

Pennsylvania Learning Standards for Early Childhood: Infants–Toddlers Alignment with HighReach Learning, Inc., Curriculum for Ages 12–36 Months

The following table aligns the Pennsylvania Learning Standards for Early Childhood: Infants–Toddlers, adopted by the Pennsylvania State Board of Education, with the HighReach Learning curriculum for ages 12–36 months.

All HighReach Learning curriculum is integrated and thematic. Within each topic are four subtopics comprised of over 120 center-based activities and events, which can be selected by the teacher based on children’s needs, development levels, and interests. The curriculum is standards based, and all activities link to objectives. There is a proven connection to educational theorists and a balanced approach of child-guided and adult-guided experiences. The curriculum’s pedagogy is “intentionality,” which is supported by research.

HighReach Learning, Inc., Curriculum for Ages 12–36 Months Alignment with the Pennsylvania Standards for Infants-Toddlers	
APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING AND APPLYING KNOWLEDGE	
Pennsylvania Learning Standards for Early Childhood: Infants–Toddlers	HighReach Learning Curriculum Alignment with Standards
STANDARD 15.1 CONSTRUCTING KNOWLEDGE	
15.1.1 Curiosity and Initiative	
Infant	
Use the mouth as a primary means of exploring and learning from the environment Use hand, mouth, eyes in a coordinated manner to explore body, toys and surroundings Manipulate in order to explore them	SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) IC1 Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices
Young Toddler	

<p>Show an interest in various environmental stimuli Use the senses to explore and learn from the environment Ask questions to obtain adult response</p>	<p>SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) IC1 Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices SC1 Uses language to communicate with others (needs, opinions, feelings, etc.) <i>Indicators:</i> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences</p>
Older Toddler	
<p>Explore characteristics of objects, activities and environments Show interest in what others are doing Utilize non-verbal prompts to seek information Ask questions to seek information</p>	<p>SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) IC1 Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices SC1 Uses language to communicate with others (needs, opinions, feelings, etc.) <i>Indicators:</i> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences</p>
15.1.2 Risk Taking	
Infant	

Explore in the comfort of a familiar surrounding or adult Seek comfort in adults when faced with novel stimuli	SO1 Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time IC1 Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices
Young Toddler	
Explore the environment in close proximity to and in constant sight of caregiver Show interest in new activities and experiences	SO1 Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time IC1 Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices
Older Toddler	
Explore the environment independently but seek occasional approval from near-by adults Try new activities or experiences with adult encouragement	SO1 Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time IC1 Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices
15.1.3 Stages of Play	
Infant	
Use body and senses to engage in solitary play	SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) SO1 Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult

	Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time
Young Toddler	
Play near others without interacting with them Imitate adult actions through play scenarios	SO2 Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play DP1 Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play
Older Toddlers	
Interact with other children during play Use materials to represent everyday objects during play Engage in some simple play sequences based on an understanding of everyday events	SO3 Begins to cooperate with others <i>Indicators:</i> Begins to cooperate, but may be reluctant Participates in simple back-and-forth interactions with others Interacts positively with other children and adults Participates in simple games DP1 Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play
STANDARD 15.2 ORGANIZING AND UNDERSTANDING INFORMATION	
15.2.1 Attention, Engagement, and Persistence	
Infant	

<p>Focus on people around him/her Attend to adult during reciprocal interaction Make repeated attempts to engage an adult to meet needs Try to make things happen</p>	<p>SO1 Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time SO2 Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play SC2 Uses communication for many purposes <i>Indicators:</i> Initiates interactions with others Shows protest or disagreement (verbally or nonverbally) Uses words to communicate wants and needs Takes several back-and-forth turns in conversations SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) SS2 Understands cause and effect <i>Indicators:</i> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different results</p>
<p>Young Toddler</p>	

