddlers demonstrate command of the conventions of standard English when speaking.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
1.5 OT.G **Demonstrate command of the conventions of standard English when speaking based on older toddler development.**	**The learner will:** • 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.	**The adult will:** • Model appropriate use of standard English. • Acknowledge children's efforts to use appropriate standard English. • Speak to and engage children in conversation daily. • Rephrase child's sentence structure or grammar by repeating the sentence properly. • State phrases in both home language and standard English, as appropriate.

Languages and Literacy Development Glossary

Alliteration—The repetition of initial consonant sounds.

Antonym—A word that is the opposite of another word.

Basic Features of Print—Letters, words, and sentences.

Characterization—The method an author uses to reveal characters and their various personalities.

Choral Reading—Reading of a text where an adult or an experienced reader reads a line of text and student repeats the line.

Collaboration—The action of working with someone to produce or create something.

Collaborative Conversations—Also called reciprocal conversation; knowing and following the back and forth rules of conversation.

Compare—Place together characters, situations, or ideas to show common or differing features in literary selections.

Context Clues—Information from the reading that identifies a word or group of words.

Conventions of Language—Mechanics, usage, and sentence completeness.

Credibility—The quality of being believable or worthy of trust.

Decoding—Analyzing text to identify and understand individual reading.

Dialogic Reading—An effective strategy to enhance vocabulary, oral language skills, and comprehension.

Dictation—The act of saying words aloud to be written down.

Emergent Literacy—One stage of literacy development; reading and writing behaviors that precede and develop into convention and literacy.

Environmental Print—The print of everyday life; symbols, signs, numbers, colors, and logos found within the environment.

Expressive Language—Being able to convey messages using words.

Evaluate—Examine and judge carefully.

Explanatory—Something that makes things more clear; intended to make people understand something by describing it or giving the reasons for it.

Fine Motor—Demonstrate increased control of hand and eye coordination; using hands and fingers such as in writing, painting, drawing, modeling clay, or pinching clothespins.

Fluency—The clear, easy, written or spoken expression of ideas. Freedom from word-identification problems which might hinder comprehension in silent reading or the expression of ideas in oral reading.

Genre—A category used to classify literary works, usually by form, technique, or content (prose, poetry).

Guided Reading—Teachers work with students at their instructional level to guide them in using context, visual, and structural cues.

Homophone—One of two or more words pronounced alike, but different in spelling or meaning (hair/hare; road/rode).

Informative—Something that contains useful, helpful, or relevant information or details.

Literary/Story Elements—The essential techniques used in literature (characterization, setting, plot, theme, problem, solution).

Literary Devices—Tools used by the author to enliven and provide voice to the writing (dialogue, alliteration).

Main Idea—The most important or central thought of a paragraph or larger section of text, which tells the reader what the text is about.

Narrative—A story, actual or fictional, expressed orally or in writing.

Onset—A sound in word that comes before the vowel.

Phonemic Awareness—Ability to hear and identify parts of spoken language and auditory divide into phonemes.

Phoneme—A sound unit of speech.

Phonics—A way of teaching reading that stresses sound symbol relationships; refers to the relationship between the letters and letter sounds of language.

Phonological Awareness—A broad term that includes phonemic awareness. In addition to phonemes, phonological awareness refers to larger spoken units such as rhymes, words, syllables, and onsets and rimes.

Picture Walk—A pre-reading strategy that is an examination of the text looking at pictures to gain an understanding of the story and to illicit story related language in advance of reading the story.

Point of View—The way in which an author reveals characters, events, and ideas in telling a story; the vantage point from which the story is told.

Print Awareness—Ability to understand how print works.

Project-Based Learning—An instructional approach built upon authentic learning activities that engage student interest and motivation.

Reading Critically—Reading in which a questioning attitude, logical analysis, and interference are used to judge the worth of text; evaluating relevancy and adequacy of what is read; the judgment of validity or worth of what is read, based on sound criteria.

Reciprocal Conversations—Also called collaborative conversations; knowing and following the back and forth rules of conversation.

Receptive Language—Being able to receive and give meaning to message/words heard.

Research—A systematic inquiry into a subject or problem to discover, verify, or revise relevant facts or principles having to do with that subject or problem.

Rhyme—Correspondence of sound between words or the endings of words.

Rime—The part of a syllable that contains at least one vowel and all that follows.

Shared Reading—Teachers guides the entire class through stories with a high level of support; sharing and reading a story together (echo reading, choral reading, or fill the gap reading).

Shared Writing—Teacher and learner work together to compose a message or story.

TIER I Words—Words that rarely require direct instruction and typically do not have multiple meanings.

TIER II Words—High-frequency words that occur across a variety of domains; occur often in mature language situations such as adult conversations and literature; TIER II words also contain multiple meanings (e.g., here/hear).

TIER III Words—Low-frequency words that occur in specific domains (including subjects in school, hobbies, occupations, geographic regions, technology, weather).

Tone—The attitude of the author toward the audience and characters (serious or humorous).

Voice—The fluency, rhythm, and liveliness in writing that make it unique to the writer.

Mathematical Thinking and Expression

Exploring, Processing, and Problem-Solving

2.1 Numbers and Operations

2.2 Algebraic Concepts

2.3 Geometry

2.4 Measurement, Data, and Probability

Use of Manipulatives in Early Learning Settings

Small toys or objects may be one of the most important teaching tools for early childhood classrooms. Counters, pegs, and/or small blocks support children's learning in math and science as a means of learning complex concepts. As children combine, sort, count, or describe the characteristics of these small objects, they are using active, hands-on strategies for problem-solving, exploration, and experimentation, and scaffolding previous knowledge and interactions to learn new information. In addition, children are learning motor control, patterns, and concrete ways to understand abstract ideas. All classrooms should provide ample opportunities for children's independent access to manipulatives throughout the daily routine.

Mathematical learning is a key element of Science, Technology, Engineering, and Math (STEM) education. To fully understand math, children must be able to connect mathematical concepts to real-world situations and across disciplines. Math skills are developed and based on children's experiences with their environment, their interactions with adults and other children, and their daily observations.

Throughout the early years of life, children notice and discover mathematical dimensions of their world. They compare quantities, find patterns, problem-solve, communicate, and confront real problems such as balancing a tall block building or angling a ramp to roll a ball down. Mathematics helps children make sense of their world and helps them construct a solid foundation for future success. By asking intentional questions, adults can help encourage STEM concepts where children are identifying objects, making comparisons, making predictions, testing ideas, and sharing discoveries, all while investigating their environment.Mathematical thinking is foundational and important to academic success in all subjects. All children are capable of developing a strong knowledge of mathematics in their earliest years. Math and science subjects are connected to other subject matters and the real world. Adults should tap into children's natural curiosity and give them ample opportunities to be active participants in their own learning.

2.1 Numbers and Operations

BIG IDEA: Mathematical relationships among numbers can be represented, compared, and communicated.
ESSENTIAL QUESTION: How is mathematics used to quantify, compare, represent, and model numbers?

A.1. COUNTING AND CARDINALITY – CARDINALITY

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate increased understanding of numbers and rote counting.

Infant

Standard	Concepts and Competencies	Supportive Practices
2.1 I.A.1 **Explore objects.**	**The learner will:** • Stack and unstack objects. • Dump and fill objects into and out of containers. • Repeat sound patterns. (e.g., repeatedly beat on drums, clap hands)	**The adult will:** Count natural objects with children. (e.g., large stones, leaves, pine cones, etc.) Build small towers with children, counting each piece. Build small ramps and count each object as it rolls down. • Provide numerically rich environment. (e.g., books, songs, pictures) • Talk with children and describe what they are doing. • Describe comparisons during playful interactions. • Provide materials that have numbers on them and explicitly name them. • Use mathematical vocabulary during routine interactions. • Use number words and numerals, including zero, in everyday situations.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
2.1 YT.A.1 **Imitate rote counting using some names of numbers.**	**The learner will:** • Attempt to count, not always in the correct order.	**The adult will:** Count natural objects with children. (e.g., large stones, leaves, pine cones, etc.) Build small towers with children, counting each piece. Build small ramps and count each object as it rolls down. • Provide numerically rich environment. (e.g., books, songs, pictures) • Use mathematical vocabulary during routine interactions. • Count using child's home language. • Provide materials that have numbers on them and explicitly name them. • Use number words and numerals, including zero, in everyday situations.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
2.1 OT.A.1 **Know some number names and the count sequence.**	**The learner will:** • 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)	**The adult will:** Count natural objects with children. (e.g., large stones, leaves, pine cones, etc.) Build small towers with children, counting each piece. Build small ramps and count each object as it rolls down. • Provide numerically rich environment. (e.g., books, songs, pictures) • Use mathematical vocabulary during routine interactions. • Count using child's home language. • Provide materials that have numbers on them and explicitly name them. • Acknowledge children's efforts to rote count. • Use number words and numerals, including zero, in everyday situations.

A.2. COUNTING AND CARDINALITY – COUNTING

BROAD STANDARD STATEMENT: Infants and toddlers will develop an increasing ability to count to tell the number of objects.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
2.1 OT.A.2 **Count to tell the number of objects.**	**The learner will:** • Subitize (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 and as a means for determining quantity.	**The adult will:** Count natural objects with children. (e.g., large stones, leaves, pine cones, etc.) Build small towers with children, counting each piece. Build small ramps and count each object as it rolls down. • Provide numerically rich environment. (e.g., books, songs, pictures) • Use number words and numerals, including zero, in everyday situations. • Count using child's home language. • Provide manipulatives. (e.g., counting bears, magnetic numbers, lacing numbers) • Model strategies to help children keep track of what they are counting. • Ask children to pass out utensils, napkins, cups, and plates at snack time to reinforce one-to-one correspondence.

A.3. COUNTING AND CARDINALITY – COMPARING

BROAD STANDARD STATEMENT: Infants and toddlers will develop an increasing understanding of comparisons between objects.

Infant

Standard	Concepts and Competencies	Supportive Practices
2.1 I.A.3 **Explore relationships between objects.**	**The learner will:** • Stack and unstack objects. • Dump and fill objects into and out of containers. • Place objects inside of other objects.	**The adult will:** • Provide numerically rich environment. (e.g., books, songs, pictures) • Talk with children and describe the relationships between objects. • Describe comparisons during playful interactions. • Use comparative vocabulary. (e.g., "This block is bigger than that block.")

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
2.1 YT.A.3 **Explore simple comparisons of quantity.**	**The learner will:** • Ask for "more." • Notice differences in size. (e.g., big, small) • Indicate when something is gone. • Participate in comparison activities.	**The adult will:** • Pose questions that involve simple comparisons. (e.g., "Who has more?") • Point out to children instances where groups of objects have more or less. • Acknowledge children's efforts of comparison.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
2.1 OT.A.3 **Use comparative language to show understanding of more or less.**	**The learner will:** • Recognize who has more than another. • Use terms like "more," "less," "bigger than," "smaller than," "the same." • Identify groups of more or less.	**The adult will:** • Acknowledge children's efforts of comparison. • Pose questions that involve comparisons. • Point out to children instances where groups of objects have more or less.

MP. COUNTING AND CARDINALITY – MATHEMATICAL PROCESSES

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to use mathematical processes when quantifying, comparing, and representing numbers.

Infant

Standard	Concepts and Competencies	Supportive Practices
2.1 I.MP **Engage in numerical play.**	**The learner will:** • 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)	**The adult will:** • Count natural objects with children. (e.g., large stones, leaves, pine cones, etc.) • Build small towers with children, counting each piece. • Build small ramps and count each object as it rolls down. • Provide numerically rich environment. (e.g., books, songs, pictures) • Talk with children and describe what they are doing. • Describe comparisons during playful interactions. • Provide materials that have numbers on them and explicitly name them. • Use mathematical vocabulary during routine interactions. • Use number words and numerals, including zero, in everyday situations.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
2.1 YT.MP **Engage and persist in numerical play.**	**The learner will:** • 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)	**The adult will:** Count natural objects with children. (e.g., large stones, leaves, pine cones, etc.) Build small towers with children, counting each piece. Build small ramps and count each object as it rolls down. • Provide numerically rich environment. (e.g., books, songs, pictures) • Use mathematical vocabulary during routine interactions. • Provide materials that have numbers on them and explicitly name them.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
2.1 OT.MP **Use mathematical processes when quantifying, comparing, and representing numbers.**	**The learner will:** • Engage in numerical play. • Persist in numerical play. (Reference AL.2 OT.C) • When prompted, communicate thinking while engaged in numerical play. • Talk and listen to peers during numerical play. • Use simples forms of numerical representations. (e.g., pictures, objects, fingers)	**The adult will:** • Notice children engaged in numerical play and describe what they are doing. • Ask open-ended questions to encourage children to talk about what they are thinking. (e.g., "How do you know there are three blocks?") • Listen carefully to children's responses and restate their responses using clear, age-appropriate, mathematical language. • Listen carefully to children's responses to identify and clarify misconceptions. • Acknowledge children's use of fingers, concrete objects, or symbols to represent quantity.

2.2 Algebraic Concepts

BIG IDEA: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations.
ESSENTIAL QUESTION: How are relationships represented mathematically?

A.1. OPERATIONS AND ALGEBRAIC THINKING

BROAD STANDARD STATEMENT: Infants and toddlers will engage in simple addition and subtraction experiences.

Infant

Emerging

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
2.2 YT.A.1 **Sort manipulatives into sets.**	**The learner will:** • Group like objects into sets. • Engage in experiences related to adding and subtracting. (e.g., songs, finger plays, books)	**The adult will:** • Provide a variety of objects for children to group. • Count and group objects. • Acknowledge children's efforts to group objects. • Provide experiences relating to adding and subtracting. (e.g., sing finger plays that include animals adding on)

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
2.2 OT.A.1 **Add to and take apart sets.**	**The learner will:** • 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.")	**The adult will:** • Provide a variety of objects for children to group. • Count and group objects. • Acknowledge children's efforts to group objects. • Provide experiences relating to adding and subtracting. (e.g., sing finger plays that include animals adding on) • Talk about simple math equations that are relevant to daily life. (e.g., "How many blocks are left?")

2.3 Geometry

BIG IDEA: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.
ESSENTIAL QUESTIONS: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem-solving?

A.1. GEOMETRY – IDENTIFICATION

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to identify basic shapes.

Infant

Standard	Concepts and Competencies	Supportive Practices
2.3 I.A.1 **Explore objects of different sizes and shapes.**	**The learner will:** • 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.	**The adult will:** • Provide a variety of natural items of various shapes for children to explore. • Offer puzzles, shape sorters, and shape blocks that can be put together and taken apart. • Describe objects by shape and name.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
2.3 YT.A.1 **Match identical shapes.**	**The learner will:** • Put together simple puzzles with assistance. • Place shapes in shape sorter.	**The adult will:** • Provide a variety of natural items of various shapes for children to explore. • Offer puzzles, shape sorters, and shape blocks. • Describe objects by shape and name. • Describe how shapes are similar or different. • Model matching shapes.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
2.3 OT.A.1 **Recognize and identify basic shapes in the environment.**	**The learner will:** • Describe objects in the environment and name shapes. • Complete simple puzzles. • Manipulate objects of various shape and size.	**The adult will:** • Provide a variety of natural items of various shapes for children to explore. • Offer puzzles, shape sorters, and shape blocks that can be put together and taken apart. • Describe objects by shape and name. • Point out shapes and their characteristics in the environment. (e.g., "This leaf is in the shape of a triangle.")

A.2. GEOMETRY – APPLICATION

BROAD STANDARD STATEMENT: Infants and toddlers will create and compose simple shapes.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
2.3 OT.A.2 **Create and compose simple shapes.**	**The learner will:** • Use simple shapes in drawing. • Use 3-D materials to represent simple shapes. • Use fingers or body to represent shapes when asked.	**The adult will:** • Provide 2-D and 3-D materials of various shapes and sizes. • Model creating and composing various shapes. • Acknowledge children's efforts to create and compose shapes. • Provide multiple opportunities to make shapes. (e.g., indoors and outdoors, art, finger plays)

MP. GEOMETRY – MATHEMATICAL PROCESSES

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to use mathematical processes when engaged in geometric play.

Infant

Standard	Concepts and Competencies	Supportive Practices
2.3 I.MP **Engage in geometric play.**	**The learner will:** • 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.	**The adult will:** • Provide a variety of natural items of various shapes for children to explore. • Offer puzzles, shape sorters, and shape blocks that can be put together and taken apart. • Describe objects by shape and name.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
2.3 YT.MP **Engage and persist in geometric play.**	**The learner will:** • Put together simple puzzles with assistance. • Place shapes in shape sorter.	**The adult will:** • Provide a variety of natural items of various shapes for children to explore. • Offer puzzles, shape sorters, and shape blocks. • Describe objects by shape and name. • Describe how shapes are similar or different. • Model matching shapes.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
2.3 OT.MP **Use mathematical processes when creating and composing shapes.**	**The learner will:** • Describe objects in the environment and name shapes. • Complete simple puzzles. • Manipulate objects of various shapes and sizes. • 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.	**The adult will:** • Notice children engaged in geometric play and describe what they are doing. • Ask open-ended questions to encourage children to talk about what they are thinking. (e.g., "I wonder if you can make a circle with your fingers?") • Listen carefully to children's responses and restate their responses using clear, age-appropriate, mathematical language. • Listen carefully to children's responses to identify and clarify misconceptions. • Acknowledge children's efforts to create and compose shapes.

2.4 Measurement, Data, and Probability

BIG IDEAS: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.
ESSENTIAL QUESTIONS: Why does "what" we measure influence "how" we measure? How can data be organized and represented to provide insight into the relationship between quantities?

A.1. MEASUREMENT AND DATA – MEASUREMENT

BROAD STANDARD STATEMENT: Infants and toddlers will explore basic measureable attributes of everyday objects.

Infant

Emerging

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
2.4 YT.A.1 **Engage in measurement experiences.**	**The learner will:** • Begin to use size words. • Explore objects to determine size. • Explore measuring tools. • Fills and empties containers in the water table.	**The adult will:** • Provide opportunities for exploration of objects of various sizes and weights. • Explicitly use the language of measurement. • Model measuring objects. • Provide picture books/board books with measurement concepts. • Engage learners in gross motor activities involving distance, weight, and height. • Acknowledge children's efforts to measure. • Engage in cooking experiences. • Ask questions about measurement. (e.g., "What's bigger?" "Is that heavy?" "How many footsteps to the door?")

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
2.4 OT.A.1 **Use basic measurement vocabulary.**	**The learner will:** • 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.	**The adult will:** • Provide opportunities for exploration of objects of various sizes and weights. • Explicitly use the language of measurement. • Provide opportunities for measuring objects in the classroom. • Provide books with measurement concepts. • Engage learners in gross motor activities involving distance, weight, and height. • Acknowledge children's efforts to measure. • Model how to measure using standard and nonstandard tools. • Provide measuring tools (e.g., ruler, scales, measuring cups) for children to explore and use in their play. • Engage in cooking experiences. • Ask questions about measurement. (e.g., "How tall are you?" "How many footsteps to the door?")

A.4. MEASUREMENT AND DATA – DATA

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to classify and organize data.

Infant

Emerging

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
2.4 YT.A.4 **Participate in sorting objects.**	**The learner will:** • Put similar objects into piles. • Begin to sort objects by size or shape (e.g., beads, blocks, counting bears) with teacher support.	**The adult will:** • Provide children with objects of various sizes and shapes. • Play sorting games with children. • Model sorting and classifying. • Incorporate sorting and classifying activities in daily routine. • Acknowledge children's attempts to sort. • Sing, recite finger plays and read books that explore different categories. (e.g., color, shape, animals) • Label storage containers with visual prompts to encourage sorting and classifying.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
2.4 OT.A.4 **Classify objects and count the number of objects in each category.**	**The learner will:** • 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.	**The adult will:** • Provide materials to practice sorting and classifying. • Model sorting and classifying. • Use verbal prompts. (e.g., "Let's put all the red crayons in this cup.") • Label storage containers with visual prompts to encourage sorting and classifying. • Sing, recite finger plays and read books that explore different categories. (e.g., color, shape, animals) • Ask children about groups. (e.g., "Why do these things belong together?") • Collect objects to use for data collection. • Model organization of data for graphing purposes.

MP. MEASUREMENT AND DATA – MATHEMATICAL PROCESSES

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to engage in and communicate about measuring, representing, organizing, and understanding data.

Infant

Emerging

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
2.1 YT.MP **Engage and persist when measuring and sorting objects.**	**The learner will:** • 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.	**The adult will:** Provide opportunities for exploration of objects of various sizes, shapes, and weights. Explicitly use the language of measurement. • Model measuring and sorting objects. • Engage learners in gross motor activities involving distance, weight, and height. • Acknowledge children's efforts to measure and sort. • Ask questions about measurement. (e.g., "What's bigger?" "Is that heavy?" "How many footsteps to the door?") • Incorporate sorting and classifying activities in daily routine. • Sing, recite finger plays, and read books that explore different categories. (e.g., color, shape, animals) • Label storage containers with visual prompts to encourage sorting and classifying.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
2.1 OT.MP **Use mathematical processes when measuring, organizing data.**	**The learner will:** • 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.	**The adult will:** • Notice children engaged in measurement and describe what they are doing. • Ask open-ended questions to encourage children to talk about what they are thinking. (e.g., "I wonder which group has more?") • Listen carefully to children's responses and restate their responses using clear, age-appropriate, mathematical language. • Listen carefully to children's responses to identify and clarify misconceptions. • Acknowledge children's efforts to measure, and organize data.

Mathematical Thinking and Expression Glossary

Algebraic Expression—A group of numbers, symbols, and variables that express a single series of operations.

Ascending Order—A listing in which numbers or terms are organized in increasing value.

Attribute—A quality or feature regarded as a characteristic or inherent part of someone or something.

Bar Graph—A graph in which horizontal or vertical bars represent data.

Cardinality—The number of elements in a set or other grouping.

Concrete Objects—Physical objects used to represent mathematical situations.

Counting On—Given two sets of objects in which to find the sum; learner counts one set and then counts on from the first set to the second set (3 apples in one set, 1 apple in other set – learner says 1 – 2 – 3 and then 4; there are 4 in all).

Data—Information gathered by observation, questioning, or measurement, usually expressed with numbers.

Descending Order—A listing in which numbers or terms are organized in decreasing value.

Graph—A pictorial device that shows a relationship between variables or sets of data.

Manipulatives—A wide variety of physical materials, objects, and supplies that students use to foster mathematical learning.

Non-Standard Measurement—A measure that is not determined by the use of standard units (paper clips, blocks).

Numerical Operations—Place value, number sense, counting, correspondence, comparison, ordering numbers, addition, subtraction (joining/separating sets).

Number Sense—Understanding of numbers and their quantities.

Ordinal Number—A whole number that names the position of an object in a sequence.

Pictograph—A graph that uses pictures or symbols to represent data.

Place Value—The value of the position of a digit in a numeral.

Probability—The measure of the likelihood of an event occurring.

Reflection—A transformation creating a mirror image of a figure on the opposite side of a line.

Seriation—Arranging objects in order by size or position in space (arrange in a series of pattern).

Spatial Sense—Building and manipulating mental representations of two- and three-dimensional objects.

Standard Measurement—A measure determined by the use of standard units (i.e., inches, feet, pounds, cups, pints, gallons, centimeters, meters, kilos, milliliters, liters).

Subitize—To perceive the number of (a group of items) at a glance and without counting.

Symbol—A sign used to represent something.

Symmetry—An attribute of a shape or relation; an exact reflection of a form on opposite sides of a dividing line or place.

Three-dimensional—Involving or relating to three dimensions or aspects; giving the illusion of depth.

Two-dimensional—Having only two dimensions, especially length and width.

Whole Numbers—The set of numbers consisting of the counting numbers and zero.

Scientific Thinking and Technology

Exploring, Scientific Inquiry, and Discovery

3.1A Biological Sciences – Living and Non-Living Organisms

3.1B Biological Sciences – Genetics

3.1C Biological Sciences – Evolution

3.2A Physical Sciences – Chemistry

3.2B Physical Sciences – Physics

3.3A Earth and Space Sciences – Earth Structures, Processes, and Cycles

4.1 Environment and Ecology – Ecology

4.2 Environment and Ecology – Watersheds and Wetlands

4.3 Environment and Ecology – Agriculture and Society

4.4 Environment and Ecology – Humans and the Environment

15.4 Computer and Information Technology

Children are born with natural curiosity and the innate science and math skills to interpret and respond to the world. Children learn about Science, Technology, Engineering, and Math (STEM) concepts through play. They explore, experiment, invent, design and test solutions, and form ideas about how the world works. Technology, engineering, and math are the application of science to the design, creation and construction of things. Children, who are given opportunities to conduct experiments, gather data and make conclusions, are developing skills that support discovery about the natural world and scientific inquiry. Adults support science in play by providing an engaging environment and facilitating appropriately. Scientific play is enhanced with natural objects. High quality early learning environments provide children with the structure in which to build upon their natural desire to explore, to build, and to question. Adults must acknowledge and support children in extending their curiosity through the scientific process of inquiry, observing, asking questions, forming hypothesis, investigating, gathering data, drawing conclusions, and building ideas that lead to new questions.

Facilitating Scientific Inquiry

Adults facilitate scientific inquiry when classrooms or learning environments are structured to promote curiosity. Scientific inquiry is the active search for knowledge and occurs most successfully when adults intentionally create activities and experiences that allow children to use previously learned knowledge to understand new information. One role of the adult during this active exploration is to scaffold children's thinking by asking open-ended questions. Open-ended questions encourage problem-solving and support children's learning of the world around them. Open-ended questions are a more effective strategy to encourage learning and critical thinking when compared to closed questions, which typically result in short answers that don't provide insight into children's thinking. When learning environments are structured to promote curiosity, children use strategies that are based on scientific inquiry.

3.1 Biological Sciences

BIG IDEAS: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied.
ESSENTIAL QUESTIONS: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?

A. LIVING AND NON-LIVING ORGANISMS

1. COMMON CHARACTERISTICS OF LIFE

BROAD STANDARD STATEMENT: Infants and toddlers will explore basic measureable attributes of everyday objects.

Infant

Standard	Concepts and Competencies	Supportive Practices
3.1 I.A.1 **Show interest in the natural world.**	**The learner will:** • Reach for and move to objects and people. • Explore using all senses. • Observe basic caretaking of non-toxic plants and safe animals.	**The adult will:** • Provide opportunities for children to observe plants and animals in their environment. • Provide a variety of natural objects for infants to explore and discover (different texture, size, shape, material). • Describe what child is seeing, hearing, and exploring. • Provide books with real photographs of natural objects, animals, and people. • Model basic caretaking of plants and animals. • Provide indoor and outdoor experiences that include safe interaction with animals, plants, and other people. • Include plants and, when possible, pets in the classroom.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
3.1 YT.A.1 **Explore the characteristics of living things.**	**The learner will:** • Show interest in and respond to plants, animals, and people in the environment. • Explore using all senses. • Engage in basic caretaking of non-toxic plants and safe animals.	**The adult will:** • Provide opportunities for children to explore plants, animals, and people in their environment. • Provide indoor and outdoor experiences that include safe interaction with animals, plants, and other people. • Include plants and, when possible, pets in the classroom. • Read books about plants and animals and their characteristics. • Provide a variety of natural objects for children to explore and discover (different texture, size, shape, material). • Describe what child is seeing, hearing, and exploring. • Model basic caretaking of plants and animals.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.1 OT.A.1 **Identify basic characteristics of some living and non-living things.**	**The learner will:** • 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.	**The adult will:** • Provide opportunities for children to investigate plants, animals, and people in their environment. • Provide indoor and outdoor experiences that include safe interaction with animals, plants, and other people. • Include plants and, when possible, pets in the classroom. • Read books about plants and animals and their characteristics. • Provide a variety of natural objects for children to explore and discover (different texture, size, shape, material). • Describe what child is seeing, hearing, and exploring. • Model basic caretaking of plants and animals. • Provide and model the use of technology. (e.g., magnifying glass, digital camera, light table) • Provide opportunities to sort by living and non-living.

2. ENERGY FLOW

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of the basic needs of plants and animals.

Infant

Emerging

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
3.1 YT.A.2 **Explore the basic needs of plants and animals.**	**The learner will:** • Engage in basic caretaking of non-toxic plants and safe animals.	**The adult will:** • Provide opportunities for children to explore plants, animals, and people in their environment. • Provide indoor and outdoor experiences that include safe interaction with animals, plants, and other people. • Include plants and, when possible, pets in the classroom. • Read books depicting the basic needs of plants and animals. • Model basic caretaking of plants and animals.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.1. OT.A.2 **Recognize that plants and animals have basic needs.**	**The learner will:** • Engage in basic caretaking of non-toxic plants and safe animals. • State that living things need food and water to survive.	**The adult will:** • Provide opportunities for children to explore plants, animals, and people in their environment. • Provide indoor and outdoor experiences that include safe interaction with animals, plants, and other people. • Include plants and, when possible, pets in the classroom. • Read books depicting the basic needs of plants and animals. • Model basic caretaking of plants and animals. • Explicitly discuss what living things need to survive.

3. LIFE CYCLES

BROAD STANDARD STATEMENT: Infants and toddlers will notice plants and animals growing and changing.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.1 OT.A.3 **Notice plants and animals growing and changing.**	**The learner will:** • 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.	**The adult will:** • Encourage documentation of observations. • Display pictures that show life cycles. • Provide opportunities to observe changes in plants and animals. • Set up a science table and exploration area. • Take nature walks during different seasons and point out differences in observations of plants and animals.

5. FORM AND FUNCTION

BROAD STANDARD STATEMENT: Infants and toddlers will increase their ability to recognize and identify basic parts of living things.

Infant

Standard	Concepts and Competencies	Supportive Practices
3.1 I.A.5 **Explore parts of living things in their environment.**	**The learner will:** • Explore own body parts. • Explore parts of other living things.	**The adult will:** • Provide opportunities for children to observe parts of various plants (e.g., flower, stem, roots, leaves, and fruits/vegetables still on the plant) in their environment. • Provide pictures and real objects for exploration. • Name body parts and parts of other living things. • Recite simple rhymes and games that include body parts. (e.g., This Little Piggy).

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
3.1 YT.A.5 **Recognize parts of living things in their environment.**	**The learner will:** • 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)	**The adult will:** • Provide opportunities for children to observe parts of various plants (e.g., flower, stem, roots, leaves, and fruits/vegetables still on the plant) in their environment. • Provide pictures and real objects for exploration. • Name body parts and parts of other living things. • Recite simple rhymes and games that include body parts. (e.g., This Little Piggy)

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.1 OT.A.5 **Identify basic parts of living things.**	**The learner will:** • 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.	**The adult will:** • Provide opportunities for children to observe parts of various plants (e.g., flower, stem, roots, leaves, and fruits/vegetables still on the plant) in their environment. • Provide pictures and real objects for exploration. • Name body parts and parts of other living things. • Recite simple rhymes and games that include body parts. (e.g., This Little Piggy) • Discuss the names of parts. (e.g., root, stalk, bud or hoof, wing, claw)

9. SCIENCE AS INQUIRY

BROAD STANDARD STATEMENT: Infants and toddlers will become increasingly purposeful in their exploration of living and non-living things.

Infant

Standard	Concepts and Competencies	Supportive Practices
3.1 I.A.9 **Participate in simple investigations of living and non-living things.**	**The learner will:** • Use senses to explore. • Engage with adult-provided materials. • Observe living and non-living things in their environment.	**The adult will:** • Provide opportunities for children to observe and explore living and non-living things. • Pose "I wonder questions" and describe what children are seeing, hearing, and doing. • Provide simple equipment for exploration. (e.g., magnifying glass, light table) • Use outdoor time as opportunities to explore and investigate the environment.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
3.1 YT.A.9 **Participate in simple investigations to observe living and non-living things.**	**The learner will:** • Use senses and simple equipment to explore. • 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.	**The adult will:** • Provide opportunities for children to observe and explore living and non-living things. • Pose "I wonder questions" and describe what children are seeing, hearing, and doing. • Observe and respond to children's interests in living and non-living things. • Provide simple equipment for exploration. (e.g., magnifying glass, digital camera, light table) • Use outdoor time as opportunities to explore and investigate the environment.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.1 OT.A.9 **Participate in simple investigations of living and non-living things to answer a question.**	**The learner will:** • 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.	**The adult will:** • Encourage documentation of observations in journals with scribbles and/or pictures. • Provide tools for exploration. (e.g., magnifying glass, large tweezers, a scale) • Use outdoor time as opportunities to explore and investigate the environment. • Provide materials for children to sort, examine, and explore at the science table. • Compare and contrast animals. • Compare and contrast plants.

B. GENETICS

1. HEREDITY

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased awareness of characteristics of living things from the same species.

Infant

Standard	Concepts and Competencies	Supportive Practices
3.1 I.B.1 **Recognize self and family members.**	**The learner will:** • Look at self in mirror. • Direct gaze to named person when asked. (e.g., look for family member when caregiver says, "Here's Mommy!")	**The adult will:** • Provide mirrors at eye-level for children to look into. • Talk to child while looking into mirror. • Identify family members by name when they are present. • Display family pictures and talk about who is in the picture.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
3.1 YT.B.1 **Recognize familiar animals and their babies.**	**The learner will:** • Point to adult and baby animals in pictures when asked. • Name a familiar animal when seen. • Match familiar animals to their babies.	**The adult will:** • Identify family members by name when they are present. • Display family pictures and talk about who is in the picture. • Provide pictures, books, and materials depicting realistic adult and baby animals. • Use appropriate vocabulary when identifying animals.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.1 OT.B.1 **Notice similarities and differences between living things from the same species.**	**The learner will:** • 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)	**The adult will:** • Display photos of families. • Display photos of animals and their offspring. • Discuss similarities among family members. • Use proper names for animal offspring. (e.g., "calf" instead of "baby cow")

6. SCIENCE AS INQUIRY

BROAD STANDARD STATEMENT: Infants and toddlers will become increasingly purposeful in their exploration of the physical characteristics of living things from the same species.

Infant

Standard	Concepts and Competencies	Supportive Practices
3.1 I.B.6 **Participate in simple investigations of physical characteristics of living things.**	**The learner will:** • Use senses to explore. • Engage with adult-provided materials. • Observe living things in their environment.	**The adult will:** • Provide opportunities for children to observe and explore living things. • Pose "I wonder questions" and describe what children are seeing, hearing, and doing. • Provide simple equipment for exploration. (e.g., magnifying glass, light table) • Use outdoor time as opportunities to explore and investigate the environment.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
3.1 YT.B.6 **Participate in simple investigations to observe physical characteristics of living things.**	**The learner will:** • 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.	**The adult will:** • Provide opportunities for children to observe and explore living things. • Pose "I wonder questions" and describe what children are seeing, hearing, and doing. • Observe and respond to children's interests in living things. • Provide simple equipment for exploration. (e.g., magnifying glass, digital camera, light table) • Use outdoor time as opportunities to explore and investigate the environment.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.1 OT.B.6 **Participate in simple investigations of physical characteristics of living things from same species to answer a question.**	**The learner will:** • 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.	**The adult will:** • Encourage documentation of observations in journals with scribbles and/or pictures. • Provide tools for exploration. (e.g., magnifying glass, large tweezers, a scale) • Use outdoor time as opportunities to explore and investigate the environment. • Provide pictures, books, and materials depicting realistic adult and baby animals. • Compare and contrast animals.

C. EVOLUTION

3. UNIFYING THEMES (Constancy and Change)

BROAD STANDARD STATEMENT: Infants and toddlers will notice changes that occur in animals.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.1 OT.C.3 **Notice changes that occur in animals.**	**The learner will:** • Talk about changes that occur in animals during the seasons.	**The adult will:** • Provide books depicting realistic animals and their adaptation to the changing seasons. • Relate observations made on walks to information in text. • Point out and discuss changes that occur in animals to adapt to seasonal changes. (e.g., bird migration, squirrels gathering nuts)

4. SCIENCE AS INQUIRY

BROAD STANDARD STATEMENT: Infants and toddlers will become increasingly purposeful in their investigation of the physical characteristics of animals.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.1 OT.C.4 **Participate in simple investigations of changes that occur in animals.**	**The learner will:** • Ask questions about changes that occur in animals. • Use the five senses and simple equipment to gather data. • Observe during a nature walk. • Describe observations.	**The adult will:** • Encourage documentation of observations in journals with scribbles and/or pictures. • Provide tools for exploration. (e.g., magnifying glass, large tweezers, a scale) • Use outdoor time as opportunities to explore and investigate the environment. • Provide books depicting realistic animals and their adaptation to the changing seasons. • Compare and contrast animals.

3.2 Physical Sciences

BIG IDEA: Physical properties help us to understand the world.
ESSENTIAL QUESTIONS: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?

A. CHEMISTRY

1. PROPERTIES OF MATTER

BROAD STANDARD STATEMENT: Infants and toddlers will become increasingly purposeful in their investigation of the characteristics of objects.

Infant

Standard	Concepts and Competencies	Supportive Practices
3.2 I.A.1 **Explore objects with varying characteristics.**	**The learner will:** • 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	**The adult will:** • Provide opportunities for children to explore objects with varying characteristics. (e.g., color, size, shape, texture) • Introduce new objects into the environment. • Describe the characteristics of objects. (e.g., "That feels squishy.")

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
3.2 YT.A.1 **Engage with objects to learn about their characteristics.**	**The learner will:** • 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)	**The adult will:** • Provide opportunities for children to explore objects with varying characteristics. (e.g., color, size, shape, texture) • Introduce new objects into the environment. • Describe the characteristics of objects. (e.g., "That feels squishy." "This one is rough but this one feels smooth.")

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.2 OT.A.1 **Describe objects by their characteristics.**	**The learner will:** • 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) • Collect and sort objects according to characteristics.	**The adult will:** • Provide opportunities for children to explore objects with varying characteristics. (e.g., color, size, shape, texture) • Introduce new objects into the environment. • Describe the characteristics of objects. (e.g., "That feels squishy." "This one is rough but this one feels smooth.") • Encourage children to participate in conversations, literature, and hands-on sorting of objects. • Explicitly use science vocabulary. (e.g., solid, liquid, rough, smooth, wet, dry)

3. MATTER AND ENERGY

BROAD STANDARD STATEMENT: Infants and toddlers will become increasingly aware of changes in matter.

Infant

Standard	Concepts and Competencies	Supportive Practices
3.2 I.A.3 **Observe activities involving changes in matter.**	**The learner will:** • 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)	**The adult will:** • Conduct simple experiments where children can observe changes. • Provide opportunities for children to mix and combine safe materials. • Model and describe mixing and combining materials. (e.g., "When I mix flour with water, we get solid dough.") • Explicitly use science vocabulary. (e.g., solid, liquid, reaction, mixture)

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
3.2 YT.A.3 **Engage in activities involving changes in matter.**	**The learner will:** • 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)	**The adult will:** • Conduct simple experiments where children can observe changes. • Encourage creative use of multiple materials. • Provide opportunities for children to mix and combine safe materials. • Model and describe mixing and combining materials. (e.g., "When I mix flour with water, we get solid dough.") • Explicitly use science vocabulary. (e.g., solid, liquid, reaction, mixture)

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.2 OT.A.3 **Notice changes in matter.**	**The learner will:** • 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., crayon melting) • Describe changes in food substances during cooking.	**The adult will:** • Provide opportunities for children to investigate objects that go through changes. (e.g., snow, bread dough, waffles) • Conduct simple experiments where children can observe changes. • Encourage creative use of multiple materials. • Model and describe mixing and combining materials. (e.g., "When I mix flour with water, we get solid dough.") • Explicitly use science vocabulary. (e.g., solid, liquid, reaction, mixture) • Cook with children and talk about the changes that occur when foods are combined. • Ask questions to provoke discussion of observations. • Talk about observable changes in matter. (e.g., ice cream at room temperature, mixing baking soda and vinegar, shaking cream in a jar to make butter)

6. SCIENCE AS INQUIRY

BROAD STANDARD STATEMENT: Infants and toddlers will become increasingly purposeful in their investigation in the changes of matter.

Infant

Standard	Concepts and Competencies	Supportive Practices
3.2 I.A.6 **Participate in simple investigations of matter.**	**The learner will:** • 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.	**The adult will:** • Provide opportunities for children to observe and explore matter. • Pose "I wonder questions" and describe what children are seeing, hearing, and doing. • Provide simple equipment for exploration. (e.g., magnifying glass, cooking utensils)

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
3.2 YT.A.6 **Participate in simple investigations to observe changes in matter.**	**The learner will:** • 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)	**The adult will:** • Provide opportunities for children to observe and explore matter. • Pose "I wonder questions" and describe what children are seeing, hearing, and doing. • Observe and respond to children's interests in matter. • Provide simple equipment for exploration. (e.g., magnifying glass, digital camera, cooking utensils)

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.2 OT.A.6 **Participate in simple investigations of matter to answer a question.**	**The learner will:** • Ask questions about matter. • Use the five senses and simple equipment to gather data. • Collect and sort objects according to characteristics. • Describe observations.	**The adult will:** • Encourage documentation of observations in journals with scribbles and/or pictures. • Provide tools for exploration. (e.g., magnifying glass, large tweezers, a scale) • Provide materials for children to sort, examine, and explore at the science table. • Compare and contrast size of objects. • Compare and contrast shape of objects. • Compare and contrast texture of objects. • Compare and contrast colors of objects.

B. PHYSICS

1. FORCES AND MOTION OF PRACTICES AND RIGID BODIES

BROAD STANDARD STATEMENT: Infants and toddlers will become increasingly purposeful in their investigation of how objects move.

Infant

Standard	Concepts and Competencies	Supportive Practices
3.2 I.B.1 **Explore the motion of objects.**	**The learner will:** • Recognize that objects can be moved. • Act upon objects to make them move in various ways. • Participate in teacher-led activities involving moving objects.	**The adult will:** • Describe the motion (e.g., fast, slow, stop, and go) of familiar objects in the environment. • Provide and describe the motion of novel objects. (e.g., watermelons, medicine ball) • Model activities involving motion. (e.g., build ramps and roll balls down them) • Engage in songs that involve children in different speeds of movement.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
3.2 YT.B.1 **Recognize and explore how objects move.**	**The learner will:** • Recognize that objects can be moved. • Act upon objects to make them move in various ways. • Participate in teacher-led activities involving moving objects.	**The adult will:** • Describe the motion (e.g., fast, slow, stop, and go) of familiar objects in the environment. • Provide and describe the motion of novel objects. (e.g., watermelons, medicine ball, tires) • Model activities involving motion. (e.g., build ramps and roll balls down them) • Engage in songs that involve children in different speeds of movement. • Read books about the motion of various objects.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.2 OT.B.1 **Communicate about the motion of objects.**	**The learner will:** • 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.	**The adult will:** • Describe the motion (e.g. fast, slow, stop, and go) of familiar objects in the environment. • Provide and describe the motion of novel objects. (e.g., watermelons, medicine ball, tires) • Engage children in simple investigations to explore motion. (e.g., provide ramps and balls) • Engage in songs that involve children in different speeds of movement. • Read books about the motion of various objects. • Introduce scientific vocabulary to describe motion. (e.g., gravity, momentum, velocity) • Encourage children to extend thinking by asking “why” questions.