<p>Interact with people, objects or activities for short periods of time Repeat enjoyable activities Complete short, simple task with adult support Focus on a task to reach a goal</p>	<p>SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) SO2 Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play IC1 Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices SL1 Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others’ feelings PS1 Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step PS2 Shows increasing persistence when facing challenges <i>Indicators:</i> Attempts task for a minute or two before asking for help Tries to solve problems or challenges with a toy or task</p>
<p>Older Toddler</p>	

<p>Engage with peers in play for an extended time Focus on an activity or toy while other things are occurring in the environment Cooperate with others to complete a task or goal Focus on a complex activity with adult encouragement</p>	<p>SO2 Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play SO3 Begins to cooperate with others <i>Indicators:</i> Begins to cooperate, but may be reluctant Participates in simple back-and-forth interactions with others Interacts positively with other children and adults Participates in simple games SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) IC1 Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices PS2 Shows increasing persistence when facing challenges <i>Indicators:</i> Attempts task for a minute or two before asking for help Tries to solve problems or challenges with a toy or task</p>
15.2.2 Task Analysis	
Infant	
<p>Use senses to discover properties of objects Anticipate next step of a routine or activity</p>	<p>SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) PM2 Begins to understand the concept of time <i>Indicators:</i> Begins to understand time words such as before and after Begins to understand time sequence of daily routines Identifies times of daily routines (time to eat, time to nap, etc.)</p>

<p>Young Toddler</p> <p>Discover characteristics of objects or materials through repeated actions with the toy Know the sequence of certain tasks Perform a behavior even when the consequences are known Complete a common task or routine with adult support</p>	<p>PS1 Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) SS2 Understands cause and effect <i>Indicators:</i> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different results PM2 Begins to understand the concept of time <i>Indicators:</i> Begins to understand time words such as before and after Begins to understand time sequence of daily routines Identifies times of daily routines (time to eat, time to nap, etc.) SL2 Begins to understand and follow simple rules <i>Indicators:</i> Responds appropriately to reminders Able to follow simple rules, but may not do so all the time HS2 Builds self-help skills (eating, drinking, toileting) <i>Indicators:</i> Drinks from a cup Uses a spoon or other utensil to feed self Takes off clothes Begins to put on clothes Washes hands with assistance Attempts to clean self when toileting Uses a tissue</p>
<p>Older Toddler</p>	

<p>Purposefully act on objects to discover their properties</p> <p>Identify the sequence of a routine such as “first we wash hands, then we have lunch”</p> <p>Complete tasks in the teacher-taught sequence for adult approval</p> <p>Complete a multi-step task with adult support</p>	<p>SS1 Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) <p>SS2 Understands cause and effect</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different results <p>PM2 Begins to understand the concept of time</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Begins to understand time words such as before and after Begins to understand time sequence of daily routines Identifies times of daily routines (time to eat, time to nap, etc.) <p>SL2 Begins to understand and follow simple rules</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Responds appropriately to reminders Able to follow simple rules, but may not do so all the time <p>HS2 Builds self-help skills (eating, drinking, toileting)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Drinks from a cup Uses a spoon or other utensil to feed self Takes off clothes Begins to put on clothes Washes hands with assistance Attempts to clean self when toileting Uses a tissue
15.2.3 Reasoning and Problem Solving	
Infant	

<p>Interact with a toy or object in more than one way Repeat actions that have an interesting response Play with a variety of objects to determine similar and different outcomes Look for objects that are out of view</p>	<p>SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) SS2 Understands cause and effect <i>Indicators:</i> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different results PS1 Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step PS2 Shows increasing persistence when facing challenges <i>Indicators:</i> Attempts task for a minute or two before asking for help Tries to solve problems or challenges with a toy or task</p>
Young Toddler	
<p>Observe others’ actions with materials to learn strategies for interaction Imitate others’ actions to determine if they work for them Persist in working with materials that are challenging in order to master them Solve simple problems independently, such as climbing on a chair to get an out-of-reach object</p>	<p>SK1 Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together SO2 Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play PS1 Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step PS2 Shows increasing persistence when facing challenges <i>Indicators:</i> Attempts task for a minute or two before asking for help Tries to solve problems or challenges with a toy or task</p>
Older Toddler	