5. NATURE OF WAVES (Sound and Light Energy)

BROAD STANDARD STATEMENT: Infants and toddlers will learn to make sense of sounds within the environment.

Infant

Standard	Concepts and Competencies	Supportive Practices
3.2 I.B.5 **Respond to sounds in the environment.**	***Reference 1.1 I.C***	***Reference 1.1 I.C***

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
3.2 YT.B.5 **Identify and imitate familiar sounds in the environment.**	***Reference 1.1 YT.C***	***Reference 1.1 YT.C***

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.2 OT.B.5 **Categorize familiar sounds.**	***Reference 1.1 OT.C***	***Reference 1.1 OT.C***

7. SCIENCE AS INQUIRY

BROAD STANDARD STATEMENT: Infants and toddlers will become increasingly purposeful in their investigation of motion and sound.

Infant

Standard	Concepts and Competencies	Supportive Practices
3.2 I.B.7 **Participate in simple investigations of motion and sound.**	**The learner will:** • 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.	**The adult will:** • Provide opportunities for children to observe and explore a variety of objects. • Pose "I wonder questions" and describe what children are seeing, hearing, and doing. • Provide simple equipment for exploration. (e.g., ramps, instruments, tuning forks, wind chimes)

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
3.2 YT.B.7 **Participate in simple investigations to observe motion and sound.**	**The learner will:** • 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)	**The adult will:** • Provide opportunities for children to observe and explore a variety of objects. • Pose "I wonder questions" and describe what children are seeing, hearing, and doing. • Observe and respond to children's interests in motion and sound. • Provide simple equipment for exploration. (e.g., ramps, instruments, tuning forks)

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.2 OT.B.7 **Participate in simple investigations of motion and sound to answer a question.**	**The learner will:** • 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)	**The adult will:** • Encourage documentation of observations in journals with scribbles and/or pictures. • Provide tools for exploration. (e.g., ramps, instruments, tuning forks, wind chimes) • Provide materials for children to examine and explore at the science table, block area, and outside. • Compare and contrast motion of objects. • Compare and contrast sounds of objects.

3.3 Earth and Space Sciences

BIG IDEA: The earth, which is part of a larger solar system, consists of structures, processes, and cycles which affect its inhabitants.
ESSENTIAL QUESTIONS: What structures, processes, and cycles make up the earth? How do the various structures, processes, and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?

A. EARTH STRUCTURE, PROCESSES, AND CYCLES

1. EARTH FEATURES AND THE PROCESSES THAT CHANGE THEM

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of earth materials.

Infant

Standard	Concepts and Competencies	Supportive Practices
3.3 I.A.1 **Explore earth materials.**	**The learner will:** • Use senses to explore earth materials. • Explore a variety of earth materials. (e.g., large rocks, soil, wood)	**The adult will:** • Provide opportunities for children to investigate safe earth materials. • Safely display rocks, stones, and pebbles of different colors and shapes. • Talk about earth materials with children and introduce new vocabulary. • Provide books about earth materials.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
3.3 YT.A.1 **Engage with earth materials.**	**The learner will:** • 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)	**The adult will:** • Provide opportunities for children to investigate safe earth materials. • Safely display rocks, stones, and pebbles of different colors and shapes. • Garden with children. • Provide tools for exploration of earth materials. (e.g., magnifying glasses, child-sized shovels, rakes and hoes, sifters) • Talk about earth materials with children and introduce new vocabulary. • Provide books about earth materials.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.3 OT.A.1 **Describe earth materials.**	**The learner will:** • 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.	**The adult will:** • Provide opportunities for children to investigate safe earth materials. (e.g., rocks and minerals, clay, gravel, soil, wood) • Talk about earth materials with children and introduce new vocabulary. • Ask questions about what children are seeing and doing. • Garden with children. • Provide tools for exploration of earth materials. (e.g., magnifying glasses, child-sized shovels, rakes and hoes, sifters) • Encourage children to build structures with a variety of safe earth materials. • Provide books about earth materials. • Display earth materials of different colors and shapes for sorting. • Encourage children to compare and contrast types of earth.

4. WATER

BROAD STANDARD STATEMENT: Infants and toddlers will become increasingly purposeful in their investigation of water leading to an increased understanding of its uses.

Infant

Standard	Concepts and Competencies	Supportive Practices
3.3 I.A.4 **Explore water.**	**The learner will:** • Use senses and simple tools to explore water.	**The adult will:** • Provide opportunities for children to safely investigate water. • Provide opportunities for children to observe adults using water for a variety of purposes. (e.g., watering plants, filling fish tank, doing dishes, washing hands, turning on sprinkler) • Provide tools for exploration of water. (e.g., cups, spoons, funnels, water wheel, basters, bowls, tubes) • Talk about water with children and introduce new vocabulary. • Provide books about water and its uses.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
3.3 YT.A.4 **Engage with water.**	**The learner will:** • 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)	**The adult will:** • Provide opportunities for children to safely investigate water. • Provide opportunities for children to observe adults using water for a variety of purposes. (e.g., watering plants, filling fish tank, doing dishes, washing hands, turning on sprinkler) • Provide tools for exploration of water. (e.g., cups, spoons, funnels, water wheel, basters, bowls, tubes) • Talk about water with children and introduce new vocabulary. • Provide books about water and its uses.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.3 OT.A.4 **Discuss basic uses of water.**	**The learner will:** • 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.	**The adult will:** • Provide opportunities for children to safely investigate water. • Provide opportunities for children to observe adults using water for a variety of purposes. (e.g., watering plants, filling fish tank, doing dishes, washing hands, turning on sprinkler) • Provide tools for exploration of water. (e.g., cups, spoons, funnels, water wheel, basters, bowls, tubes) • Talk about water with children and introduce new vocabulary/ • Provide books about water and its uses/ • Ask questions about what children are seeing and doing.

5. WEATHER AND CLIMATE

BROAD STANDARD STATEMENT: Infants and toddlers will increase their awareness of weather and its impact on daily life.

Infant

Standard	Concepts and Competencies	Supportive Practices
3.3 I.A.5 **Observe weather conditions.**	**The learner will:** • Respond to weather. (e.g., point to or move to window when raining or snowing) • Use senses to observe weather conditions.	**The adult will:** • Provide opportunities for children to observe a variety of weather conditions. (e.g., by going outdoors, observation through a window, realistic pictures) • Take nature walks to observe weather conditions. • Talk about the weather conditions daily. • Provide opportunities for children to participate in songs, finger plays, and rhymes about weather. • Provide books about weather. • Provide different types of seasonal clothing in the dramatic play area.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
3.3 YT.A.5 **Observe and begin to label weather conditions.**	**The learner will:** • 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)	**The adult will:** • Provide opportunities for children to observe and discuss a variety of weather conditions. (e.g., by going outdoors, observation through a window, realistic pictures) • Take nature walks to observe weather conditions. • Talk about the weather conditions daily. • Provide opportunities for children to participate in songs, finger plays, and rhymes about weather. • Provide books about weather. • Provide different types of seasonal clothing in the dramatic play area.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.3 OT.A.5 **Describe changes in weather conditions, and discuss how weather affects daily life.**	**The learner will:** • 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)	**The adult will:** • Provide opportunities for children to observe and discuss changes in weather conditions and their impact on daily life. (e.g., by going outdoors, observation through a window, realistic pictures) • Take nature walks to observe weather conditions. • Talk about the weather conditions daily. • Provide opportunities for children to participate in songs, finger plays, and rhymes about weather. • Provide books about weather. • Provide opportunities to sort pictures of activities, clothing, and objects according to the types of weather and season they would be connected to. (e.g., sled with snow, bathing suit with sun) • Hang a thermometer outdoors and model how to read it daily to determine the temperature. • Talk about the purpose of a thermometer. • Talk about and graph the changes in temperature and children's dress. (e.g., "How many wore their boots today?") • Provide different types of seasonal clothing in the dramatic play area.

7. SCIENCE AS INQUIRY

BROAD STANDARD STATEMENT: Infants and toddlers will become increasingly purposeful in their investigation of earth materials, processes, and cycles.

Infant

Standard	Concepts and Competencies	Supportive Practices
3.3 I.A.7 **Participate in simple investigations of earth materials, processes, and cycles.**	**The learner will:** • Use senses to explore earth materials, processes, and cycles.	**The adult will:** • Provide opportunities for children to observe and explore a variety of earth materials, processes, and cycles. • Pose "I wonder questions" and describe what children are seeing, hearing, and doing. • Provide simple equipment for exploration. (e.g., sifters, child-sized shovels, rakes, hoes, buckets, water wheels, wind chimes)

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
3.3 YT.A.7 **Participate in simple investigations of earth materials, processes, and cycles.**	**The learner will:** • 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.	**The adult will:** • Provide opportunities for children to observe and explore a variety of earth materials, processes, and cycles. • Pose "I wonder questions" and describe what children are seeing, hearing, and doing. • Observe and respond to children's interests in earth materials, water, and weather. • Provide simple equipment for exploration. (e.g., sifters, child-sized shovels, rakes, hoes, buckets, water wheels, wind chimes)

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
3.3 OT.A.7 **Participate in simple investigations of earth materials, processes, and cycles to answer a question.**	**The learner will:** • 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.	**The adult will:** • Encourage documentation of observations in journals with scribbles and/or pictures. • Provide tools for exploration. (e.g. variety of earth materials, sifters, buckets) • Provide materials for children to examine and explore at the science table, block area, or outside.

Environment and Ecology

BIG IDEAS: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment.
ESSENTIAL QUESTIONS: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?

4.1 ECOLOGY

A. THE ENVIRONMENT

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of living and non-living things in the immediate and surrounding environment.

Infant

Standard	Concepts and Competencies	Supportive Practices
4.1 I.A **Show interest in the environment.**	**The learner will:** • Reach for and move to objects and people. • Explore using all senses. • Observe basic caretaking of non-toxic plants and safe animals.	**The adult will:** • Provide opportunities for children to observe plants and animals in their environment. • Provide a variety of natural and man-made objects for infants to explore and discover. (e.g., different texture, size, shape, material) • Describe what child is seeing, hearing, and exploring. • Provide books with real photographs of natural objects, animals, and people. • Model basic caretaking of plants and animals. • Provide indoor and outdoor experiences that include safe interaction with animals, plants, and other people. • Include plants and, when possible, pets in the classroom.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
4.1 YT.A **Explore the characteristics of living and non-living things.**	**The learner will:** • 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.	**The adult will:** • Provide opportunities for children to explore plants, animals, and people in their environment. • Provide indoor and outdoor experiences that include safe interaction with animals, plants, and other people. • Include live animals and plants, along with large plastic animals, plants, and pictures/posters. • Read books about plants and animals and their characteristics. • Provide a variety of natural and man-made objects for children to explore and discover. (e.g., different texture, size, shape, material) • Describe what child is seeing, hearing and exploring. • Model basic caretaking of plants and animals.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
4.1 OT.A **Identify basic characteristics of some living and non-living things.**	**The learner will:** • 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.	**The adult will:** • Provide and model the use of technology. (e.g., magnifying glass, digital camera, light table) • Provide opportunities for children to investigate plants, animals, and people in their environment. • Provide indoor and outdoor experiences that include safe interaction with animals, plants, and other people. • Include live animals and plants, along with models; stuffed animals; plastic animals and plants; and pictures/posters. • Read books about plants and animals and their characteristics. • Provide a variety of natural objects for children to explore and discover. (e.g., different texture, size, shape, material) • Describe what child is seeing, hearing, and exploring. • Display worm farms, bird feeders, and/or ant hills for observation. • Set up a science table and exploration area, stocked with both living and non-living things. • Model basic caretaking of plants and animals. • Provide opportunities to sort by living and non-living.

D. BIODIVERSITY

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of the basic needs of living things.

Infant

Emerging

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
4.1 YT.D **Explore the basic needs of plants and animals.**	***Reference 3.1 YT.A.2***	***Reference 3.1 YT.A.2***

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
4.1 OT.D Recognize that plants and animals have basic needs.	*Reference 3.1 OT.A.2*	*Reference 3.1 OT.A.2*

E. SUCCESSION

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increasing awareness of weather change.

Infant

Standard	Concepts and Competencies	Supportive Practices
4.1 I.E Observe weather conditions.	*Reference 3.3 I.A.5*	*Reference 3.3 I.A.5*

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
4.1 YT.E Observe and begin to label weather conditions.	*Reference 3.3 YT.A.5*	*Reference 3.3 YT.A.5*

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
4.1 OT.E Describe changes in weather conditions, and discuss how weather affects daily life.	*Reference 3.3 OT.A.5*	*Reference 3.3 OT.A.5*

4.2 WATERSHEDS AND WETLANDS

A. WATERSHEDS

BROAD STANDARD STATEMENT: Infants and toddlers will participate in discussions about water in the environment.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
4.2 OT.A **Participate in discussions about water in the environment.**	**The learner will:** • Name basic bodies of water. (e.g., rivers, lakes, streams, creeks, puddles) • Recognize differences in types of water. (e.g., moving versus still)	**The adult will:** • Name bodies of water and describe their characteristics. • Read books about different bodies of water. • Engage children in discussions about differences in types of water.

C. AQUATIC ECOSYSTEM

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of the basic needs of living things.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
4.2 OT.C **Discuss different places animals can live.**	**The learner will:** • 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.	**The adult will:** • Explicitly use “habitat,” “aquatic,” and “terrestrial” and define them using terms children will understand. • Read books about a variety of animals who live in different habitats. • Provide living things within the classroom that children actively care for. (e.g., non-toxic plants, classroom pet) • Explore different habitats in the immediate community or use digital media to take virtual tours of different habitats.

4.3 AGRICULTURE AND SOCIETY

A. FOOD AND FIBER SYSTEMS

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of the basic needs of plants and animals.

Infant

Emerging

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
4.3 YT.A Explore the basic needs of plants and animals.	*Reference 3.1 YT.A.2*	*Reference 3.1 YT.A.2*

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
4.3 OT.A Recognize that plants and animals have basic needs.	*Reference 3.1 OT.A.2*	*Reference 3.1 OT.A.2*

C. APPLYING SCIENCES TO AGRICULTURE

BROAD STANDARD STATEMENT: Infants and toddlers will notice plants and animals growing and changing.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
4.4 OT.C Notice plants and animals growing and changing.	*Reference 3.1 OT.A.3*	*Reference 3.1 OT.A.3*

D. TECHNOLOGY INFLUENCES ON AGRICULTURE

BROAD STANDARD STATEMENT: Infants and toddlers will become increasingly aware of basic gardening tools.

Infant

Standard	Concepts and Competencies	Supportive Practices
4.3 I.D **Observe basic gardening tools being used.**	**The learner will:** • 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)	**The adult will:** • Read books about gardening. • Explicitly name a variety of child-sized gardening tools. • Provide opportunities for children to explore and use a variety of gardening tools. (e.g., gardening, sensory table, dramatic play) • Engage local experts. (e.g., family member who gardens, farmer, florist)

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
4.3 YT.D **Imitate the use of basic gardening tools.**	**The learner will:** • 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)	**The adult will:** • Read books about gardening. • Explicitly name a variety of child-sized gardening tools. • Provide opportunities for children to explore and use a variety of gardening tools. (e.g., gardening, sensory table, dramatic play) • Engage local experts. (e.g., family member who gardens, farmer, florist)

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
4.3 OT.D **Label basic garden tools.**	**The learner will:** • Communicate about gardening. • Use basic, child-size gardening tools. • Listen to discussions about gardening. (e.g., on a nature walk)	**The adult will:** • Read books about gardening. • Explicitly name a variety of gardening tools. • Provide opportunities for children to explore and use a variety of gardening tools. (e.g., gardening, sensory table, dramatic play) • Engage a local expert (e.g., family member who gardens, farmer, florist) as a guest speaker.

4.4 HUMANS AND THE ENVIRONMENT

A. SUSTAINABILITY

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of people's basic needs.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
4.4 OT.A **Communicate about the basic needs of people.**	**The learner will:** • Label human needs. (e.g., food, water, home, clothing)	**The adult will:** • Engage children in discussions about human needs.

B. INTEGRATED PEST MANAGEMENT

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased awareness of living things within the natural environment that can be harmful.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
4.4 OT.B **Communicate about insects and animals that can be harmful.**	**The learner will:** • 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.	**The adult will:** • Read books about plants, insects, and animals that might be harmful. • Engage a local expert (e.g., pest control professional, high school or college professional, florist) as a guest speaker. • Explicitly label plants within the classroom as "non-toxic" and explain what this means. • Recognize and use teachable moments (e.g., avoiding insect nest on playground; avoiding stray dog; applying sunscreen) to discuss how to stay safe in the natural environment.

D. WASTE MANAGEMENT

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased awareness of appropriate ways to dispose of waste.

Infant

Emerging

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
4.4 YT.D **Use appropriate trash receptacles.**	**The learner will:** • Imitate the disposing of waste.	**The adult will:** • Model the cleanup of litter found in the immediate environment. • Model disposing of waste in appropriate trash receptacles. • Encourage "reduce, reuse, recycle."

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
4.4 OT.D **Communicate about and use appropriate trash receptacles.**	**The learner will:** • 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.	**The adult will:** • Model the cleanup of litter found in the immediate environment. • Model disposing of waste in appropriate trash receptacles. • Engage children in discussions about waste and its appropriate disposal. • Provide recycling bins for children to use. • Encourage "reduce, reuse, recycle."

15.4 Computer and Information Technology

BIG IDEAS: Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. The media (e.g., music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) constructed with available technology conveys a message that can be read, interpreted, and evaluated.
ESSENTIAL QUESTIONS: How do I choose the correct technology for a task? Can I use various technologies appropriately? How do I read, interpret, and evaluate media?

A. INFLUENCE OF EMERGING TECHNOLOGIES

BROAD STANDARD STATEMENT: Infants and toddlers will use their natural curiosity about the world to appropriately engage with various technologies.

Infant

Standard	Concepts and Competencies	Supportive Practices
15.4 I.A **Imitate use of various technologies in play.**	**The learner will:** • 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.	**The adult will:** • Model and describe the various uses of technology. • Provide technology props.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
15.4 YT.A **Imitate use of various technologies in play.**	**The learner will:** • 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.	**The adult will:** • Model and describe the various uses of technology. • Provide technology props.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
15.4 OT.A **Communicate about technology in their environment.**	**The learner will:** • 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.	**The adult will:** • Model and describe the various uses of technology. • Provide technology props. • Provide technological equipment, when appropriate for instructional enhancement, that children can use with adult support. (e.g., digital cameras for documentation, use computers for simulated field trips) • Display pictures that reflect technology in use. • Use appropriate terms for technology and discuss how each can be used.

M. EMERGING TECHNOLOGIES IN CAREERS

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of workplace technologies.

Infant

Standard	Concepts and Competencies	Supportive Practices
15.4 I.M **Explore pictures and objects that represent workplace technologies.**	**The learner will:** • 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.	**The adult will:** • Provide a variety of workplace technologies that children can explore safely. • Model use of workplace technologies. • Label using correct vocabulary and discuss uses of workplace technologies. • Incorporate books, pictures, and posters that depict workplace technologies. • Engage experts to share knowledge of workplace technologies. • Take a walk to observe use of workplace technologies. (e.g., construction site, hospital, post office, dentist)

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
15.4 YT.M **Engage with objects that represent workplace technologies.**	**The learner will:** • 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) • Explore medical equipment and materials. • Play with real or model medical equipment. (e.g., stethoscope, blood pressure cuff) • Explore simple construction tools and vehicles.	**The adult will:** • Provide a variety of workplace technologies that children can explore safely. • Model use of workplace technologies. • Label using correct vocabulary and discuss uses of workplace technologies. • Incorporate books, pictures, and posters that depict workplace technologies. • Engage experts to share knowledge of workplace technologies. • Take a walk to observe use of workplace technologies. (e.g., construction site, hospital, post office, dentist)

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
15.4 OT.M **Communicate about workplace technologies and their uses.**	**The learner will:** • 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.	**The adult will:** • Model use of workplace technologies. • Label using correct vocabulary and discuss uses of workplace technologies. • Incorporate books, pictures, and posters that depict workplace technologies. • Engage experts to share knowledge of workplace technologies. • Provide a variety of model and real technologies (e.g., medical equipment, construction tools, calculators) for children to explore and use. • Encourage children to sort and classify technologies by job. • Include maps and blueprints in the block area. • Ask questions about workplace technologies. • Take a walk to observe use of workplace technologies. (e.g., construction site, hospital, post office, dentist)

Scientific Thinking Glossary

Characteristic—A feature or quality belonging typically to a person, place, or thing and serving to identify it.

Climate—The weather conditions prevailing in an area in general or over a long period.

Constancy—The quality of being enduring and unchanging.

Energy—The capacity of a body or system to do work.

Energy Flow—Flow of energy is the way energy flows through circuits or a food chain.

Fact—Information that has been objectively verified.

Force—Strength or energy as an attribute of physical action or movement.

Form—The visible shape or configuration of something.

Function—An activity or purpose natural to or intended for a person or thing.

Heredity—The passing on of physical or mental characteristics genetically from one generation to another.

Hibernate—Spend the winter in a dormant state.

Hypothesis—An assertion subject to verification or proof as a premise from which a conclusion is drawn.

Inquiry—A systematic process for using knowledge and skills to acquire and apply new knowledge.

Investigation—The action of investigating something or someone; formal or systematic examination.

Life Cycle—The series of changes in the life of an organism, including reproduction.

Matter—The substance or substances of which any physical object consists or is composed.