<p>Observe, imitate and remember previous information about an object or situation</p> <p>Seek help to accomplish something that is challenging</p> <p>Follow a teacher's suggestion to complete a difficult task</p> <p>Use trial and error to accomplish a task</p> <p>Change approach to reach a goal when the first try is unsuccessful</p>	<p>SK1 Observes and describes things in the environment</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together <p>PS1 Uses a variety of problem-solving techniques</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step <p>PS2 Shows increasing persistence when facing challenges</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Attempts task for a minute or two before asking for help Tries to solve problems or challenges with a toy or task
STANDARD 15.3 APPLYING KNOWLEDGE	
15.3.1 Creativity, Flexability and Invention	
Infant	
<p>Imitate new sounds and movements</p> <p>Respond to music or voices by comforting or showing pleasure</p> <p>Try a new action with a familiar object</p>	<p>DP1 Engages in pretend play</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play <p>MM1 Participates in a variety of musical activities</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Responds to rhythm in a variety of ways (clapping, tapping, etc.) Claps, bounces, or dances to music Attempts to sing along Uses instruments or other objects to create music Asks to sing favorite songs <p>SO1 Demonstrates trusting attachments with adults</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, "checking in" with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time <p>SS1 Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., "ball down")

Young Toddler	
<p>Imitate simple actions, gestures, and words</p> <p>Use body movements to respond to music and art</p> <p>Use a single object in different ways</p> <p>Discover unique solutions to basic problems</p>	<p>DP1 Engages in pretend play</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play <p>MM2 Participates in a variety of movement activities</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Responds to rhythm Attempts to control body when moving Joins movement activities Begins to imitate simple body movements Dances with control <p>PS1 Uses a variety of problem-solving techniques</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step
Older Toddler	

<p>Demonstrate complex imitation skills including imitation of peers Engage in creative movement activities such as singing and chanting, dancing or painting Use an object in a non-conforming manner Use materials in new ways to accomplish a task Show creativity in approaching and accomplishing tasks</p>	<p>DP1 Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play MM1 Participates in a variety of musical activities <i>Indicators:</i> Responds to rhythm in a variety of ways (clapping, tapping, etc.) Claps, bounces, or dances to music Attempts to sing along Uses instruments or other objects to create music Asks to sing favorite songs MM2 Participates in a variety of movement activities <i>Indicators:</i> Responds to rhythm Attempts to control body when moving Joins movement activities Begins to imitate simple body movements Dances with control PS1 Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”)</p>
<p>STANDARD 15.4 LEARNING THROUGH EXPERIENCE</p>	
<p>15.4.1 Home-School Identity</p>	
<p>Infant</p>	
<p>Show comfort in routines or experiences that mirror home experiences</p>	<p>SL1 Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others’ feelings KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members</p>

	<p>Recognizes teacher and other adults at school</p> <p>Able to identify places at school that correspond to places at home</p> <p>Understands similarities and differences between home and school</p> <p>Begins to recognize familiar places in the community</p>
Young Toddler	
<p>Prefer routines and activities that mirror home routines</p> <p>Separate school and home experiences</p> <p>Imitate mannerisms or behaviors of family</p>	<p>SL1 Demonstrates emerging self-regulation</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings <p>KF1 Demonstrates knowledge of home, school, and community</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community <p>DP1 Engages in pretend play</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play
Older Toddlers	
<p>Relay home experiences with teacher and school experiences to parent or guardian</p> <p>Recognize specific activities that are home or school functions</p>	<p>KF1 Demonstrates knowledge of home, school, and community</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community <p>PM2 Begins to understand the concept of time</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Begins to understand time words such as before and after Begins to understand time sequence of daily routines Identifies times of daily routines (time to eat, time to nap, etc.)
15.4.2 Resilience	
Infant	