Model—A description, analogy, or a representation of something that helps us understand it better (e.g., a physical model, a conceptual model, a mathematical model).

Motion—The action or process of moving or being moved.

Organism—An individual animal, plant, or single-celled life form.

Patterns—Repeated processes that are exhibited in a wide variety of ways; identifiable recurrences of the element and/or the form.

Prediction—To declare or indicate in advance; especially foretell on the basis of observation, experience, or scientific reason.

Rigid—Unable to bend or be forced out of shape; not flexible.

Science—Search for understanding of the natural world using inquiry and experimentation.

Species—A group of individual organisms capable of interbreeding to produce fertile offspring in nature.

System—A group of related objects that work together to achieve a desired result.

Environment and Ecology Glossary

Adaptation—Special, inherited characteristics that help an organism survive in its environment and which are developed over time.

Agriculture—Science of art of cultivating soil, producing crops, and raising livestock, and in varying degrees the processing and distribution of the food or fiber product or by-product.

Aquatic Ecosystem—The interacting system of a biological community and its nonliving environments; also, the place where these interactions occur (pond, lake, marsh, bog, swamp, creek, river, stream).

Biodiversity—The variety of life in the world or in a particular habitat or ecosystem.

By-Product—Something produced or manufactured in addition to the principal product for which the original resource was cultivated or harvested; often takes on a form very different from its source.

Compost—Decomposed organic material resulting from the breakdown by living beings (mostly microbes) and used to enrich or improve the consistency and content of soil for growing.

Ecosystem—A biological community of interacting organisms and their physical environment.

Fiber—1) Threadlike rows of cells in foods that give texture and substance, or "bulk," which is important in a healthy diet; 2) Slender, threadlike structure combining with other fibers in the form of weaving, knitting, or otherwise intertwining.

Food Chain—The transfer of food energy from one organism to another as each consumes a lower member and in turn is preyed upon by a higher member.

Habitat—The natural home or environment of an animal, plant, or other organism.

Integrated Pest Management—An approach that assesses the pest situation, evaluates the merits of pest management options, and then implements a system of complementary management actions within a defined area.

Litter—Waste materials carelessly discarded or accidentally deposited in an inappropriate place. Littering is against the law.

Natural Resources—Those raw materials supplied by the Earth and its processes. Natural resources include nutrients, minerals, water, plants, animals, etc.

Nonrenewable Resources—Natural materials such as oil, gas, coal, etc. which are considered exhaustible because of their scarcity, the great length of time required for their formation, or their rapid depletion.

Non-Point Pollution—Pollution that is carried far from their original source by rain, melting snow, moving water, wind, etc., and deposited in soil or water systems.

Pest—Any organism that spreads disease, destroys property, competes with people for resources such as food, or is considered a nuisance.

Pollution—Harmful substances deposited in the air, water, or land, leading to a state of dirtiness, impurity, or unhealthiness.

Point Pollution—Contaminants that are discharged or emitted from an identifiable source into the air, water, or soil.

Recycle—To make materials such as glass, aluminum, paper, steel, and plastic into new products.

Reduce—To decrease the amount of waste we produce by buying only what we need, avoiding disposables, and buying products that are not over-packaged.

Renewable Resource—A naturally occurring resource that has the capacity to be replenished through natural processes; the sun, wind, trees, and animals are renewable resources.

Reuse—To extend the life of an item by using it again, repairing it, or creating new uses for it.

Succession—A number of people or things sharing a specified characteristic and following one after the other.

Sustainable—Conserving an ecological balance by avoiding depletion of natural resources.

Terrestrial System—The interacting system of a biological community and its nonliving environments; also, the place where these interactions occur (meadow, forest, farm, field, city).

Waste Management—The collection, transport, processing, recycling or disposal, and monitoring of waste materials.

Water Cycle—The paths water takes through its various states—vapor, liquid, and solid, as it moves throughout Earth's systems (oceans, atmospheres, ground water, streams, etc.). The water cycle is also known as the hydrologic cycle.

Watershed—The land area from which surface runoff drains into a stream, channel, lake, reservoir, or other body of water; also called a drainage basin.

Wetlands—Lands where water saturation is the dominant factor determining the nature of the soil development and the plants and animal communities (e.g., marsh, bog, swamp).

Computer and Information Technology Glossary

Application—A computer program designed to help people perform an activity.

Digital—Involving or relating to the use of computer technology.

Digital Citizenship—Teaching users the rules of good citizenship online (email etiquette, protecting private information).

Digital Media—Electronic media where data are stored in digital (as opposed to analog) form.

Hardware—The machines, wiring, and other physical components of a computer or other electronic system.

Input Technology—An input method is an operating system component or program that allows users to enter characters and symbols.

Software—The programs and other operating information used by a computer.

Technology—Any device used to extend human capability including computer-based tools.

Social Studies Thinking

Connecting to Communities

5.1 Civics and Government – Principles and Documents of Government

5.2 Civics and Government – Rights and Responsibilities of Citizenship

6.1 Economics – Scarcity and Choice

6.3 Economics – Functions of Government

6.5 Economics – Income, Profit, and Wealth

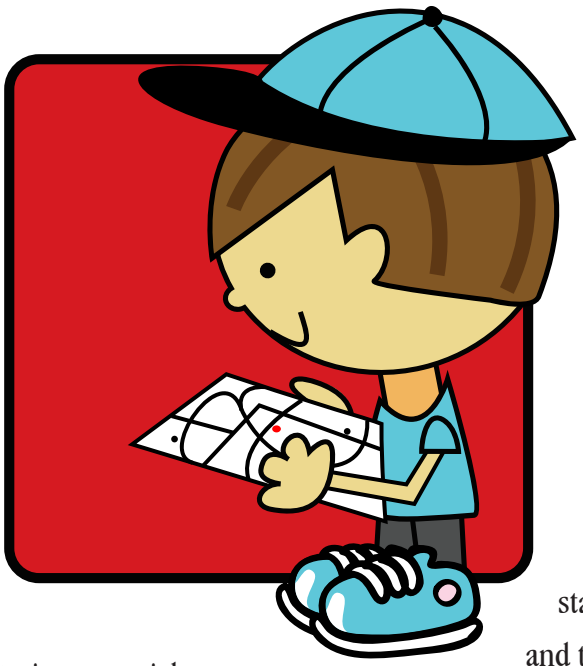
7.1 Geography – Basic Geographic Literacy

7.2 Geography – Physical Characteristics of Places and Regions

8.1 History – Historical Analysis and Skills Development

Inclusive Classrooms

Early childhood classrooms should be inclusive ones where children with disabilities and developmental delays engage in classroom experiences alongside their typically developing peers. When teachers, specialists, and families work together to understand and adapt teaching strategies, materials, and/or environment to children's unique needs, every child can experience success. Adults must celebrate children's accomplishments and appreciate what children can learn and do.



The foundation of social studies, economics, history, and the workings of government begin with children's personal experiences and their initial understanding of themselves in relation to their families, homes, and schools. Gradually, students expand their understanding to include communities and the larger world. As their perception grows, they further expand their scope to understand how systems work together. Adults facilitate children's social studies skill development by helping them engage in active investigations that build knowledge and understanding.

Civics and Government

BIG IDEA: Learning to be a good citizen helps one contribute to society in a meaningful way.
ESSENTIAL QUESTIONS: What rules and consequences are important? Can I identify some American symbols?

5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT

A. RULE OF LAW

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of socially acceptable behaviors.

Infant

Standard	Concepts and Competencies	Supportive Practices
5.1 I.A **Respond to adult guidance about behavior.**	***Reference 16.3 I.B***	***Reference 16.3 I.B***

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
5.1 YT.A **Demonstrate basic understanding of rules.**	***Reference 16.3 YT.B***	***Reference 16.3 YT.B***

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
5.1 OT.A **Follow basic rules.**	***Reference 16.3 OT.B***	***Reference 16.3 OT.B***

5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

A. CIVIC RIGHTS AND RESPONSIBILITIES

BROAD STANDARD STATEMENT: Infants and toddlers show increased awareness of themselves as members of a group.

Infant

Emerging

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
5.2 YT.A **Demonstrate sense of belonging to a group such as a class or family.**	**The learner will:** • 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)	**The adult will:** • Display pictures of families. • Discuss child as a member of a group. • Create personalized books reflecting membership in a group.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
5.2 OT.A **Communicate a sense of belonging to a group such as a class or family.**	**The learner will:** • 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.	**The adult will:** • Display pictures of families. • Discuss child as a member of a group. • Create personalized books reflecting membership in a group. • Give children classroom jobs and responsibilities. • Provide activities that require cooperative play.

B. CONFLICT AND RESOLUTION

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to communicate about and seek help for interpersonal conflicts.

Infant

Standard	Concepts and Competencies	Supportive Practices
5.2 I.B **Express emotion relating to a conflict.**	***Reference 16.2 I.D***	***Reference 16.2 I.D***

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
5.2 YT.B **Express emotion relating to a conflict.**	***Reference 16.2 YT.D***	***Reference 16.2 YT.D***

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
5.2 OT.B **Communicate about a conflict and seek help to solve.**	***Reference 16.2 OT.D***	***Reference 16.2 OT.D***

C. GOVERNMENT SERVICES

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of workers in the community.

Infant

Standard	Concepts and Competencies	Supportive Practices
5.2 I.C **Explore costumes and props that represent community workers.**	**The learner will:** • Play with real or model equipment. (e.g., stethoscope, blood pressure cuff, fire hose, play workbench) • Engage in dress-up play.	**The adult will:** Emphasize science, technology, engineering, and mathematical careers. • Provide a variety of costumes and props representing a variety of community workers. • Label community workers using correct vocabulary. • Incorporate books, pictures, and posters that depict community workers. • Engage community workers as experts to share their knowledge of workplace. • Read books (both fiction and non-fiction) describing people's jobs. • Take a walk to observe community workers.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
5.2 YT.C **Engage with costumes and props that represent community workers.**	**The learner will:** • 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.	**The adult will:** Emphasize science, technology, engineering, and mathematical careers. • Provide a variety of costumes and props representing a variety of community workers. • Label community workers using correct vocabulary. • Incorporate books, pictures, posters that depict community workers. • Engage community workers as experts to share their knowledge of workplace. • Read books (both fiction and non-fiction) describing people's jobs. • Take a walk to observe community workers.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
5.2 OT.C **Recognize community workers through their uniforms and equipment.**	**The learner will:** • 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.	**The adult will:** Emphasize science, technology, engineering, and mathematical careers. • Provide a variety of costumes and props representing a variety of community workers. • Label community workers using correct vocabulary. • Incorporate books, pictures, and posters that depict community workers. • Engage community workers as experts to share their knowledge of workplace. • Read books (both fiction and non-fiction) describing people's jobs. • Take a walk to observe community workers. • Take a walk to observe use of workplace technologies. (e.g., construction site, hospital, post office, dentist)

Economics

BIG IDEA: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences.
ESSENTIAL QUESTIONS: How can I use money? What influences the choices I make about spending what I have earned?

6.1 SCARCITY AND CHOICE

D. INCENTIVES AND CHOICE

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to make intentional choices.

Infant

Standard	Concepts and Competencies	Supportive Practices
6.1 I.D **Demonstrate preference for specific objects and people.**	***Reference 16.3 I.A***	***Reference 16.3 I.A***

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
6.1 YT.D **Make simple choices.**	***Reference 16.3 YT.A***	***Reference 16.3 YT.A***

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
6.1 OT.D **Communicate about a choice based on individual interest.**	**The learner will:** • Make a choice and explain the reason for the choice.	**The adult will:** • Provide opportunities for children to make decisions and choices. • Allow children to make their own choice and ask children why. • Share enthusiasm and describe child's interest. (e.g., "I see you chose building blocks again today. You must really like the blocks.")

6.3 FUNCTIONS OF GOVERNMENT

D. GOVERNMENT'S ROLE IN INTERNATIONAL TRADE

BROAD STANDARD STATEMENT: Infants and toddlers will communicate about products produced locally.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
6.3 OT.D **Communicate about products produced locally.**	**The learner will:** • Talk about products that can be found around their homes. • Ask and answer questions about items that come from farms, factories, and/or businesses within the community.	**The adult will:** • Invite local businesses to visit and share what products they produce. • Take children on a field trip to a local farm, factory, or business and observe/discuss how local products are made. • Bring in local products to use/display in the classroom.

6.5 INCOME, PROFIT, AND WEALTH

C. TYPES OF BUSINESS

BROAD STANDARD STATEMENT: Infants and toddlers will communicate about local businesses.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
6.5 OT.C **Communicate about local businesses.**	**The learner will:** • 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)	**The adult will:** • Engage children in discussions about local businesses. • Include props and costumes from local businesses in dramatic play area. • Read books about workers and their jobs and connect them to local businesses. (e.g., read book about hair and connect to local barber shop) • Invite local businesses to visit and share. • Take children on a field trip to a local business. • Display the logos of local businesses in the classroom.

Geography

BIG IDEA: Locations can be represented using a variety of tools.
ESSENTIAL QUESTIONS: What tools help me to understand the location of places and things? How can I represent the location of places and things?

7.1 BASIC GEOGRAPHIC LITERACY

A. GEOGRAPHIC TOOLS

BROAD STANDARD STATEMENT: Infants and toddlers will develop an awareness of landmarks and familiar places.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
7.1 OT.A **Use maps in play.**	**The learner will:** • 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.	**The adult will:** • Provide a variety of maps for children to use. • Display maps. • Ask questions relating to maps. • Model the use of a map. • Read books about characters who use maps.

7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

A. PHYSICAL CHARACTERISTICS

BROAD STANDARD STATEMENT: Infants and toddlers will describe the characteristics of home to gain understanding of physical features.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
7.2 OT.A **Describe the characteristics of home to gain understanding of physical features.**	**The learner will:** • 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.	**The adult will:** • Engage children in project-based inquiry about their home. (e.g., encourage children to replicate their home using simple building materials) • Engage children in discussion about their homes. • Read books about different types of shelter. • Compare types of homes.

History

BIG IDEA: Past experiences and ideas help us make sense of the world.
ESSENTIAL QUESTIONS: In what ways can events be sequenced? How do I use past experiences and events to understand the present?

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

A. CONTINUITY AND CHANGE OVER TIME

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased awareness of sequences of events.

Infant

Standard	Concepts and Competencies	Supportive Practices
8.1 I.A Anticipate next step of a familiar routine or activity.	*Reference AL.2 I.B*	*Reference AL.2 I.B*

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
8.1 YT.A Know the sequence of familiar routines.	*Reference AL.2 YT.B*	*Reference AL.2 YT.B*

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
8.1 OT.A Identify and complete the sequence of familiar routines and tasks.	*Reference AL.2 OT.B*	*Reference AL.2 OT.B*

Social Studies Thinking Glossary

CIVICS AND GOVERNMENT

Authority—Right to control or direct the actions of others, legitimized by law, morality, custom, or consent.

Citizen—Member of a political society who therefore owes allegiance to and is entitled to protection by and from the government.

Civic Rights—The rights belonging to an individual by virtue of citizenship.

Community—A group of people who share a common social, historical, regional, or cultural heritage.

Conflict—Inherent incompatibility between two or more people or two or more choices.

Conflict Resolution—Process by which issues arising from a disagreement or clash between ideas, principles, or people are settled.

Country—The acceptable political boundaries or borders recognized throughout the world.

Decision-Making Process—An organized approach to making choices.

Government—Institutions and procedures through which a territory and its people are ruled.

Law—The system of rules that a particular country or community recognizes as regulating the actions of its members.

Leadership—State or condition of one who guides or governs.

Public Service—Community service; a service that is performed for the benefit of the public.

State—A commonwealth; a nation; a civil power.

ECONOMICS

Community Helpers—Any group or individual who plays a role in the community such as doctors, nurses, dentists, teachers, parents, fire fighters, police officers, trash collectors, animal control officers.

Competition—The rivalry among people and/or business firms for resources and/or consumers.

Consumer—One who buys or rents goods or services and uses them.

Cost—What is given up when a choice is made; monetary and/or non-monetary.

Demand—The different quantities of a resource, good, or service that potential buyers are willing and able to purchase at various prices during a specific time period.

Goods—Objects that can satisfy people's wants.

Household—The group of people living together under one roof; a group of individuals whose economic decision-making is interrelated.

Money—A medium of exchange.

Natural Resource—Anything found in nature that can be used to produce a product (e.g., land, water, coal).

Price—The amount people pay in exchange for a particular good or service.

Producer—One who makes goods.

Profit—Total revenue minus total costs.

Scarcity—A small and inadequate amount.

Services—Actions that are valued by others.

Supply—The different quantities of a resource, good, or service that potential sellers are willing and able to sell at various prices during a specific time period.

Wage—A fixed regular payment, typically paid on a daily or weekly basis typically by an employer.

Wants—Desires that can be satisfied by consuming goods, services, or leisure activities.

GEOGRAPHY

Climate—Long-term patterns and trends in weather elements and atmospheric conditions.

Culture—The way of life of a group of people, including customs, beliefs, arts, institutions, and worldview. Culture is acquired through many means and is always changing.

Environment—Everything in and on earth's surface and its atmosphere within which organisms, communities, or objects exist.

Geographic Tools—Tools used by geographers to organize and interpret information. Tools range from the very simple (maps and globes) to the complex (Geographic Information Systems, population pyramids, satellite images, and climate graphs).

Place—An area with distinctive human and physical characteristics; these characteristics give it meaning and character and distinguish it from other areas.

Resource—An aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product, or something else of value.

HISTORY

Document—A formal piece of writing the provides information or acts as a record of events or arrangements.

Media Sources—Various forms of mass communication such as television, radio, magazines, newspapers, and Internet.

Creative Thinking and Expression

Communicating through the Arts

9.1.M Production and Performance – Music and Movement

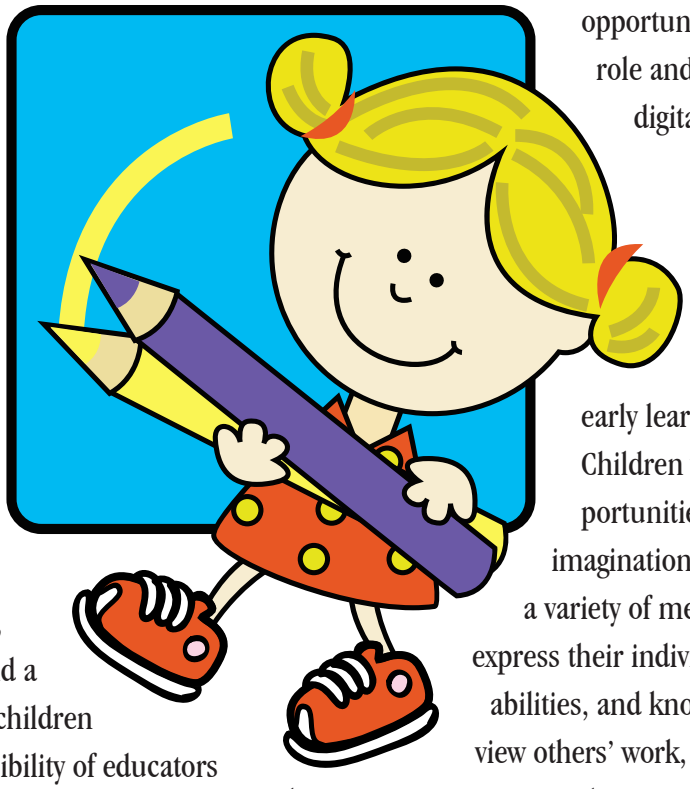
9.1.D Production and Performance – Dramatic and Performance Play

9.1.V Production and Performance – Visual Arts

9.3 Critical Response to Works in the Arts

Digital Media Literacy

Media literacy includes competencies that enable people to analyze, evaluate, and create messages in a variety of forms. Children today are growing up in a digital age and are faced with increasingly new types of digital media and technology. Some current examples include electronic tablets, computers, digital cameras, video recorders, and a variety of assistive technologies for children with special needs. It is the responsibility of educators and families to understand that digital media can be a valuable instructional tool when used appropriately. Appropriate media use should not replace concrete experiences and personal interactions, but can be used to extend play and interactions. For example, use of video conferences can be used during the school day to connect a parent with his/her child. Educators and families are encouraged to engage in professional development opportunities to understand the role and instructional uses of digital media.



Creative thinking and expression is an important component of children's early learning experiences. Children who are given opportunities to develop their imagination and creativity through a variety of media are learning to express their individuality in interests, abilities, and knowledge. When they view others' work, children are also learning to appreciate and respect differences in culture and viewpoint. Creative expression influences children's growing competence as creative problem solvers and provides insight about their world around them. Teachers support creative learning by providing concrete, process-oriented play experiences that encourage children to use their imagination and to experiment with new ideas and materials.

9.1.M Production and Performance – Music and Movement

BIG IDEA: Music can be used to express and initiate aesthetic and physical responses.
ESSENTIAL QUESTION: How can I express my thoughts, feelings, and ideas through music and movement?

A. ELEMENTS AND PRINCIPLES

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of the basic elements of music and movement.

Infant

Emerging

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.M YT.A **Demonstrate an understanding of basic elements of music and movement.**	**The learner will:** • Explore rhythm instruments. • Participate in teacher-guided music and movement activities. • Demonstrate understanding of fast, slow, loud, and soft.	**The adult will:** • Provide a variety of music and movement activities. • Expose children to a variety of types of music. (e.g., lullabies, classical, jazz, folk) • Explicitly use vocabulary for elements and principles of music and movement. (e.g., rhythm, space, tempo) • Model appropriate use of instruments.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.M OT.A **Know and use basic elements of music and movement.**	**The learner will:** • Explore rhythm instruments. • Use rhythm instruments as intended. • Participate in teacher-guided music and movement activities. • Demonstrate understanding of fast, slow, loud, and soft.	**The adult will:** • Provide a variety of music and movement activities. • Expose children to a variety of types of music. (e.g., lullabies, classical, jazz, folk) • Explicitly use vocabulary for elements and principles of music and movement. (e.g., rhythm, space, tempo) • Model appropriate use of instruments.