<p>Use comfort of familiar routines and activities to explore new ideas or routines</p> <p>Notify adults of need for comfort or help through cries or body movements</p>	<p>IC1 Shows curiosity about new things and new experiences</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Joins in new activities and explores new materials or events Asks questions Makes independent choices <p>PS2 Shows increasing persistence when facing challenges</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Attempts task for a minute or two before asking for help Tries to solve problems or challenges with a toy or task
Young Toddlers	
<p>Repeat difficult tasks or activities many times to achieve mastery</p> <p>Repeat familiar activity to gain comfort and confidence</p> <p>Seek out adult when frightened or unhappy</p> <p>Respond to limitations set by adult</p>	<p>PS2 Shows increasing persistence when facing challenges</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Attempts task for a minute or two before asking for help Tries to solve problems or challenges with a toy or task <p>SL1 Demonstrates emerging self-regulation</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings <p>SL2 Begins to understand and follow simple rules</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Responds appropriately to reminders Able to follow simple rules, but may not do so all the time <p>SO1 Demonstrates trusting attachments with adults</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, "checking in" with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time
Older Toddlers	

<p>Show confidence and pleasure in the completion of a task or activity Seek help in difficult situations Show basic understanding of limits and rules Manage basic impulses appropriately</p>	<p>SE1 Demonstrates a positive sense of self <i>Indicators:</i> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine SO1 Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time PS1 Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step SL2 Begins to understand and follow simple rules <i>Indicators:</i> Responds appropriately to reminders Able to follow simple rules, but may not do so all the time SL1 Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others’ feelings</p>
15.4.3 Culture	
Infants	
<p>Demonstrate comfort in routines, objects and materials that reflect home experiences</p>	<p>SL1 Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others’ feelings KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community</p>

Young Toddlers	
Show awareness that others have attachments to different objects, people or routines	SE2 Develops awareness of own feelings and those of others <i>Indicators:</i> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others' feelings through body language and facial expressions KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community
Older Toddlers	
Demonstrate expectations and attitudes about others based on primary relationships Seek to learn about others' differences	KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community

**CREATIVE THINKING AND EXPRESSION:
COMMUNICATING THROUGH THE ARTS**

Pennsylvania Learning Standards for Early Childhood: Infants–Toddlers		HighReach Learning Curriculum Alignment with Standards
STANDARD 9.1a: PRODUCTION AND PERFORMANCE: MUSIC AND MOVEMENT		
9.1a.1 Aesthetic Response		
Infant		
Respond to music	MM1 Participates in a variety of musical activities <i>Indicators:</i> Responds to rhythm in a variety of ways (clapping, tapping, etc.) Claps, bounces, or dances to music Attempts to sing along Uses instruments or other objects to create music Asks to sing favorite songs	
Young Toddler		
Show pleasure and excitement when exposed to music	MM1 Participates in a variety of musical activities	

	<i>Indicators:</i> Responds to rhythm in a variety of ways (clapping, tapping, etc.) Claps, bounces, or dances to music Attempts to sing along Uses instruments or other objects to create music Asks to sing favorite songs
Older Toddler	
Sing songs in recognizable ways Demonstrate increased coordination in response to rhythms	MM1 Participates in a variety of musical activities <i>Indicators:</i> Responds to rhythm in a variety of ways (clapping, tapping, etc.) Claps, bounces, or dances to music Attempts to sing along Uses instruments or other objects to create music Asks to sing favorite songs MM2 Participates in a variety of movement activities <i>Indicators:</i> Responds to rhythm Attempts to control body when moving Joins movement activities Begins to imitate simple body movements Dances with control
9.1a.2 Exploration	
Infant: Emerging	
Young Toddler	
Show interest in singing, moving and dancing using body in creative ways Use props or tools, such as scarves, instruments, or wands to accompany music	MM1 Participates in a variety of musical activities <i>Indicators:</i> Responds to rhythm in a variety of ways (clapping, tapping, etc.) Claps, bounces, or dances to music Attempts to sing along Uses instruments or other objects to create music Asks to sing favorite songs MM2 Participates in a variety of movement activities <i>Indicators:</i> Responds to rhythm Attempts to control body when moving Joins movement activities Begins to imitate simple body movements Dances with control
Older Toddler	