B. DEMONSTRATION

BROAD STANDARD STATEMENT: Infants and toddlers will respond to music in a variety of ways.

Infant

Standard	Concepts and Competencies	Supportive Practices
9.1.M I.B **Respond to music.**	**The learner will:** • Respond to a variety of music types, including culturally diverse music. • Turn head to source of music. • React to music with body movements.	**The adult will:** • Respond to music. (e.g., sing, hum, dance, sway) • Intentionally provide a variety of music types, including a wide range of culturally diverse music. • Include movement to music in daily routine. • Hold child and rock or move to music. • Encourage children's interest and participation in musical activities. • Explicitly acknowledge children's movements to music.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.M YT.B **Respond to music.**	**The learner will:** • 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.	**The adult will:** • Respond to music. (e.g., sing, hum, dance, sway) • Provide musical experiences in a variety of ways. • Introduce new songs regularly and repeat favorites often. • Intentionally provide a variety of music types, including a wide range of culturally diverse music. • Include movement to music in daily routine. • Encourage children's interest and participation in musical activities. • Explicitly acknowledge children's movements to music.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.M OT.B **Respond to and communicate about music.**	**The learner will:** • 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.	**The adult will:** • Respond to music. (e.g., sing, hum, dance, sway) • Ask children to select songs and song games. • Provide musical experiences in a variety of ways. • Introduce new songs regularly and repeat favorites often. • Intentionally provide a variety of music types, including a wide range of culturally diverse music. • Include movement to music in daily routine. • Encourage children's interest and participation in musical activities. • Explicitly acknowledge children's movements to music.

E. REPRESENTATION

BROAD STANDARD STATEMENT: Infants and toddlers will use imagination and creativity to express self through music and dance.

Infant

Standard	Concepts and Competencies	Supportive Practices
9.1.M I.E **Express self through music and dance.**	**The learner will:** • Respond to a variety of music types, including culturally diverse music. • Turn head to source of music. • React to music with body movements.	**The adult will:** • Respond to music. (e.g., sing, hum, dance, sway) • Intentionally provide a variety of music types, including a wide range of culturally diverse music. • Include movement to music in daily routine. • Hold child and rock or move to music. • Encourage children's interest and participation in musical activities. • Explicitly acknowledge children's movements to music.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.M YT.E **Respond to music and dance.**	**The learner will:** • 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.	**The adult will:** • Respond to music. (e.g., sing, hum, dance, sway) • Provide musical experiences in a variety of ways. • Introduce new songs regularly and repeat favorites often. • Intentionally provide a variety of music types, including a wide range of culturally diverse music. • Include movement to music in daily routine. • Encourage children's interest and participation in musical activities. • Explicitly acknowledge children's movements to music.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.M OT.E **Respond to and communicate about music and dance.**	**The learner will:** • 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.	**The adult will:** • Respond to music. (e.g., sing, hum, dance, sway) • Ask children to select songs and song games. • Provide musical experiences in a variety of ways. • Introduce new songs regularly and repeat favorites often. • Intentionally provide a variety of music types, including a wide range of culturally diverse music. • Include movement to music in daily routine. • Encourage children's interest and participation in musical activities. • Explicitly acknowledge children's movements to music.

J. TECHNOLOGIES

BROAD STANDARD STATEMENT: Infants and toddlers will use a variety of technologies in music and movement activities.

Infant

Standard	Concepts and Competencies	Supportive Practices
9.1.M I.J **Use technologies for producing music.**	**The learner will:** • Explore musical instruments, including those which are culturally diverse. • Use a variety of props to respond to music. (e.g., scarves, ribbons, bean bags)	**The adult will:** • Provide opportunities for children to explore a variety of musical instruments, including those which are culturally diverse. • Provide a variety of props for musical expression and movement. • Engage a local expert (e.g., high school music student, college professor, dance instructor, musician) as a guest speaker.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.M YT.J **Use a variety of technologies for producing music or performing movements.**	**The learner will:** • Explore musical instruments, including those which are culturally diverse. • Use a variety of props to respond to music. (e.g., scarves, ribbons, bean bags) • Attempt to imitate music patterns using musical instruments.	**The adult will:** • Provide opportunities for children to explore a variety of musical instruments, including those which are culturally diverse. • Provide a variety of props for musical expression and movement. • Engage a local expert (e.g., high school music student, college professor, dance instructor, musician) as a guest speaker. • Use recording devices (e.g., voice recorder, video recorder) to capture music and/or movement experiences.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.M OT.J **Use a variety of technologies for producing music or performing movements.**	**The learner will:** • 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.	**The adult will:** • Provide opportunities for children to explore a variety of musical instruments, including those which are culturally diverse. • Provide a variety of props for musical expression and movement. • Engage a local expert (e.g., high school music student, college professor, dance instructor, musician) as a guest speaker. • Use recording devices (e.g., voice recorder, video recorder) to capture music and/or movement experiences.

9.1.D Production and Performance – Dramatic and Performance Play

BIG IDEA: Dramatic and performance play is a way to act out reality and fantasy.
ESSENTIAL QUESTION: How can I express my thoughts, feelings, and ideas through dramatic play?

B. DEMONSTRATION

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased complexity in dramatic play.

Infant

Standard	Concepts and Competencies	Supportive Practices
9.1.D I.B **Act out familiar scenarios.**	**The learner will:** • Imitate familiar actions in play. (e.g., hold phone to ear, stir using spoon, use cups and plates to serve pretend meal)	**The adult will:** • Provide real-life objects in all areas of the classroom. • Incorporate integration of STEM occupations in dramatic play. (e.g., lab coat, safety goggles, building materials, calculators) • Acknowledge children's attempts to imitate real-life scenarios. • Join in children's play, asking questions to extend their play. • Provide a variety of materials to encourage children to represent real-life objects. • Provide materials to encourage dramatic play both indoors and outdoors.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.D YT.B **Act out familiar scenarios using objects with intended purpose.**	**The learner will:** • 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.	**The adult will:** Provide real-life objects in all areas of the classroom. Incorporate integration of STEM occupations in dramatic play. (e.g., lab coat, safety goggles, building materials, calculators) • Acknowledge children's attempts to imitate real-life scenarios. • Join in children's play, asking questions to extend their play. • Provide a variety of materials to encourage children to represent real-life objects. • Provide materials to encourage dramatic play both indoors and outdoors.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.D OT.B **Explore real or make-believe scenarios through dramatic play.**	**The learner will:** • 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.	**The adult will:** Provide real-life objects in all areas of the classroom. Incorporate integration of STEM occupations in dramatic play. (e.g., microscope, lab coat, safety goggles, building materials, calculators) • Acknowledge children's attempts to imitate real-life scenarios. • Join in children's play, asking questions to extend their play. • Provide a variety of materials to encourage children to represent real-life objects. • Encourage imagination and pretending by suggesting scenarios. (e.g., move like a tiger through the jungle) • Provide materials to encourage dramatic play both indoors and outdoors.

E. REPRESENTATION

BROAD STANDARD STATEMENT: Infants and toddlers will use imagination and creativity to express self through dramatic play.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.D OT.E **Use imagination and creativity to express self through dramatic play.**	**The learner will:** • 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.	**The adult will:** Create situations where children can role-play familiar situations. (e.g., restaurants, laboratory, home living, construction site) Ask questions and make suggestions to extend children's play in new directions. Provide clothing, materials, and props that facilitate pretend play. • Provide dramatic play opportunities both inside and outside. • Model character voice infections and facial expressions during story time. • Attend to children's performances of dramatic play when requested.

9.1.V Production and Performance – Visual Arts

BIG IDEA: Visual arts allow expression of interests, abilities, and knowledge.
ESSENTIAL QUESTION: How can I express my thoughts, feelings, and ideas through visual arts?

A. ELEMENTS AND PRINCIPLES

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of the basic elements of visual arts.

Infant

Emerging

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.V YT.A **Demonstrate an understanding of basic elements of visual arts.**	**The learner will:** • 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.	**The adult will:** • Provide a variety of visual art activities. • Expose children to a variety of art materials. • Explicitly use vocabulary for principles of visual arts. (e.g., color, shape, line) • Model appropriate use of art materials. • Display a variety of works of art, including those which are culturally diverse.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.V OT.A **Know and use basic elements of visual arts.**	**The learner will:** • 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.	**The adult will:** • Provide a variety of visual art activities. • Expose children to a variety of art materials. • Explicitly use vocabulary for principles of visual arts. (e.g., color, shape, line) • Model appropriate use of art materials. • Display a variety of works of art, including those which are culturally diverse. • Ask children questions about their art work.

B. DEMONSTRATION

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased complexity in combining a variety of art materials to engage in the process of art.

Infant

Standard	Concepts and Competencies	Supportive Practices
9.1.V I.B **Combine a variety of materials to engage in the process of art.**	**The learner will:** • Participate in teacher-guided art activities. • Use a variety of non-toxic materials. (e.g., paint, crayons, markers, wood, play dough)	**The adult will:** • Display children's art work. • Make non-toxic art materials accessible to children throughout the day, including those which represent a variety of cultures. • Rotate art materials to provide a variety of experiences. • Provide opportunities for children to use three-dimensional materials. • Allow for projects to extend over several days. • Encourage creative expression and exploration of materials and tools without expectations for a finished product. • Provide books that showcase examples of textures, shapes, and colors. • Document children's process of art. (e.g., photographs, captions, video)

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.V YT.B **Combine a variety of materials to engage in the process of art.**	**The learner will:** • 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.	**The adult will:** • Display children's art work. • Make non-toxic art materials accessible to children throughout the day, including those which represent a variety of cultures. • Rotate art materials to provide a variety of experiences. • Provide opportunities for children to use three-dimensional materials. • Allow for projects to extend over several days. • Encourage creative expression and exploration of materials and tools without expectations for a finished product. • Provide books that showcase examples of textures, shapes, and colors. • Document children's process of art. (e.g., photographs, captions, video)

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.V OT.B **Combine a variety of materials to engage in the process of art.**	**The learner will:** • 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. • Initiate independent works of art.	**The adult will:** • Display children's art work. • Make non-toxic art materials accessible to children throughout the day, including those which represent a variety of cultures. • Rotate art materials to provide a variety of experiences. • Provide opportunities for children to use three-dimensional materials. • Allow for projects to extend over several days. • Encourage creative expression and exploration of materials and tools without expectations for a finished product. • Provide books that showcase examples of textures, shapes, and colors. • Document children's process of art. (e.g., photographs, captions, video)

E. REPRESENTATION

BROAD STANDARD STATEMENT: Infants and toddlers will use imagination and creativity to express self through the process of art.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.V OT.E **Use imagination and creativity to express self through the process of art.**	**The learner will:** • 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.	**The adult will:** • Display children's art work. • Create opportunities for children to express themselves using art materials. • Provide a variety of art materials. • Provide multi-cultural art materials for use in self-representation. • Encourage children to use art materials for individual expression of feelings or thoughts. • Allow projects to extend for several days. • Relate art activities to other classroom experiences. • Encourage children to talk about their art work. • Encourage creativity by asking questions.

J. TECHNOLOGIES

BROAD STANDARD STATEMENT: Infants and toddlers will use a variety of technologies in the process of creating art.

Infant

Standard	Concepts and Competencies	Supportive Practices
9.1.V I,J **Use technologies in the process of creating art.**	**The learner will:** • 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)	**The adult will:** • Use recording devices (e.g., digital camera, video recorder) to capture and share the creative process. • Provide opportunities for children to explore a variety of non-toxic art materials, including those which are culturally diverse. • Make art materials accessible to children throughout the day. • Rotate art materials to provide a variety of experiences. • Engage a local expert (e.g., artist, sculptor, museum curator) as a guest speaker. • Take a field trip to an art museum.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.V YT.J **Use a variety of technologies in the process of creating art.**	**The learner will:** • 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)	**The adult will:** • Use recording devices (e.g., digital camera, video recorder) to capture and share the creative process. • Provide opportunities for children to explore a variety of non-toxic art materials, including those which are culturally diverse. • Make art materials accessible to children throughout the day. • Rotate art materials to provide a variety of experiences. • Engage a local expert (e.g., artist, sculptor, museum curator) as a guest speaker. • Take a field trip to an art museum.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
9.1.V OT.J **Use a variety of technologies in the process of creating art.**	**The learner will:** • 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.	**The adult will:** • Use recording devices (e.g., digital camera, video recorder) to capture and share the creative process. • Provide opportunities for children to explore a variety of non-toxic art materials, including those which are culturally diverse. • Make art materials accessible to children throughout the day. • Rotate art materials to provide a variety of experiences. • Engage local expert (e.g., artist, sculptor, museum curator) as a guest speaker. • Take a field trip to an art museum.

9.3 Critical Response to Works in the Arts

BIG IDEA: People evaluate art based upon a variety of characteristics.
ESSENTIAL QUESTIONS: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?

F. IDENTIFICATION

BROAD STANDARD STATEMENT: Infants and toddlers will engage with and communicate about a variety of art forms.

Infant

Standard	Concepts and Competencies	Supportive Practices
9.3 I.F **Explore a variety of art forms.**	**The learner will:** • 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.	**The adult will:** • Provide a variety of art experiences. (e.g., music, painting, dancing, singing) • Display photos, art, or objects in the classroom at the children's eye level. • Describe photos, paintings, and other classroom displays. • Use correct terms to describe what children are doing. (e.g., "You are painting." "Look at you dancing.")

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
9.3 YT.F **Engage with a variety of art forms.**	**The learner will:** • Engage with photographs and paintings. • Engage in tactile art experiences. • Engage with music. • Participate in teacher-guided music and movement activities.	**The adult will:** • Provide a variety of art experiences. (e.g., music, painting, dancing, singing) • Display photos, art, or objects in the classroom at the children's eye level. • Describe photos, paintings, and other classroom displays. • Use correct terms to describe what children are doing. (e.g., "You are painting." "Look at you dancing.")

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
9.3. OT.F **Communicate about a variety of art forms.**	**The learner will:** • 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.	**The adult will:** • Provide a variety of art experiences. (e.g., music, painting, dancing, singing) • Display photos, art, or objects in the classroom at the children's eye level. • Describe photos, paintings, and other classroom displays. • Use correct terms to describe what children are doing. (e.g., "You are making a sculpture." "That looks like ballet.") • Ask questions about different art forms. • Engage children in discussions about their own art.

G. CRITICAL RESPONSE

BROAD STANDARD STATEMENT: Infants and toddlers will show interest in and respond to artistic expressions.

Infant

Standard	Concepts and Competencies	Supportive Practices
9.3 I.G **Respond to various art forms.**	**The learner will:** • 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.	**The adult will:** • Display children's art work. • Make non-toxic art materials accessible to children throughout the day, including those which represent a variety of cultures. • Rotate art materials to provide a variety of experiences. • Provide opportunities for children to use three-dimensional materials. • Provide books that showcase examples of textures, shapes, and colors. • Document children's process of art. (e.g., photographs, captions, video) • Respond to music. (e.g., sing, hum, dance, sway) • Intentionally provide a variety of music types, including a wide range of culturally diverse music. • Include movement to music in daily routine. • Hold child and rock or move to music. • Encourage children's interest and participation in musical activities. • Explicitly acknowledge children's movements to music.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
9.3 YT.G **Show interest in others' artistic expressions.**	**The learner will:** • 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)	**The adult will:** • Display children's and professionals' art work at child's eye level. • Discuss others' artistic expressions. • Model showing interest in others artistic expressions. (e.g., "Look at Jolie dancing. I want to try that.") • Acknowledge children's interest in others' artistic expressions.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
9.3 OT.G **Comment on characteristics of others' artistic expressions.**	**The learner will:** • Describe pictures. • Notice the way others are dancing to music. • Comment on the tools peers are using.	**The adult will:** • Display children's and professionals' art work at child's eye level. • Discuss others' artistic expressions. • Model showing interest in others artistic expressions. (e.g., "Look at Jolie dancing. I want to try that.") • Acknowledge children's interest in others' artistic expressions.

Creative Thinking and Expression Glossary

Aesthetics—A branch of philosophy that focuses on the nature of beauty, the nature and value of the arts, and the inquiry processes and human responses they produce.

Aesthetic Response—A philosophical reply to works of art.

Artistic Choices—Selections made by artists to convey meaning.

Arts Resource—An outside community asset (e.g., performances, exhibitions, performers, artists).

Assess—To analyze and determine the nature and quality of the process/product through means appropriate to the art form.

Community—A group of people who share a common social, historical, regional, or cultural heritage.

Create—To produce works of art using materials, techniques, processes, elements, principles, and analysis.

Culture—The way of life of a particular social, ethnic, or age group of people which includes beliefs, customs, arts, and behaviors.

Elements—Core components that support the principles of the arts.

Genre—A type of category (e.g., music – opera, oratorio; theater – tragedy, comedy; dance – modern, ballet; visual arts – pastoral, scenes of everyday life).

Humanities—The branch of learning that connects the fine arts, literature, languages, philosophy and cultural science. The humanities are concerned with the understanding and integration of human thought and accomplishment.

Multimedia—The combined use of media, such as movies, CD-ROMs, television, radio, print, and the Internet, for entertainment and publicity.

Original Works of Art—Dance, music, theatre, and visual arts pieces created by performing or visual artists.

Style—A distinctive or characteristic manner or expression.

Technique—Specific skills and details employed by an artist, craftsperson, or performer in the production of works of art.

Timbre—A unique quality of sound.

Visual Arts—Art forms which are primarily visual in nature, such as ceramics, drawing, painting, sculpture.

Health, Wellness, and Physical Development

Learning about My Body

10.1 Concepts of Health

10.2 Healthful Living

10.3 Safety and Injury Prevention

10.4 Physical Activity – Gross Motor Coordination

10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Coordination

Get Up and Move!

Obesity is a growing concern even for very young children. Research indicates that even young toddlers are eating inappropriate foods with too many calories. Early childhood programs have a unique opportunity to influence children's healthy eating and physical activity habits. Teachers need to plan adequate opportunities for children to exercise and engage in active play. In addition to engaging children in outdoor play, including active movement games and songs as part of the indoor routine can also extend the amount of time children are exercising each day. Providers must carefully plan menus that offer healthy foods and limit snacks and extras, like dessert, to nutritionally-appropriate selections. Teachers who work with their program administrators and their families to introduce and sustain healthy choices and habits influence children's ongoing development and school success.

Teachers should model healthy and safe practices and promote healthy lifestyles for children. In addition, opportunities to experience active indoor and outdoor play in which children use their bodies provide a foundation for lifelong healthy habits. Children's health, safety, and ability to learn are inextricably linked. Health and safety activities, integrated throughout the day, provide a means to support children's cognition.

10.1 Concepts of Health

BIG IDEA: Awareness of health concepts provides a foundation for healthy decision-making.
ESSENTIAL QUESTIONS: Do I have a basic understanding of my body? Can I identify basic health concepts that help my body develop?

B. INTERACTION OF BODY SYSTEMS

BROAD STANDARD STATEMENT: Infants and toddlers will identify basic body parts.

Infant

Standard	Concepts and Competencies	Supportive Practices
10.1 I.B **Locate basic body parts when named by an adult.**	**The learner will:** • Point to or move fingers, hands, toes, feet, and head when asked.	**The adult will:** • Intentionally label basic body parts when engaged in daily routines. • Engage in finger plays and songs dealing with body identification. (e.g., This Little Piggy) • Read books and relate pictures of different body parts to the child's body.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
10.1 YT.B **Locate basic body parts when asked.**	**The learner will:** • Point to or move fingers, hands, toes, feet. and head when asked. • Use fingers and hands during finger plays and songs with motions.	**The adult will:** • Intentionally label basic body parts when engaged in daily routines. • Engage in finger plays and songs dealing with body identification. (e.g., This Little Piggy; Head, Shoulders, Knees, and Toes) • Read books and relate pictures of different body parts to child's body. • Ask children to locate basic body parts.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
10.1 OT.B **Identify and locate basic body parts.**	**The learner will:** • 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 finger plays and songs with motions.	**The adult will:** • Intentionally label basic body parts when engaged in daily routines. • Engage in finger plays and songs dealing with body identification. (e.g., This Little Piggy; Head, Shoulders, Knees, and Toes; Hokey Pokey) • Read books and relate pictures of different body parts to child's body. • Ask children to locate and identify basic body parts.

C. NUTRITION

BROAD STANDARD STATEMENT: Infants and toddlers will participate in experiences related to healthy food choices.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
10.1 OT.C **Participate in experiences related to healthy food choices.**	**The learner will:** • Explore health food options. • Choose between healthy food options. • Participate in discussions about food options.	**The adult will:** • Model healthy eating while sitting with child at the table. • Provide a choice of two or more nutritional foods. • Provide a variety of healthy choices at snack or meal time. • Read books about healthy food choices. • Discuss healthy and non-healthy food choices. • Engage children in a healthy cooking experience. • Display *My Plate* near meal time. • Participate in *Color Me Healthy* or other nutrition-specific professional development.

10.2 Healthful Living

BIG IDEA: Children need to make healthy choices to optimize their learning potential.
ESSENTIAL QUESTIONS: What are things I can do to keep myself healthy?

A. HEALTH PRACTICES, PRODUCTS, AND SERVICES

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of basic hygiene practices.