Use instruments to create rhythm and sound Move body to different sounds or rhythms	MM1 Participates in a variety of musical activities <i>Indicators:</i> Responds to rhythm in a variety of ways (clapping, tapping, etc.) Claps, bounces, or dances to music Attempts to sing along Uses instruments or other objects to create music Asks to sing favorite songs MM2 Participates in a variety of movement activities <i>Indicators:</i> Responds to rhythm Attempts to control body when moving Joins movement activities Begins to imitate simple body movements Dances with control
STANDARD 9.1b: PRODUCTION, PERFORMANCE AND EXHIBITION: DRAMATIC AND PERFORMANCE PLAY	
9.1b.1 Dramatic Expression	
Infant: Emerging	
Young Toddler	
Use object for intended purpose during play Act out real behaviors during play	DP1 Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play
Older Toddler	
Use object in a nonconforming manner during play Identify real or make believe Begin to explore new situations through dramatic play	DP1 Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play SK1 Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together

9.1b.2 Performance	
Infant: Emerging	
Young Toddler	
Respond to audience's appreciation of actions	<p>SE1 Demonstrates a positive sense of self</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine <p>SE2 Develops awareness of own feelings and those of others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others' feelings through body language and facial expressions
Older Toddler	
Imitate and repeat voice inflections and facial expression to entertain others Seek an audience for one's actions	<p>DP1 Engages in pretend play</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play <p>SE1 Demonstrates a positive sense of self</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine
STANDARD 9.1c: PRODUCTION, PERFORMANCE AND EXHIBITION: VISUAL ARTS	
9.1c.1 Representation	
Infant	
Explore art tools and materials	<p>VA1 Experiments with a variety of art experiences</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Joins in art activities

	Uses a variety of art tools Shows preference for favorite colors Becomes increasingly involved in the art process Talks about art creations
Young Toddler	
Scribble or draw to create images	VA1 Experiments with a variety of art experiences <i>Indicators:</i> Joins in art activities Uses a variety of art tools Shows preference for favorite colors Becomes increasingly involved in the art process Talks about art creations PR1 Understands symbols/pictures can be “read” by others and have meaning <i>Indicators:</i> Begins to identify common symbols (logos, stop sign, traffic light, etc.) Explores different writing materials Scribbles Attempts to communicate through scribbling
Older Toddler	
Create age appropriate representations of real objects and concepts in artwork	VA1 Experiments with a variety of art experiences <i>Indicators:</i> Joins in art activities Uses a variety of art tools Shows preference for favorite colors Becomes increasingly involved in the art process Talks about art creations PR1 Understands symbols/pictures can be “read” by others and have meaning <i>Indicators:</i> Begins to identify common symbols (logos, stop sign, traffic light, etc.) Explores different writing materials Scribbles Attempts to communicate through scribbling
9.1c.2 Construction	
Infant: Emerging	
Young Toddler	
Use basic art materials to create an age appropriate product	VA1 Experiments with a variety of art experiences <i>Indicators:</i> Joins in art activities Uses a variety of art tools Shows preference for favorite colors

	Becomes increasingly involved in the art process Talks about art creations
Older Toddler	
Use a variety of tools and materials to create new products	VA1 Experiments with a variety of art experiences <i>Indicators:</i> Joins in art activities Uses a variety of art tools Shows preference for favorite colors Becomes increasingly involved in the art process Talks about art creations
9.1c.3 Personal Connections	
Infant: Emerging	
Young Toddler	
Identify objects in own art products	VA1 Experiments with a variety of art experiences <i>Indicators:</i> Joins in art activities Uses a variety of art tools Shows preference for favorite colors Becomes increasingly involved in the art process Talks about art creations
Older Toddler	
Tell about own art products	VA1 Experiments with a variety of art experiences <i>Indicators:</i> Joins in art activities Uses a variety of art tools Shows preference for favorite colors Becomes increasingly involved in the art process Talks about art creations
STANDARD 9.2: HISTORICAL AND CULTURAL CONTEXT OF WORKS IN THE ARTS	
9.2.1 Patterns and Themes	
Infant and Young Toddler: Emerging	
Older Toddler	
Use materials and instruments from other cultures to create a product	VA1 Experiments with a variety of art experiences <i>Indicators:</i> Joins in art activities Uses a variety of art tools