Infant

Standard	Concepts and Competencies	Supportive Practices
10.2 I.A **Participate in fundamental practices for good health.**	**The learner will:** • 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)	**The adult will:** • Respond to each child's individualized needs. (e.g., eating, toileting, sleeping) • Provide opportunities in the daily schedule to practice hygiene routines. • Create opportunities to explore healthy practices through play. (e.g., doll/toy washing) • Read books about staying healthy. • Model practices for good health and discuss what is taking place. • Invite local experts (e.g., personal trainer, dentist, doctor, nurse) to the classroom to discuss how they help to keep us healthy.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
10.2 YT.A **Engage in fundamental practices for good health.**	**The learner will:** • 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.	**The adult will:** • Respond to each child's individualized needs. (e.g., eating, toileting, sleeping) • Provide opportunities in daily schedule to practice hygiene routines. • Create opportunities to explore healthy practices through play. (e.g., doll/toy washing) • Give child time to attempt hygiene routines independently before stepping in to assist. • Model practices for good health and discuss what is taking place. • Invite local experts (e.g., personal trainer, dentist, doctor, nurse) to the classroom to discuss how they help to keep us healthy. • Display *MyPlate* near mealtime area to encourage healthy portioning of food. • Read books about staying healthy.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
10.2 OT.A **Discuss fundamental practices for good health.**	**The learner will:** • 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 need to eat well, get rest, and exercise to stay healthy) • Identify people that help keep us healthy.	**The adult will:** • Respond to each child's individualized needs. (e.g., eating, toileting, sleeping) • Provide opportunities in the daily schedule to practice hygiene routines. • Create opportunities to explore healthy practices through play. (e.g., doll/toy washing) • Give child time to accomplish hygiene routines independently before stepping in to assist. • Read books about staying healthy. • Encourage children to rest to help their bodies stay healthy. • Model and encourage exercise in active play. • Invite local experts (e.g., personal trainer, dentist, doctor, nurse) to the classroom to discuss how they help to keep us healthy. • Display *MyPlate* near mealtime area to encourage healthy portioning of food. • Read books about staying healthy.

10.3 Safety and Injury Prevention

BIG IDEA: Awareness of safe and unsafe practices provides a foundation for healthy decision-making.
ESSENTIAL QUESTION: What are things I can do to keep myself and others safe?

A. SAFE AND UNSAFE PRACTICES

BROAD STANDARD STATEMENT: Infants and toddlers will engage in basic safety practices.

Infant

Standard	Concepts and Competencies	Supportive Practices
10.3 I.A **Respond to basic safety words.**	**The learner will:** • Stop behavior when told "no" or "stop." • Look at adult before repeating a behavior.	**The adult will:** • Model acceptable behavior. • Use redirection. • Design the environment for safe and independent exploration. • Acknowledge both appropriate and inappropriate behavior. • Reserve the use of "no" and "stop" to behaviors that are unsafe. • Read books about safety workers and safe practices.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
10.3 YT.A **Cooperate with basic safety practices.**	**The learner will:** • 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.")	**The adult will:** • Model acceptable behavior. • Use redirection. • Design the environment for safe and independent exploration. • Acknowledge both appropriate and inappropriate behavior. • Reserve the use of "no" and "stop" to behaviors that are unsafe. • Acknowledge children's developmental need to test limits. • Provide verbal guidance. (e.g., "Nice touches." or "Use walking feet.") • Give clear directions about playing and working in a safe way. • Read books about safety workers and safe practices.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
10.3 OT.A **Use and communicate about basic safety practices.**	**The learner will:** • 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.	**The adult will:** • Review and reinforce basic safety rules, both indoors and outdoors. • Read and discuss books about safety workers and safe practices. • Acknowledge children's developmental need to test limits. • Provide verbal guidance. (e.g., "Nice touches." or "Use walking feet.") • Give clear directions about playing and working in a safe way. • Ask and answer questions about basic safety rules.

10.4 Physical Activity – Gross Motor Coordination

BIG IDEA: Children gain control over their bodies and body movements through active experiences and exploration.
ESSENTIAL QUESTION: How do I control and coordinate my body during large motor activities and games?

A. CONTROL AND COORDINATION

BROAD STANDARD STATEMENT: Infants and toddlers will gain control of their bodies and movements.

Infant

Standard	Concepts and Competencies	Supportive Practices
10.4 I.A **Develop control of the body.**	**The learner will:** • Control head and back. • Coordinate movement of arms and legs. • Use body to move. (e.g., rolling, pulling self to standing position, crawling, creeping)	**The adult will:** • Provide ample tummy time for young infants to develop head and neck. • Provide a safe environment where children can move safely. • Monitor the length of time children are seated in any one location. • Observe and support children's attempts to move in new ways. (e.g., hold child's hand when learning to walk)

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
10.4 YT.A **Control and coordinate the movement of the body.**	**The learner will:** • 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.	**The adult will:** • Provide a safe environment where children can move safely. • Observe and support children's attempts to move in new ways. (e.g., hold child's hand when attempting to navigate steps, space for developing running skills) • Provide plenty of indoor and outdoor time for children to practice large-muscle control activities. • Provide a variety of materials for throwing and catching. • Recognize children's developmental need to climb and offer safe climbing opportunities both indoors and outdoors.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
10.4 OT.A **Combine and coordinate body movement.**	**The learner will:** • 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 develop 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)	**The adult will:** • Incorporate gross motor movement to support learning in all curricular domains. (e.g., attempt to count when jumping, act out movements of a story, move like animals observed in environment) • Provide safe environment where children can move safely. • Observe and support children's attempts to move in new ways. (e.g., hold child's hand when attempting to navigate steps, space for developing running skills) • Provide plenty of indoor and outdoor time for children to practice large-muscle control activities. • Provide a variety of materials for throwing and catching. • Recognize children's developmental need to climb and offer safe climbing opportunities both indoors and outdoors. • Provide balls and beanbags with targets. • Use large balls to practice catching. • Set up safe and simple obstacle courses.

B. BALANCE AND STRENGTH

BROAD STANDARD STATEMENT: Infants and toddlers will exhibit and demonstrate balance and strength.

Infant

Standard	Concepts and Competencies	Supportive Practices
10.4 I.B **Exhibit strength and balance in stationary body movements.**	**The learner will:** • 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.	**The adult will:** • Observe and support children's attempts to sit and stand. • Provide safe environment where children can practice emerging skills. • Encourage children's attempts to reach for objects. • Monitor the length of time children are seated in any one location.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
10.4 YT.B **Exhibit balance and strength when moving from place to place.**	**The learner will:** • 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.	**The adult will:** • Observe and support children's attempts to build balance and strength. • Provide a safe environment where children can practice skills. • Encourage children's attempts to reach for and carry objects. • Provide support for children on small sets of stairs. • Provide plenty of indoor and outdoor time for children to practice balance.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
10.4 OT.B **Demonstrate balance and strength when performing gross motor activities.**	**The learner will:** • 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.	**The adult will:** • Observe and support children's attempts to build balance and strength. • Provide a safe environment where children can practice skills. • Encourage children's attempts to reach for and carry objects. • Provide support for children on small sets of stairs. • Provide plenty of indoor and outdoor time for children to practice balance. • Model balancing skills. (e.g., jumping, side stepping, and standing on tip-toes) • Play movement games with simple up, down, or other movements. • Provide a variety of balls for kicking.

10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Development

BIG IDEA: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools.
ESSENTIAL QUESTIONS: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?

A. STRENGTH, COORDINATION, AND MUSCLE CONTROL

BROAD STANDARD STATEMENT: Infants and toddlers will develop control and coordination of the hands.

Infant

Standard	Concepts and Competencies	Supportive Practices
10.5 I.A **Use fingers and hands to accomplish actions.**	**The learner will:** • Hold objects in hands. • 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.	**The adult will:** • Ensure objects are large enough to prevent choking hazard. • Provide a variety of safe materials for exploration. • Model pincer grasp.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
10.5 YT.A **Coordinate use of fingers, hands and wrists to accomplish actions.**	**The learner will:** • 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 doll's hair)	**The adult will:** • Ensure objects are large enough to prevent chokeing hazard. • Provide a variety of safe materials requiring different hand and finger movements. • Model how to hold an object. (e.g., holding a doll while feeding, brushing hair) • Use finger plays on a daily basis.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
10.5 OT.A **Coordinate use of fingers, hands, and wrists to accomplish actions.**	**The learner will:** • 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 doll's hair, string larger beads) • Practice manual self-help skills. (e.g., snapping, Velcro)	**The adult will:** • Ensure objects are large enough to prevent choking hazard. • Provide a variety of safe materials requiring different hand and finger movements. • Model how to hold an object. (e.g., holding a doll while feeding, brushing hair) • Use finger plays on a daily basis. • Encourage and allow time for children to dress independently.

B. EYE/HAND COORDINATION

BROAD STANDARD STATEMENT: Infants and toddlers will develop skills to manipulate toys and objects.

Infant

Standard	Concepts and Competencies	Supportive Practices
10.5 I.B **Use eye and hand coordination to perform a task.**	**The learner will:** • 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.	**The adult will:** • Prompt infant to turn the page while readings. • Ensure objects are large enough to prevent choking hazard. • Provide a variety of safe materials for exploration. • Model pincer grasp.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
10.5 YT.B **Coordinate eye and hand movements to perform a task.**	**The learner will:** • 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 one inside another. • Point to objects. • Manipulate pieces of age-appropriate puzzles.	**The adult will:** • Encourage activities that require eye-hand coordination. (e.g., stacking, nesting, dropping in containers, completing puzzles) • Model turning pages of a book. • Ask children to point to items on pages.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
10.5 OT.B **Coordinate eye and hand movements to perform a task.**	**The learner will:** • Pick up and manipulate objects. • Stack toys and blocks. • Place objects in containers. • Use nesting toys and place one inside another. • Point to objects. • Manipulate pieces of a puzzle. • Hold book with one hand while turning pages with the other.	**The adult will:** • Encourage activities that require eye-hand coordination (e.g., stacking, nesting, dropping in containers, completing puzzles) • Model turning pages of a book. • Ask children to point to items on pages.

C. USE OF TOOLS

BROAD STANDARD STATEMENT: Infants and toddlers will develop skills to use basic tools.

Infant

Standard	Concepts and Competencies	Supportive Practices
10.5 I.C **Manipulate basic tools.**	**The learner will:** • Attempt to use feeding utensils. • Hold basic art implements and make marks on paper.	**The adult will:** • Provide child-sized eating utensils. • Model use of feeding utensils. • Encourage use of feeding utensils. • Model use of basic art implements. • Encourage use of basic art implements.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
10.5 YT.C **Use basic tools.**	**The learner will:** • Use spoon and fork for eating. • Use writing or drawing tools with limited coordination. • Use cups to practice pouring.	**The adult will:** • Provide child-sized eating utensils. • Model use of feeding utensils. • Encourage use of drawing and writing tools.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
10.5 OT.C **Use basic tools demonstrating refined skills.**	**The learner will:** • 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.	**The adult will:** • Provide child-sized eating utensils. • Model use of feeding utensils. • Encourage use of drawing and writing tools. • Provide toddlers with age-appropriate writing instruments. (e.g., chunky crayons, pencils, washable markers) • Provide basic tools to use with play dough. (e.g., rolling pin, plastic cookie cutter shapes) • Engage children in clean-up activities where they can use child-sized classroom or household tools. • Introduce scissors, providing adult supervision and guidance for their use.

Health, Wellness, and Physical Development Glossary

Agility—A component of physical fitness that relates to the ability to rapidly change the position of the entire body in space with speed and accuracy.

Balance—A skill-related component of physical fitness that relates to the maintenance of equilibrium while stationary or moving.

Body Systems—A group of organs that work together to perform a certain task.

Coordination—A skill-related component of physical fitness that relates to the ability to use the senses together with body parts in performing motor tasks smoothly and accurately.

Developmental Differences—Learners are at different levels in their motor, cognitive, emotional, social, and physical development. The learners' developmental status will affect their ability to learn or improve.

Developmentally Appropriate—Motor skill development and change that occur in an orderly, sequential fashion and are age- and experience-related.

Directions—Forward, backward, left, right, up, down.

Fine Motor—Action involving the small muscles of the hands and wrists.

Flexibility—A health-related component of physical fitness that relates to the range of motion available at a joint.

Health—A state of complete physical, mental, and social well-being; not merely the absence of disease or infirmity.

Health Education—Planned, sequential PK-12 program of curricula and instruction that helps students develop knowledge, attitudes, and skills related to the physical, mental, emotional, and social dimensions of health.

Gross Motor—The abilities required to control the large muscles of the body for walking, running, sitting, crawling, and other activities.

Locomotor Movement—Movements producing physical displacement of the body, usually identified by weight transference via the feet. Basic locomotor steps are the walk, run, hop, and jump, as well as the irregular rhythmic combinations of the skip, slide, and gallop.

Manipulate—Handle or control, typically in a skillful manner.

Motor Skills—Non-fitness abilities that improve with practice and relate to one's ability to perform specific sports and other motor tasks (tennis serve, shooting a basketball).

Movement Skills—Proficiency in performing non-locomotor, locomotor, and manipulative movements that are the foundation for participation in physical activities.

My Plate—A visual cue to help consumers adopt healthy eating habits by encouraging them to build a healthy plate, consistent with the 2010 dietary guidelines for Americans.

Non-Locomotor Movement—Movements that do not produce physical displacement of the body.

Nutrition—The sum total of the processes involved in the taking in and the use of food substances by which growth, repair, and maintenance of the body are accomplished.

Physical Activity—Bodily movement produced by the contraction of the skeletal muscle and which substantially increases energy expenditure.

Physical Education—Planned, sequential, movement-based program of curricula and instruction that helps students develop knowledge, attitudes, motor skills, self-management skills, and confidence needed to adapt and maintain a physically active life.

Physical Fitness—A set of attributes that people have or achieve that relate to their ability to perform physical activity.

Strength—The quality or state of being strong; bodily or muscular power; vigor.

Safety Education—Planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes, and confidence needed to protect them from injury.

Social and Emotional Development

Student Interpersonal Skills

16.1 Self-Awareness and Self-Management

16.2 Establishing and Maintaining Relationships

16.3 Decision-Making and Responsible Behavior

Positive Behavior Techniques

All children benefit from safe, nurturing environments, clear and consistent routines, and effective caregivers who understand children's behavior as attempts to communicate needs. When children are taught skills to assist them in positive communication, coping, and interpersonal relationships, challenging behaviors can be prevented. For a smaller group of children more focused efforts can be applied to address specific behavioral needs. An even smaller population of children will need more intensive interventions in collaboration with trained professionals. This tiered-approach to addressing behavior contributes to a safe and supportive environment in which all children are respected and valued.

All children need early childhood experiences that nurture emotional security, positive self-concept, and respect for others. Children's social and emotional development are strengthened when they have experiences that promote a sense of identity and belonging within an accepting and responsive environment. Adults support children's self-identity and social competence by modeling respect for the children, using positive guidance techniques that support the development of self-control and interpersonal problem-solving, and by encouraging positive approaches to learning and interacting with others.

16.1 Self-Awareness and Self-Management

BIG IDEA: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success.
ESSENTIAL QUESTIONS: How do I develop positive feelings about myself? How do I express and manage my emotions?

A. MANAGES EMOTIONS AND BEHAVIORS

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increasing awareness of emotion.

Infant

Standard	Concepts and Competencies	Supportive Practices
16.1 I.A **Demonstrate an emotional response to the environment.**	**The learner will:** • 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.	**The adult will:** • Describe feelings while interacting with a child. (e.g., "I feel …") • Model controlling own emotions and impulses. • Respond to child's emotional needs. (e.g., soothe or comfort child when needed through rocking/holding, talk in a calm and gentle voice) • Play with children and acknowledge and positively react to their emotional responses. • Recognize and positively respond to children's cues of over-stimulation. • Provide quiet spaces for individual or small groups of children. • Provide an environment that supports understanding of emotions. (e.g., hang posters, read books, sing songs)

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
16.1 YT.A **Demonstrate an emotional response in reaction to an experience.**	**The learner will:** • Show joy, pleasure, or excitement when new things are learned. • Demonstrate a beginning sense of humor. • Use body to demonstrate emotions. • Imitate others' emotional reactions. • Manage emotions with adult support. • Display intense emotions. (e.g.. temper tantrums, stranger anxiety)	**The adult will:** • Name own feelings when interacting with children. (e.g., "I feel …") • Model controlling own emotions and impulses. (e.g., take a break when needed, use positive self-talk to motivate, take a deep breath before reacting) • Use feeling words to label emotions that children are expressing. (e.g., happy, sad, mad, scared) • Assist children in regulating emotions. • Teach children emotional regulation strategies. (e.g., deep breathing, self-talk) • Accept children's individualized emotional responses. (e.g., "It's OK to be angry." "I will help you when you calm down.") • Positively respond to children's developmentally-appropriate expression of intense emotions. • Allow children to express both positive and negative emotions. • Provide quiet spaces for individual or small groups of children. • Provide materials that encourage creative expression of feelings. (e.g., paint, play dough, water table) • Validate children's feelings by acknowledging them even when they may not be appropriate. (e.g., "I know you are really angry because you want that puzzle. You can have it as soon as Chris is finished playing with it.") • Ask questions to connect children's behaviors to their emotions. (e.g., "I see you are crying. Are you sad?") • Provide an environment that supports understanding of emotions. (e.g., hang posters, read books, sing songs)

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
16.1 OT.A **Make connections between emotions and behavior.**	**The learner will:** • 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!")	**The adult will:** • Name own feelings when interacting with children. (e.g., "I feel …") • Model controlling own emotions and impulses. (e.g., take a break when needed, use positive self-talk to motivate, take a deep breath before reacting) • Use feeling words to label emotions that children are expressing. (e.g., happy, sad, mad, scared) • Assist children in regulating emotions. • Teach children emotional regulation strategies. (e.g., deep breathing, self-talk) • Accept children's individualized emotional responses. (e.g., "It's OK to be angry." "I will help you when you calm down.") • Positively respond to children's developmentally-appropriate expression of intense emotions. • Allow children to express both positive and negative emotions. • Provide quiet spaces for individual or small groups of children. • Provide materials that encourage creative expression of feelings. (e.g., paint, play dough, water table) • Validate children's feelings by acknowledging them even when they may not be appropriate. (e.g., "I know you are really angry because you want that puzzle. You can have it as soon as Chris is finished playing with it.") • Ask questions to connect children's behaviors to their emotions. (e.g., "I see you are crying. Are you sad?") • Provide an environment that supports understanding of emotions. (e.g., hang posters, read books, sing songs)

B. INFLUENCES OF PERSONAL TRAITS ON LIFE

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increasing awareness of self by showing preferences for objects, people, and activities.

Infant

Standard	Concepts and Competencies	Supportive Practices
16.1 I.B **Demonstrate preference for specific objects and people.**	**The learner will:** • 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.	**The adult will:** • Provide children with unfamiliar and interesting objects to explore and observe. (i.e., plastic vegetable steamer, calculator, pots and pans, etc.) • Organize environment and daily routine to allow children to interact with objects or work on an activity for as long as they are interested. • Be sensitive to children's needs and interest to attach to specific toys or activities by offering them repeatedly.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
16.1 YT.B **Demonstrate preference for specific objects or activities.**	**The learner will:** • 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.	**The adult will:** • Interact with children during their play. • Watch for, document, and support child's nonverbal cues that indicate preference. • Narrate what child sees, hears, and does. • Allow time for children to engage with objects and in activities. • Build on preference for specific objects and activities to engage children in new experiences. • Share enthusiasm and describe child's abilities and preferences. (e.g., "I see you enjoy building with blocks.")

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
16.1 OT.B **Communicate preference for people, objects, and activities.**	**The learner will:** • 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.	**The adult will:** • Interact with children during their play. • Observe, document, and support child's verbal and nonverbal cues that indicate preference. • Narrate what child sees, hears, and does. • Allow time for children to engage with objects and in activities. • Build on preference for specific objects and activities to engage children in new experiences. • Graph likes and dislikes. • Share enthusiasm and describe child's abilities and preferences, (e.g.. "I see you enjoy building with blocks.")

C. RESILIENCY

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate competence while attempting activities and tasks.

Infant

Standard	Concepts and Competencies	Supportive Practices
16.1 I.C **Use comfort of familiar experiences to explore new activities and experiences.**	**The learner will:** • Show interest in new experiences. (e.g., try new foods) • Reach for and accept new objects with interest. • Repeat attempted action for mastery. (e.g., standing, falling, and getting back up)	**The adult will:** • Support and encourage children's attempts to master a skill. • Introduce new materials or activities slowly within the comfort of familiar routines or people. • Offer new objects and experiences multiple times to allow children time to adjust. • Hold baby up to look at and explore new objects. • Consistently develop and maintain routines.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
16.1 YT.C **Repeat familiar activity to gain comfort and confidence.**	**The learner will:** • 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.	**The adult will:** • Support and encourage children's attempts to master a skill. • Introduce new objects and activities slowly, giving children time to think about and explore. • Break tasks into small steps that children can feel successful completing. • Respond to children's need for repetition. • Offer favorite activities often. • Read books that demonstrate children's approaches and responses to challenging tasks. • Maintain consistent individualized routines. • Acknowledge accomplishments and point out children's strengths.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
16.1 OT.C **Approach new experiences with confidence.**	**The learner will:** • 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.	**The adult will:** • Support and encourage children's attempts to master a skill. • Introduce new objects and activities slowly, giving children time to think about and explore. • Break tasks into small steps that children can feel successful completing. • Offer a balance of new and familiar activities. • Read books that demonstrate children's approaches and responses to challenging tasks. • Engage children in conversations about how they may handle new challenges. • Role model appropriate ways to handle new challenges. • Acknowledge accomplishments and point out children's strengths.