	Shows preference for favorite colors Becomes increasingly involved in the art process Talks about art creations
STANDARD 9.3: CRITICAL RESPONSE TO WORKS IN THE ARTS	
9.3.1 Critical Response	
Infant	
Gaze at paintings, pictures or photographs with interest Show pleasure when listening to music or viewing pictures	VA2 Notices elements of art <i>Indicators:</i> Enjoys looking at various types of art on display (mobiles, painting, sculpture, etc.) Notices different shapes, lines, colors, forms, and materials Notices people and their expressions MM1 Participates in a variety of musical activities <i>Indicators:</i> Responds to rhythm in a variety of ways (clapping, tapping, etc.) Claps, bounces, or dances to music Attempts to sing along Uses instruments or other objects to create music Asks to sing favorite songs
Young Toddler	
Show interest in others' work or products	VA2 Notices elements of art <i>Indicators:</i> Enjoys looking at various types of art on display (mobiles, painting, sculpture, etc.) Notices different shapes, lines, colors, forms, and materials Notices people and their expressions
Older Toddler	
Comment on characteristics of others' work	VA2 Notices elements of art <i>Indicators:</i> Enjoys looking at various types of art on display (mobiles, painting, sculpture, etc.) Notices different shapes, lines, colors, forms, and materials Notices people and their expressions
9.3.2 Identification	
Infant	
Recognize and point to familiar objects or persons in photos or books	VA2 Notices elements of art <i>Indicators:</i> Enjoys looking at various types of art on display (mobiles, painting, sculpture, etc.) Notices different shapes, lines, colors, forms, and materials

	Notices people and their expressions
Young Toddler	
Identify basic art forms by name	VA2 Notices elements of art <i>Indicators:</i> Enjoys looking at various types of art on display (mobiles, painting, sculpture, etc.) Notices different shapes, lines, colors, forms, and materials Notices people and their expressions
Older Toddler	
Differentiate art forms	VA2 Notices elements of art <i>Indicators:</i> Enjoys looking at various types of art on display (mobiles, painting, sculpture, etc.) Notices different shapes, lines, colors, forms, and materials Notices people and their expressions
STANDARD 9.4 AESTHETIC RESPONSE TO WORKS IN THE ARTS	
9.4.1 Emotional Response	
Infant	
Respond to various art forms	MM1 Participates in a variety of musical activities <i>Indicators:</i> Responds to rhythm in a variety of ways (clapping, tapping, etc.) Claps, bounces, or dances to music Attempts to sing along Uses instruments or other objects to create music Asks to sing favorite songs VA2 Notices elements of art <i>Indicators:</i> Enjoys looking at various types of art on display (mobiles, painting, sculpture, etc.) Notices different shapes, lines, colors, forms, and materials Notices people and their expressions
Young Toddler	
Choose art activities during free play	MM1 Participates in a variety of musical activities <i>Indicators:</i> Responds to rhythm in a variety of ways (clapping, tapping, etc.) Claps, bounces, or dances to music Attempts to sing along Uses instruments or other objects to create music Asks to sing favorite songs VA1 Experiments with a variety of art experiences <i>Indicators:</i> Joins in art activities

	Uses a variety of art tools Shows preference for favorite colors Becomes increasingly involved in the art process Talks about art creations
Older Toddler	
Ask for specific songs or materials during art play Respond to specific pictures in a story	MM1 Participates in a variety of musical activities <i>Indicators:</i> Responds to rhythm in a variety of ways (clapping, tapping, etc.) Claps, bounces, or dances to music Attempts to sing along Uses instruments or other objects to create music Asks to sing favorite songs VA1 Experiments with a variety of art experiences <i>Indicators:</i> Joins in art activities Uses a variety of art tools Shows preference for favorite colors Becomes increasingly involved in the art process Talks about art creations VA2 Notices elements of art <i>Indicators:</i> Enjoys looking at various types of art on display (mobiles, painting, sculpture, etc.) Notices different shapes, lines, colors, forms, and materials Notices people and their expressions BK1 Enjoys books and stories <i>Indicators:</i> Points at pictures Vocalizes while book is read Imitates adult actions and speech when reading Shows preferences for favorite books Names familiar objects in books Predicts a word or phrase that comes next in a familiar story Begins to understand story sequence

MATHEMATICAL THINKING AND EXPRESSION

MATHEMATICAL THINKING AND EXPRESSION	
Pennsylvania Learning Standards for Early Childhood: Infants–Toddlers	HighReach Learning Curriculum Alignment with Standards
STANDARD 2.1: NUMBERS, NUMBER SYSTEMS AND NUMBER RELATIONSHIPS	
2.1.1 Count and Compare Numbers	
Infant	
Construct number sense	NO2 Begins to understand quantity <i>Indicators:</i> Asks for more (verbally or with gestures)

	Compares the quantity of two groups of objects (e.g., more/less)
Young Toddler	
Attempt rote counting Use basic math terms Begin to imitate rote counting using some names of numbers	NO1 Shows increasing awareness of numbers during meaningful daily activities <i>Indicators:</i> Counts in rhymes or songs Uses one-to-one correspondence during play (e.g., one cookie on each plate)
Older Toddler	
Rote count to five Identify some numerals Identify characteristics for comparison (size, color, shape)	NO1 Shows increasing awareness of numbers during meaningful daily activities <i>Indicators:</i> Counts in rhymes or songs Uses one-to-one correspondence during play (e.g., one cookie on each plate) GS2 Recognizes and begins to identify shapes <i>Indicators:</i> Matches like shapes Sorts items by shape Begins to identify basic shapes PM1 Demonstrates an awareness of patterns <i>Indicators:</i> Shows interest in colors, patterns, and textures Uses simple nesting and stacking toys Matches like objects Sorts objects by color, size, or shape
2.1.2 Represent Numbers in Equivalent Forms	
Infant: Emerging	
Young Toddler	
Identify symbols for familiar objects	PR1 Understands symbols/pictures can be “read” by others and have meaning <i>Indicators:</i> Begins to identify common symbols (logos, stop sign, traffic light, etc.) Explores different writing materials Scribbles Attempts to communicate through scribbling
Older Toddler	
Indicate number of objects	NO1 Shows increasing awareness of numbers during meaningful daily activities <i>Indicators:</i>

	<p>Counts in rhymes or songs</p> <p>Uses one-to-one correspondence during play (e.g., one cookie on each plate)</p>
2.1.3 Concepts of Numbers and Relationships	
Infant	
Explore relationships between objects during play	<p>GS1 Explores spatial relationships</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Moves self over, under, through, and in objects Fills and dumps objects Explores how objects fit together and can be taken apart
Young Toddler	
Identify basic differences and similarities of objects	<p>PM1 Demonstrates an awareness of patterns</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Shows interest in colors, patterns, and textures Uses simple nesting and stacking toys Matches like objects Sorts objects by color, size, or shape <p>NO1 Shows increasing awareness of numbers during meaningful daily activities</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Counts in rhymes or songs Uses one-to-one correspondence during play (e.g., one cookie on each plate)
Older Toddler	
<p>Show that numbers represent quantity</p> <p>Identify groups of more or less</p>	<p>NO1 Shows increasing awareness of numbers during meaningful daily activities</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Counts in rhymes or songs Uses one-to-one correspondence during play (e.g., one cookie on each plate) <p>NO2 Begins to understand quantity</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Asks for more (verbally or with gestures) Compares the quantity of two groups of objects (e.g., more/less)
STANDARD 2.2: COMPUTATION AND ESTIMATION	
2.2.2 Computation	
Infant: Emerging	
Young Toddler	