D. GOAL-SETTING

BROAD STANDARD STATEMENT: Infants and toddlers will establish goals independently.

Infant

Emerging

Young Toddler

Emerging

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
16.1 OT.D **Establish goals independently.**	**The learner will:** • Make simple choices. • Set and discuss goals for play and activities when asked.	**The adult will:** • Discuss children's choices in terms of "goals" to be met. • Explicitly use words such as "goal," "plans," "achieve," "met," and "change." • Provide children with opportunities to make decisions and choices. • Ask children to share opinions about activities and other experiences. • Display children's work at their eye level. • Ask children about their decisions. (e.g., "Why did you decide to play with blocks today?")

E. IDENTITY DEVELOPMENT

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate competence an increased concept of self.

Infant

Standard	Concepts and Competencies	Supportive Practices
16.1 I.E **Respond to self in mirror.**	**The learner will:** • 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.	**The adult will:** • Incorporate mirrors in the environment at children's eye level. • Hold child to mirror using the child's name. • Verbally acknowledge child's response to self in mirror. (e.g., "Deb, look at those big blue eyes.")

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
16.1 YT.E **Convey ownership of objects and people.**	**The learner will:** • Say "Mine." • 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.	**The adult will:** • Acknowledge and ask questions about children's collections. • Provide containers to encourage collection of objects. • Positively respond to child's developmental need to show ownership over objects. • Offer multiples of the same objects. • Allow time for children to engage with objects.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
16.1 OT.E **Use language that indicates knowledge of self.**	**The learner will:** • Use words that mean self when speaking. (e.g., "Me do it." "I can.") • Tell stories about self. • Relate personal experiences to other experiences.	**The adult will:** • Acknowledge and ask questions about children. • Provide opportunities to express personal experiences. • Encourage children to tell stories about themselves. • Positively respond to child's developmental need to express independence.

16.2 Establishing and Maintaining Relationships

BIG IDEAS: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support.
ESSENTIAL QUESTION: How do my relationships with adults and peers help me feel secure, supported, and successful?

A. RELATIONSHIPS – TRUST AND ATTACHMENT

BROAD STANDARD STATEMENT: Infants and toddlers will attach to familiar adults and use this bond as a secure base to develop independence.

Infant

Standard	Concepts and Competencies	Supportive Practices
16.2 I.A **Show affection and bond with familiar adults.**	**The learner will:** • 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.	**The adult will:** • Assign a primary caregiver. • Respond immediately, consistently, and appropriately to children's need for comfort. • Talk to, smile at, and allow children time to respond. • Engage child in back-and-forth communication. • Recognize and positively respond to facial expressions and cues. • Hold children close and allow them to snuggle. • Give children individualized attention during personal care routines. • Encourage transition routines that are consistently followed.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
16.2 YT.A **Use trusted adult as a secure base from which to explore the environment.**	**The learner will:** • Watch adults for their response to actions. • 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.	**The adult will:** • Assign a primary caregiver. • Respond immediately, consistently, and appropriately to children's need for comfort. • Interact with children during play, following their lead. • Engage child in back-and-forth communication. • Engage children in simple back-and-forth games. (e.g., rolling a ball back and forth) • Allow children freedom to explore in close proximity to trusted adult. • Encourage transition routines that are consistently followed. • Prepare children for adult absences whenever possible.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
16.2 OT.A **Develop relationships that extend beyond trusted adults.**	**The learner will:** • Engage in reciprocal conversation with familiar peers 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.	**The adult will:** • Assign a primary caregiver. • Respond immediately, consistently, and appropriately to children's need for comfort. • Interact with children during play, following their lead. • Engage child in back-and-forth communication. • Engage children in simple back-and-forth games. (e.g., rolling a ball back and forth) • Allow children freedom to explore in close proximity to trusted adult. • Talk with children about ideas related their play and home life. • Arrange the environment so that children can work together on activities. • Provide duplicate materials so children can play together. • Set aside large blocks of time for uninterrupted child-directed play. • Provide opportunities for one-on-one conversations between children and adults. • Encourage transition routines that are consistently followed. • Prepare children for adult absences whenever possible.

B. DIVERSITY

BROAD STANDARD STATEMENT: Infants and toddlers will recognize there are similarities and differences between self and others.

Infant

Standard	Concepts and Competencies	Supportive Practices
16.2 I.B **Notice differences in others.**	**The learner will:** • React to something unfamiliar. (e.g., scent, appearance, dress, voice, touch) • Attempt to touch face or hair of peer. • Cry when unfamiliar adult approaches.	**The adult will:** • When possible, provide opportunities for children to interact with adults from same culture or who are familiar with cultural norms. • Use words from child's home language and incorporate into daily interactions. • Learn home child-rearing practices and incorporate them into daily routines. • Discuss differences in people and routines. • Encourage family members to volunteer or share information, materials, and activities that reflect home culture. • Include multicultural materials, especially those relevant to the cultures of the children. (e.g., skin-tone crayons, books, dolls, dress-up clothing, props, posters) • Display pictures, posters, and materials showing children/families of different races, cultures, ages, and abilities.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
16.2 YT.B **Recognize similarities and differences between self and others.**	**The learner will:** • 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.	**The adult will:** • When possible, provide opportunities for children to interact with adults from same culture or who are familiar with cultural norms. • Use words from child's home language and incorporate into daily interactions. • Learn home child-rearing practices and incorporate them into daily routines. • Discuss differences in people and routines. • Provide activities that promote the labeling of personal characteristics. • Encourage family members to volunteer or share information, materials, and activities that reflect home culture. • Include multicultural materials, especially those relevant to the cultures of the children. (e.g., skin-tone crayons, books, dolls, dress-up clothing, props, posters) • Display pictures, posters, and materials showing children/families of different races, cultures, ages, and abilities.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
16.2 OT.B **Communicate about similarities and differences between self and others.**	**The learner will:** • 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)	**The adult will:** • Provide activities that promote the labeling of personal characteristics. • Encourage family members to volunteer or share information, materials, and activities that reflect home culture. • Include multicultural materials, especially those relevant to the cultures of the children. (e.g., skin-tone crayons, books, dolls, dress-up clothing, props, posters) • Display pictures, posters, and materials showing children/families of different races, cultures, ages, and abilities. • Explicitly discuss points of difference. (e.g., likes, dislikes, family make-up, physical characteristics)

C. COMMUNICATION

BROAD STANDARD STATEMENT: Infants and toddlers will engage in reciprocal conversations.

Infant

Standard	Concepts and Competencies	Supportive Practices
16.2 I.C **Use sounds and gestures as a form of reciprocal communication.**	***Reference 1.5 I.A***	***Reference 1.5 I.A***

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
16.2 YT.C **Use sounds, gestures, and words as a form of reciprocal communication.**	***Reference 1.5 YT.A***	***Reference 1.5 YT.A***

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
16.2 OT.C **Engage in reciprocal conversations and interactions with peers and adults.**	***Reference 1.5 OT.A***	***Reference 1.5 OT.A***

D. MANAGING INTERPERSONAL CONFLICTS

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate competence an increased ability to communicate about and seek help for interpersonal conflicts.

Infant

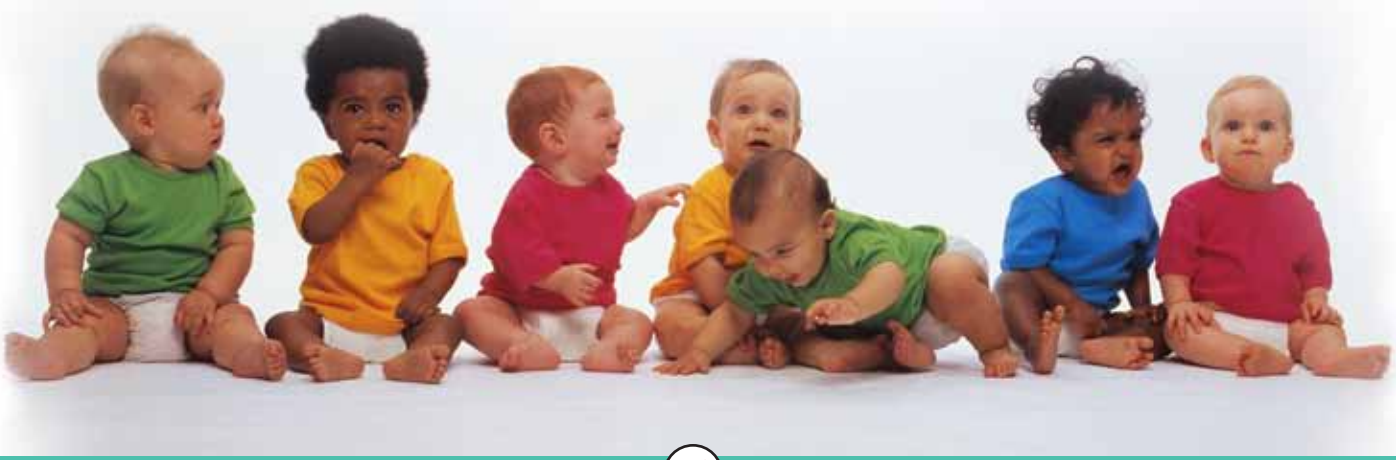
Standard	Concepts and Competencies	Supportive Practices
16.2 I.D **Express emotion relating to a conflict.**	**The learner will:** • Cry or use inappropriate action to express frustration.	**The adult will:** • Intervene when needed to help children resolve conflict by giving words or actions to use. • Model the use of words to express emotion. (e.g., "Kevin, you feel angry because Dave took the toy.")

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
16.2 YT.D **Express emotion relating to a conflict.**	**The learner will:** • Cry or use inappropriate action to express frustration. • Use some language to express emotion. (e.g., "No." "Mine.")	**The adult will:** • Intervene when needed to help children resolve conflict by giving words or actions to use. (e.g., model how to share or take turns) • Model the use of words to express emotion. (e.g., "I feel …")

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
16.2 OT.D **Communicate about a conflict and seek help to solve.**	**The learner will:** • 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.	**The adult will:** • Intervene when needed to help children resolve conflict by giving words or actions to use. • Model the use of words to express emotion. (e.g., "I feel …") • Acknowledge children's attempt to resolve conflict. • Offer conflict resolution strategies to children. • Use strategies to highlight conflict and appropriate approaches. (e.g., puppets, dramatic play, books/stories)



E. SUPPORT – ASKING FOR HELP

BROAD STANDARD STATEMENT: Infants and toddlers will use relationships with trusted adults and peers to meet needs.

Infant

Standard	Concepts and Competencies	Supportive Practices
16.2 I.E **Indicate needs through vocalizations and body movements.**	**The learner will:** • Cry to express need. • Point and move towards desired object. • Use basic sign language to indicate need.	**The adult will:** • Assign a primary adult. • Create an environment of trust by providing consistency and predictability in daily routines, activities, and adults. • Recognize and then respond to expressions of need. • Ask if a child wants help before solving a situation. (e.g., "You want the ball. Can you reach it?") • Explicitly teach and encourage use of sign language.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
16.2 YT.E **Communicate needs.**	**The learner will:** • 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.	**The adult will:** • Assign a primary adult. • Create an environment of trust by providing consistency and predictability in daily routines, activities, and adults. • Recognize and then respond to expressions of need. • Ask if a child wants help before solving a situation .(e.g., "You want the ball. Can you reach it?") • Explicitly teach and encourage use of sign language.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
16.2 OT.E **Ask for help when needed.**	**The learner will:** • 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.	**The adult will:** • Create an environment of trust by providing consistency and predictability in daily routines, activities, and adults. • Encourage children to try tasks independently before offering assistance. • Ask if a child wants help before solving a situation. (e.g., "Can I help you with that zipper?") • Assign a primary adult. • Discuss where children can go to for help when needed. (e.g., familiar adult, community helpers, peers) • Model how to ask for help.

16.3 Decision-Making and Responsible Behavior

BIG IDEA: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others.
ESSENTIAL QUESTION: How do I use healthy strategies to manage my behavior?

A. DECISION-MAKING SKILLS

BROAD STANDARD STATEMENT: Infants and toddlers will recognize that choices have consequences.

Infant

Standard	Concepts and Competencies	Supportive Practices
16.3 I.A **Demonstrate preference for specific objects and people.**	**The learner will:** • 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.	**The adult will:** Provide children with unfamiliar and interesting objects to explore and observe. (e.g., plastic vegetable steamer, calculator, pots and pans, etc.) • Organize environment and daily routine to allow children to interact with objects or work on an activity for as long as they are interested. • Be sensitive to children's needs and interest to attach to specific toys or activities by offering them repeatedly.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
16.3 YT.A **Make simple choices.**	**The learner will:** • Choose between two options provided by adult. • Seek favorite object or activity.	**The adult will:** • Provide opportunities for children to make choices. • Acknowledge children's ability to choose. • Encourage positive choices. • Discuss the consequences of choices.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
16.3 OT.A **Recognize the consequences of choices.**	**The learner will:** • Make simple choices. • Discuss consequences of choices. • Seek reinforcement for behavior. • Test limits set by adults.	**The adult will:** • Provide opportunities for children to make choices. • Acknowledge children's ability to choose. • Encourage positive choices. • Discuss the consequences of choices. • Acknowledge children's developmental need to test limits. • Use natural consequences (e.g., falling due to running in the classroom) as opportunities to discuss consequences of behaviors.

B. UNDERSTANDING SOCIAL NORMS (Social Identity)

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of socially acceptable behaviors.

Infant

Standard	Concepts and Competencies	Supportive Practices
16.3 I.B **Respond to adult guidance about behavior.**	**The learner will:** • Smile when acknowledged for positive behavior. • Stop behavior when told "No" or "Stop." • Look at adult before repeating a behavior.	**The adult will:** • Model acceptable behavior. • Use redirection. • Design the environment for safe and independent exploration. • Acknowledge both appropriate and inappropriate behavior. • Reserve the use of "No" and "Stop" to behaviors that are unsafe.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
16.3 YT.B **Demonstrate basic understanding of rules.**	**The learner will:** • 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.	**The adult will:** • Model acceptable behavior. • Use redirection. • Design the environment for safe and independent exploration. • Acknowledge both appropriate and inappropriate behavior. • Reserve the use of "No" and "Stop" to behaviors that are unsafe. • Acknowledge children's developmental need to test limits.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
16.3 OT.B **Follow basic rules.**	**The learner will:** • 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.	**The adult will:** • Model acceptable behavior. • Use redirection. • Design the environment for safe and independent exploration. • Acknowledge both appropriate and inappropriate behavior. • Reserve the use of "no" and "stop" to behaviors that are unsafe. • Acknowledge children's developmental need to test limits. • Establish routines (e.g., clean-up song) to indicate rule. • Provide visual cues (e.g., posters) for classroom rules and expectations. (e.g., hands to self)

C. RESPONSIBLE ACTIVE ENGAGEMENT – EMPATHY

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to recognize and respond to the emotional expressions of others.

Infant

Standard	Concepts and Competencies	Supportive Practices
16.3 I.C **React to others' expressions of emotion.**	**The learner will:** • 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.	**The adult will:** • Describe children's expressions of emotions. (e.g., "Sally feels sad because her mommy just left.") • Encourage gentle touches and model them.

Young Toddler

Standard	Concepts and Competencies	Supportive Practices
16.3 YT.C **Engage in empathy and compassion in some situations.**	**The learner will:** • Attempt to soothe another who is distressed. • Hand another child an object when he/her notices him/her looking at it. • Give hugs.	**The adult will:** • Encourage children to comfort other children. • Model different techniques to give comfort and support, labeling actions while doing them. • Acknowledge children's attempts to help others. • Label children's feelings. • Read books that model compassion and empathy. • Provide opportunities for children to talk and play together.

Older Toddler

Standard	Concepts and Competencies	Supportive Practices
16.3 OT.C **Demonstrate empathy and compassion for others.**	**The learner will:** • 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)	**The adult will:** • Encourage children to comfort other children. • Model different techniques to give comfort and support, labeling actions while doing them. • Acknowledge children's attempts to help others. • Label children's feelings. • Read books that model compassion and empathy. • Provide opportunities for children to talk and play together.

Social and Emotional Development Glossary

Active Engagement—The process of acting, participating, assisting, or actively connecting with others.

Communication—Processes by which information is exchanged between individuals.

Communication Skills—Verbal and non-verbal means of effectively conveying meaningful information.

Conflict—Inherent incompatibility between two or more people or two or more choices.

Conflict Resolution—Process by which issues arising from a disagreement or clash between ideas, principles, or people are settled.

Consequence—A positive or negative outcome resulting from a choice or decision.

Coping Skills—Behavioral tools that enable one to express negative feelings in ways that are not self-destructive or threatening to others and to overcome personal adversity or stress.

Culture—Shared attitudes, values, goals, behaviors, interactions and practices that are learned through social interactions which identify or distinguish groups.

Decision-Making—Process of coming to a conclusion or determination.

Diversity—Variety of characteristics that make individuals unique.

Emotions—The outward and inward expression of a person's state of mind based upon personality, mood, and temperament that influence relationships and must be appropriately managed.

Resilience—An ability to recover from or adjust easily to misfortune or change.

Pyramid Model—Is used to support social and emotional competence in infants and young children.

Partnerships for Learning

Families, Early Care and Education Programs, and Communities

PL 1. Families are supported in times of need.

PL 2. Families experience relationships with early care and education programs that are affirming, reciprocal, and build upon their strengths.

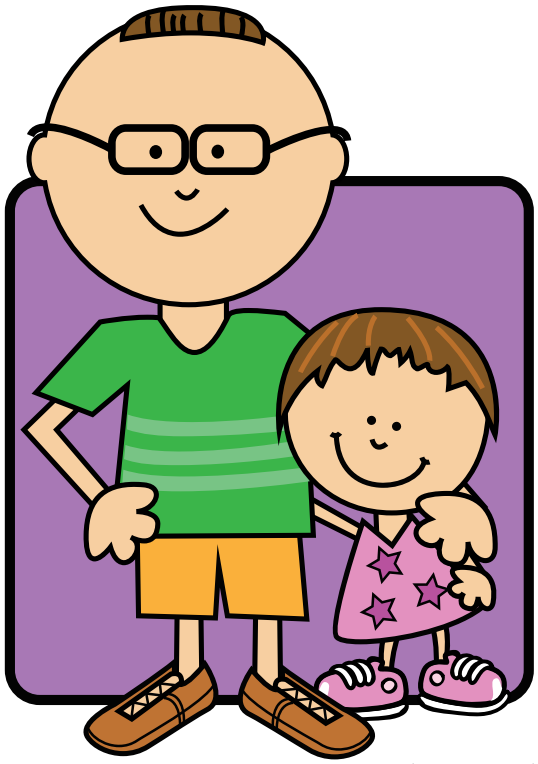
PL 3. Families have the support and information they need to encourage their children's learning and development.

PL 4. Family members have support from other families.

PL 5. Families have goals of their own and benefit from having supportive partners to help reach their goals.

PL 6. Families grow in their leadership and use these skills in many different ways.

PL 7. Families are supported in times of transition.



The Pennsylvania Partnerships for Learning Standards were informed by nationally recognized resources including the *Head Start Parent, Family and Community Engagement Framework, PTA National Standards for Family-School Partnerships®,* and the *Strengthening Families Protective Factors Framework™*. Information on these resources can be found in the resource guide at the end of the standards.

The partnerships between the child, family, early care, and education programs and other agencies are critical to providing a holistic and seamless approach to children's learning. Early care and education programs and families should work together to share information about individualized learning plans and goals, assure positive transition to and from the current setting, and identify and refer family members to other community agencies when appropriate.

PL 1: Families are supported in times of need.

BIG IDEAS: Each family has its own unique set of needs that change over time. Early education professionals are non-judgmental in helping families to identify and address needs. Early education professionals build upon family strengths and support families as needs arise so families are comfortable and knowledgeable to access resources.
ESSENTIAL QUESTIONS: What policies and procedures are in place to connect families to available resources? How do I communicate to all families that it is a strength to identify needs and to access resources and supports?

FAMILIES BENEFIT FROM COMMUNITY SUPPORTS AND RESOURCES THAT ARE RESPONSIVE TO THE CHANGING NEEDS OF FAMILIES AND BUILD UPON THEIR STRENGTHS.

Supportive Practices of Programs/Professionals	Families Will Experience
Professionals Facilitate Connections to Other Agencies • Identify and understand the services that are provided within the community. Identify contacts to facilitate collaborative work. • Build relationships with other community agencies and use their expertise to build knowledge about the culture in the community, including community characteristics, strengths, challenges, unique needs, and resources available. • Create a family resource area that is accessible within the community or program. Routinely share information with families about the resource area and the availability of information. • Portray in a positive light, families that have accessed community resources and supports (such as using them as mentors, facilitators, providing them opportunities to share their stories to help others). • Spotlight local community agencies and resources on a regular basis, sharing how their services help families. • Work collaboratively with other professionals (e.g., early intervention, behavioral health) ensuring that there is ongoing communication and development of successful strategies and supports for the child and family.	• Families receive information about community supports and resources from trusted individuals. • Families receive referrals and information from those whom they have established relationships. In turn, families begin to build relationships with new agencies made through these connections. • When families make the decision to access additional resources, they have the information and support needed to make their next step. • Families reach out to trusted individuals to request information and support.

Supportive Practices of Programs/Professionals	Families Will Experience
Making Referrals • Routinely share information with families about available events, classes, workshops, community supports. • Routinely provide materials from agencies, including information and referral providers. • Recognize that a family's needs change over time. Maintain open communication with families so relationships are established as needs arise. • Empower the family as the decision-maker for connecting to services. As appropriate, facilitate connections with other agencies/supports, ensuring that any information exchange follows confidentiality procedures. • Provide specific resources as families identify needs, which include contact information and necessary information and support that families need to be empowered to make connections. (e.g., specific contact name, best time to call, what information will be asked, directions to the location) • Develop ongoing information-sharing processes with other agencies who work with families. (e.g., early intervention, human services agencies, educational enrichment programs, youth activity programs, fitness center, library) • Be sensitive to some families' reluctance to act on potential referral or additional evaluation recommendations, periodically re-assessing and discussing until action is taken, if needed. • Recognize and support parents' resiliency when they manage stressful situations and identify potential solutions. • Follow up with the family after making a referral to find out if the family was successful in accessing the support needed. If not, problem-solve solutions to any barriers with the family. • Provide information and resources to enable families to access affordable, quality health care, screenings (e.g., physical, mental, dental, and social/emotional development), early intervention, and behavioral health care in ways that are non-stigmatizing to the child and family. • Guide and support families through sharing observations, portfolios, and family conferences to help the family take the first step.	• Families are knowledgeable about and feel supported to access resources that meet their needs in a timeframe that they are comfortable. • Families recognize that asking for support or help is a sign of strength. • Families do not feel stigmatized for asking for, or receiving, assistance or support. • When families receive a referral, it is provided in language that makes sense to them and provides all of the necessary information and support in making the first contact. (e.g., specific contact name, best time to call, what information will be asked, directions to the location) • Families receive consistent messages that community supports and resources are available to meet specific needs. • Families share resources about their experiences with service providers with other families.

PL 2: Families experience relationships with early care and education programs that are affirming, reciprocal, and build upon their strengths.

BIG IDEAS: Families are the heart of communities. Early care and education programs have a mission to support and strengthen children and families.
ESSENTIAL QUESTIONS: What policies and procedures are in place to build relationships with families? How do I understand a family's strengths, values, beliefs, and attitudes towards learning? How does our program share its strengths, values, beliefs, and attitudes towards learning with families? How do I develop reciprocal relationships with families so a child's learning is enhanced?

ACROSS A CHILD'S LIFESPAN, A CHILD AND HIS OR HER FAMILY MEMBERS MAY RECEIVE SUPPORT AND SERVICES FROM A VARIETY OF INDIVIDUALS, AGENCIES, ORGANIZATIONS, PROGRAMS, ETC. THE CHILD BENEFITS WHEN THESE PARTNERSHIPS ARE RELATIONSHIP-BASED, RECIPROCAL, AND BUILD UPON STRENGTHS OF THE CHILD AND FAMILY.

Supportive Practices of Programs/Professionals	Families Will Experience
Program Policies and Procedures • The program has clearly defined written policies and procedures that are informed by family input, and are reviewed and discussed openly and on a regular basis with families. These policies and procedures include: – roles and responsibilities of staff. – expectations of staff and families. – policies and procedures related to timely responses to phone calls and messages from families. – family's rights, including conflict resolution procedures. – procedures for maintaining confidentiality. – policies regarding classroom visitation so family members have access and can visit, volunteer, or participate in the program. – program mission, approaches to learning, and curriculum used within the program. – how families can share information about their children, their goals, and vision for their children's learning and development.	• Families are aware of their rights and responsibilities and feel comfortable and knowledgeable about how to act on them. (e.g., concerns about time of services, expectations of the family, accessing the agency dispute resolution process) • Families are comfortable and welcome when dropping in or scheduling a visit with their children's program. • Families trust that their personal information will not be shared without their consent. • Families have written information to refer to, and know who to contact in the program, when they have questions or concerns.

Supportive Practices of Programs/Professionals	Families Will Experience
Approaches to Relationship-Building • Acknowledge that family members are the children's primary teachers and are experts on their children. • Create ongoing formal and informal opportunities to engage with families about their interests, strengths, expectations, concerns, joys, and achievements. • Use information about families' strengths, interests, expertise, and vision for their children to support the children's learning and development. • Use parents' preferred methods for communication. • Promote ongoing and reciprocal communication about day-to-day activities between staff and families. • Recognize and create opportunities for program staff and families to have fun and learn together. • Recognize that obstacles to relationship-building can be overcome, and actively seek out strategies and resources when barriers exist. (e.g., talking with a supervisor, bringing in a trusted person, consider if a misunderstanding is related to cultural differences between staff and the family's cultural approach to the situation, and seek additional information)	• Families feel validated and supported in their role as their children's primary teachers and experts on their children. • Families feel comfortable and routinely provide feedback and input to their children's program. • Families feel they are equal partners. • Families recognize strategies to overcome barriers. • Families provide and receive communication in their preferred method. • Families participate in events that are part of their children's program. • Families are aware of and engaged in their children's learning process. • Families see that their strengths and interests are used to support their children's learning process and development.

Supportive Practices of Programs/Professionals	Families Will Experience
Practices to Honor a Family's Unique Culture • Recognize that culture is defined as "an integrated pattern of human behavior, which includes but is not limited to thought, communication, languages, beliefs, values, practices, customs, courtesies, rituals, manners of interacting, roles, relationships, and expected behaviors of a racial, ethnic, religious, social, or political group; the ability to transmit the above to succeeding generations; dynamic in nature." (National Center for Cultural Competence 2004, 4) • Seek to understand each family's unique culture. • Learn about whom the child considers 'family' and invite them to participate in the program. • Ensure that family communications are done in culturally sensitive ways that accommodates family literacy levels and language needs. • Recognize that daily routines, such as eating, the ways that holidays are celebrated, special events, and emotions are expressed, are culturally influenced. Actively gather this information from families and, as appropriate, incorporate into program activities. • Encourage program participation in cultural and other events within the community.	• Families feel affirmed and acknowledged. • Families feel their culture and values are supported by the program. • Families feel validated that the program recognizes their unique family composition. • Families share cultural and other community events that may be of interest to the program and other families. • Families feel empowered to share their culture to educate other children, families, and staff within the program.

PL 3: Families have the support and information they need to encourage their children's learning and development.

BIG IDEAS: Families are children's first teachers and foremost experts. They are the common link throughout a child's educational experience. Information and support in the early years forms the foundation for lifelong informed and engaged parenting.
ESSENTIAL QUESTIONS: What policies and procedures are in place to provide information and support families to encourage their children's learning and development and to access additional support if needed? How do I ensure that information provided to families reflects best practice and current knowledge? How does our program ensure that information exchange is reciprocal and used to support the child's development?

THE BOND BETWEEN CHILD AND FAMILY IS THE STABLE CONNECTOR THROUGHOUT A CHILD'S LIFE. FAMILIES BENEFIT FROM HAVING ONGOING SUPPORT TO LEARN ABOUT AND UNDERSTAND THEIR CHILDREN'S DEVELOPMENT.

Supportive Practices of Programs/Professionals	Families Will Experience
Program Provides Information about Child Development and How the Program Supports Learning • Provide information about child development milestones, including healthy social and emotional development, in a way that is accessible and relevant to families. • Provide information about the Early Learning Standards and how they are supported through the program. Support families to learn how their everyday routines and activities supporting learning. • Share with families how the quality of program and indicators of quality are measured. (e.g., Keystone STARS, Pre K Counts, NAEYC accreditation) • Identify the skills being learned during activities, helping families to understand the role of play and active learning in the instructional process. • Encourage and support shared opportunities for families and staff to discuss and explore such topics as child development, health and nutrition, supportive parenting, cultural/ethnic expectations, social expectations, how they were parented, and their relationships with their children. • Create videos, picture books, written schedules, and newsletters that depict the learning routines of the program. Clarify program expectations and values, and illustrate how the program curriculum is used. • Create a family resource area that contains books, toys, and information that families can access.	• Families feel valued as a member of their children's learning team. • Families are competent and confident in their understanding of basic child development. • Families recognize that culture and how they were parented impacts how they parent. • Families understand how their children's program supports learning and have confidence to expand learning with their children. • Families recognize and feel validated that their strengths, interests, and daily routines are supporting their children's learning and development. • Families participate in a variety of formal and informal opportunities to gain knowledge and experiences that are relevant to them.

Supportive Practices of Programs/Professionals	Families Will Experience
Reciprocal Sharing of an Individual Child's Milestones, Progress, Learning Styles, and Supportive Practices • Regularly provide the family information about the child's growth and progress. • Share with families how your program reviews early learning outcomes information and uses it for overall program improvement and to support their children's learning and development. • Ask the child's family members to identify accomplishments the child may have completed at home, and share successes of learning during the program through art, pictures, etc. • Discuss schedules, events, or past experiences that may impact a child's learning and development. Be respectful of family's private and personal information and recognize the need for sensitivity and confidentiality. (e.g., talk about a recent event, such as divorce or death, which may impact a child's behavior and discuss ways to communicate reciprocally about child's adjustment) • Share initial results of screenings and assessments in a way that enables the family to understand the child's strengths and areas for focus. • Provide collaborative opportunities with families to develop individualized goals and strategies to support their children's learning and development, taking into account the temperament of the child, child's current development, family routines, strengths, and interests. • Share progress of child's development in ways that are meaningful and allow the family to know what to expect next and to build on its child's strengths. • Encourage and support families in accessing screenings for physical, mental, and dental health, and social-emotional and cognitive development supports. • Establish procedures to allow sharing, and as appropriate, participate in the development of a child's educational and development goals established through other child and family serving systems. (e.g., early intervention, behavioral health, etc.) Provide regular updates on child's progress in a consistent format. • In collaboration with the family and as appropriate other service providers (e.g., early intervention, behavioral health), develop strategies to support a child's learning with modifications and adaptations to the environment and curriculum to meet a child's specific learning needs.	• Families are aware of their children's development and progress, and where their children are in relation to typical developmental milestones. • Families use strategies and their typical routines and family activities to support their children's learning and development. • Families are knowledgeable about and comfortable in accessing resources to support their children's development (e.g., early intervention, individual therapeutic supports–speech, occupational, counseling, or other parenting supports). • Families feel comfortable sharing information about their families, including culture and traditions.

Supportive Practices of Programs/Professionals	Families Will Experience
Using Family Input and Strengths to Enhance and Support Children's Development • Guide families in identifying books, songs, finger plays, dances, foods, toys, and culturally relevant materials and experiences that can be used to support their children's development. • Encourage children to show pride in family-specific beliefs or practices by showing interest and supporting the children's learning and development which build upon practices/beliefs. • Include families in the screening, authentic assessment, and referral processes of the program. Assure that these processes are culturally sensitive and delivered in the language requested by the family. Include multiple sources of evidence to understand children's growth and development. • In collaboration with families, build upon strengths and interests which support the expansion of learning to encompass areas of learning that are less familiar.	• Families participate in program planning efforts. • Families feel comfortable sharing resources and information they gather with the program. • Families feel validated that the program reflects their unique contributions and qualities. • Families feel confident to use strategies that build upon their typical routines and expand learning to areas that are less familiar to them.

PL 4: Family members have support from other families.

BIG IDEAS: Families grow in competence and confidence when they share and receive support and information from other families.
ESSENTIAL QUESTIONS: What policies and procedures are in place to support family-to-family experiences? How do I encourage and support informal and formal opportunities for families to connect with other families for friendship, support, and information?

FAMILY MEMBERS BENEFIT WHEN THEY HAVE OPPORTUNITIES TO SHARE EXPERIENCES, PROVIDE SUPPORT TO, AND RECEIVE SUPPORT FROM EACH OTHER.

Supportive Practices of Programs/Professionals	Families Will Experience
• Include family-to-family support practices and encourage social connections as part of the organization's policies and procedures. • Create intentional opportunities for families with similar circumstances and interests to connect with each other while respecting confidentiality. • Strategize innovative ways to ensure that families are aware of, and can connect to, other families in the program. • Develop mentoring and welcoming network opportunities within the program. • Create space and opportunity for families to gather and share with each other. • Encourage and support families to share their skills, interests, and expertise with other families. • Provide opportunities for families to share and learn from each other about supporting their children's learning and development. • Share information about formal and informal parent networking opportunities. (e.g., Parent to Parent of Pennsylvania, online groups, support groups, library groups, places where families informally gather like parks or sporting events)	• Families have a strong network of other families to support them in their parenting roles. • Families are comfortable connecting with families that share similar and different experiences than their own. • Families are knowledgeable about, and comfortable with, seeking and providing support to and from other families. • Families play an active role in initiating and implementing family-to-family supports within their program. • Families share with others their experiences, practical knowledge, and are a support to other families.

PL 5: Families have goals of their own and benefit from having supportive partners to help reach their goals.

BIG IDEA: Every family is entitled to have hopes and dreams for the future.
ESSENTIAL QUESTIONS: What policies and procedures are in place to connect families to resources that can assist with their family goals? How do I support families to share their hopes and dreams for the future?

AS FAMILY MEMBERS IDENTIFY AND DEVELOP GOALS, THEIR OWN KNOWLEDGE GROWS. WHEN FAMILIES ARE STRONGER, COMMUNITIES ARE STRONGER.

Supportive Practices of Programs/Professionals	Families Will Experience
• Understand that the overall health and well-being of the family affects the child. • Support and encourage families in nonjudgmental ways to make short- and long-term goals. • Connect families with other community resources and other families who have relevant experiences and interests to support them in reaching goals. • Recognize and accept that families are in different stages related to planning for the future. (e.g., Some families may be more comfortable seeking outside support for planning than others.) • Recognize that age, economics, and lifestyle impact family goal setting.	• Families feel comfortable sharing their skills, experiences, and resources with other families to help them reach their goals. • Families feel comfortable sharing with practitioners their goals for themselves and their families. • Families are knowledgeable and comfortable accessing resources and support to reach their goals. • As families strive and reach their goals they build resiliency.

PL 6: Families grow in their leadership and use these skills in many different ways.

BIG IDEA: Each family member has the capacity to be a leader for his or her individual child, at the program level, state level, and/or beyond.
ESSENTIAL QUESTIONS: What policies and procedures are in place to support family leadership? How do I help families to know their expertise is valuable and support them to share their knowledge with others? How does our program support and strengthen resiliency?

FAMILY MEMBERS HAVE UNIQUE EXPERIENCES AND EXPERTISE FROM WHICH COMMUNITIES CAN BENEFIT. WHEN FAMILIES HAVE SUPPORTS AND OPPORTUNITIES TO GROW IN THEIR LEADERSHIP, THEY BECOME AGENTS OF CHANGE AND SUPPORTERS OF WHAT IS WORKING.

Supportive Practices of Programs/Professionals	Families Will Experience
Leadership with their children and within the program. • Value and encourage families to take the lead when planning goals for their children. • Recognize families advocating on behalf of their children as a sign of leadership. • Provide opportunities for families to advocate on behalf of their children. • Support family's efforts to develop effective ways to navigate support systems and advocate for their child. • Allow for and support families in sharing their children's accomplishments and progress. • Value the participation of families and provide a variety of ways for the input of varied family members in planning efforts and decision-making processes. • Offer varied roles within the program to support families to initiate and expand their leadership. (e.g., offering volunteer opportunities within the classroom or to support the classroom, serving on family advisory committees, planning/participating in social events, reviewing and providing input to policies and procedures) • Provide a variety of ways for family members to share feedback related to their experiences with the program. • Routinely investigate new state, federal, or local initiatives that may impact the program operation and recommends next steps. Provide a variety of ways for family members to participate in this process. • Involve families in program goal-development and strategic planning. • Encourage a consensus within classrooms or programs about how holiday celebrations or birthdays should occur within the program. • Implement policies and procedures that support the involvement of families in program decision-making. • Develop conflict resolution policies with guidance and input from families that identify procedures for complaints or suggestions. • Provide opportunities for families and staff to share expectations related to the program. (e.g., review regulations and program requirements together) • Seek feedback from families to design field trips and program events that may be of particular interest. • Create a family advisory or parent-teacher organization and offer training to the program's board/organization on shared governance. • Use families' experiences and expertise within your professional development. (e.g., families as co-presenters assist with planning, families sharing personal experiences related to training topics) • Develop policies and procedures for how families can share their experiences to inform program practice and improvement. [e.g., suggestion box, asking if there anything that can be done to improve services, short surveys (written or verbal)] • Provide families information and encouragement to participate in other community engagement and leadership development/training opportunities. • Create and implement policies and procedures that support the involvement of families in program decision-making.	• Families feel competent and confident in their parenting roles. • Families have a sense of ownership and investment in the program in which their children are participating. • Families are involved in their children's education and they feel comfortable to contribute to their children's program. • Families feel confident in advocating for their children. • Families expand upon their leadership within their own families to help others. • Families have an increased awareness of issues and concerns affecting and impacting other children. • Families feel that their own experiences, when shared, can be valuable learning experiences for others.

Supportive Practices of Programs/Professionals	Families Will Experience
• Encourage families and connect them with professional development opportunities in the community and beyond (e.g., families as co-presenters at conferences, families sharing personal experiences in pre-service settings, etc.) • Connect and encourage families with volunteer opportunities within their communities. • Recognize that families can be a strong voice as agents of change and supporters of what is working. Connect them to opportunities where they can develop and demonstrate their leadership. • Recognize that families show their leadership in varied ways. (e.g., volunteering in their neighborhoods, faith-based communities, with Boy/Girl Scouts, sports coaching, etc.)	• Families have knowledge about and comfort in accessing resources to support their leadership development. • Families are confident in using their voices to show support for quality early childhood programs.

PL 7: Families are supported in times of transition.

BIG IDEA: There are many types of transitions, with varying degrees of impact, affecting each family and child in unique ways.
ESSENTIAL QUESTIONS: What policies and procedures are in place to support transition? How does our program coordinate transition supports and activities with other partners?

TRANSITION IS A NORMAL PART OF GROWTH IN CHILDREN AND FAMILIES DURING WHICH THERE MAY BE A RANGE OF EMOTIONS AND NEEDS. WHEN THERE ARE STRONG RELATIONSHIPS BETWEEN FAMILIES AND PARTNERS, BOTH CHILDREN AND THEIR FAMILIES FEEL MORE SECURE THROUGHOUT THE PROCESS.

Supportive Practices of Programs/Professionals	Families Will Experience
Family to School (or Program) • Share instructional philosophies to help families understand the program so families can decide if the program is a good match for their family. • Ensure families are aware of timelines for program registration, policies and practices related to transition for children receiving early intervention services. • Identify home culture, language, and routines, and how they might enhance or impact a child's learning and participation in the program. • Create an atmosphere where families feel comfortable in sharing the transitions in their lives. • Provide specific information to families about what they can expect at the next step within early care, community and/or school settings. • Offer an opportunity for families to tour the program, observe routines and meet key individuals related to the program, prior to the start of the new program. • Provide networking and mentoring opportunities for families experiencing similar transitions. • Support and encourage families who anticipate a more challenging transition with more specific resources to assist in preparing for the transition.	• Families know that their children will be welcomed and have a sense of belonging in their new environment. • Families are confident in their ability to build a reciprocal relationship with their new program and/or school. • Families know that their children's individual strengths, needs, and learning styles will be understood and incorporated into learning.
Child to School (or Program) • Support and encourage the child and family to observe where the child will be attending so the child can become familiar with a new classroom setting, teacher, and classmates. • Support the child to visit and participate in the next classroom setting prior to the full transition. • Share and incorporate elements of the environments of settings where children are coming from and going to. • Support the sharing of routines between families and the program and discuss any needed accommodations. • Identify strategies and supports with families to ease the children into the program and ensure ongoing reciprocal communication with the families regarding the children's adjustment to the program. • Support families to share specific information with receiving program or school for children for whom it is anticipated may have a difficult transition.	• Families are affirmed in their involvement in the transition process. • Families feel knowledgeable and comfortable about their next step and where they are currently. • Families feel comfortable asking questions and seeking additional information related to transitions.

Supportive Practices of Programs/Professionals	Families Will Experience
School (or Program) to School (or Program) • Develop policies and procedures to address internal and external transitions. • Gather and share information about the locations and policies of the places to where children are most likely to transition. (e.g., kindergarten) • Collaborate with receiving programs/classrooms to share information on curriculum, instructional strategies used in the program, and transition supports provided. • Invite school district personnel to review kindergarten registration and attendance policies with families. • Encourage and participate in collaborative efforts with sending and receiving programs/schools to allow for sharing of information and program design to support transitions of children. • Set clear expectations and ensure that staff have an understanding of their roles in supporting transitioning children into, within, and out of the program. **School (or Program) in Community** • Provide information about the program to the community and receiving schools. • Be knowledgeable about community resources, in the event a significant change impacts families and staff. (e.g., natural disasters, loss, grief) • Provide information about community-wide efforts related to transition to kindergarten. • Encourage the development of and participation in a community-wide transition team that includes family members, multiple early education providers, and other community partners. • Create intentional links to community partners to provide school-based screenings, education, and other supportive services.	• Families feel supported by their current program as they move into a new setting or program. • Families can access a variety of strategies to ease transition. • Families have an understanding of the classroom/program structure. • Families have an understanding of their children's reaction and adjustment to a new setting.

Resources

APPROACHES TO LEARNING THROUGH PLAY

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PARTNERSHIPS FOR LEARNING

For more information and for resources to help you design, implement, and evaluate family involvement work, consider making use of the following resources:

National Center on Parent, Family and Community Engagement http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center.

The Head Start Parent, Family, Community Engagement Framework http://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2011/pfce-framework.pdf.

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National PTA. National Standards for Family School Partnerships http://www.pta.org/files/National_Standards.pdf.

National PTA National Standards for Family School Partnerships Tools and Resources: http://www.pta.org/programs/content.cfm?ItemNumber=3126&navItemNumber=3983.

Strengthening Families™ Overview http://www.cssp.org/reform/strengthening-families/2014/SFoverview.pdf.

Cara's Kit www.NAEYC.org.

NEAYC and DEC Position statement on Inclusion.

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