Sort manipulatives into sets Compare objects by properties, such as size, shape, or weight	PM1 Demonstrates an awareness of patterns <i>Indicators:</i> Shows interest in colors, patterns, and textures Uses simple nesting and stacking toys Matches like objects Sorts objects by color, size, or shape
Older Toddlers	
Place manipulatives into sets according to adult request Order objects by size, height, or length, with adult assistance	PM1 Demonstrates an awareness of patterns <i>Indicators:</i> Shows interest in colors, patterns, and textures Uses simple nesting and stacking toys Matches like objects Sorts objects by color, size, or shape
2.2.4 Numerical Estimation	
Infant: Emerging	
Young Toddler	
Select an object that is perceived to be the biggest, heaviest, smallest (right or wrong)	PM1 Demonstrates an awareness of patterns <i>Indicators:</i> Shows interest in colors, patterns, and textures Uses simple nesting and stacking toys Matches like objects Sorts objects by color, size, or shape
Older Toddler	
Guess which container holds more	GS1 Explores spatial relationships <i>Indicators:</i> Moves self over, under, through, and in objects Fills and dumps objects Explores how objects fit together and can be taken apart
STANDARD 2.3: MEASUREMENT AND ESTIMATION	
2.3.1 Concept of Measurement	
Infant: Emerging	
Young Toddler	

<p>Begin to predict daily routines Order a few objects by size with assistance</p>	<p>PM2 Begins to understand the concept of time <i>Indicators:</i> Begins to understand time words such as before and after Begins to understand time sequence of daily routines Identifies times of daily routines (time to eat, time to nap, etc.) PM1 Demonstrates an awareness of patterns <i>Indicators:</i> Shows interest in colors, patterns, and textures Uses simple nesting and stacking toys Matches like objects Sorts objects by color, size, or shape</p>
Older Toddlers	
<p>Measure amounts of sand and water using non-linear measures Identify daily routines and changes in routine Compare sizes of objects</p>	<p>GS1 Explores spatial relationships <i>Indicators:</i> Moves self over, under, through, and in objects Fills and dumps objects Explores how objects fit together and can be taken apart PM2 Begins to understand the concept of time <i>Indicators:</i> Begins to understand time words such as before and after Begins to understand time sequence of daily routines Identifies times of daily routines (time to eat, time to nap, etc.) PM1 Demonstrates an awareness of patterns <i>Indicators:</i> Shows interest in colors, patterns, and textures Uses simple nesting and stacking toys Matches like objects Sorts objects by color, size, or shape</p>
2.3.2 Units and Tools of Measurement	
Infant: Emerging	
Young Toddler	
<p>Identify tools that are used for measurement Explore similar objects to determine size</p>	<p>GS1 Explores spatial relationships <i>Indicators:</i> Moves self over, under, through, and in objects Fills and dumps objects Explores how objects fit together and can be taken apart PM1 Demonstrates an awareness of patterns <i>Indicators:</i> Shows interest in colors, patterns, and textures Uses simple nesting and stacking toys Matches like objects Sorts objects by color, size, or shape</p>
Older Toddler	

<p>Measure objects with adult assistance</p> <p>Begin to use nonstandard tools to measure familiar objects</p>	<p>GS1 Explores spatial relationships <i>Indicators:</i> Moves self over, under, through, and in objects Fills and dumps objects Explores how objects fit together and can be taken apart PM1 Demonstrates an awareness of patterns <i>Indicators:</i> Shows interest in colors, patterns, and textures Uses simple nesting and stacking toys Matches like objects Sorts objects by color, size, or shape SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) PS1 Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step</p>
STANDARD 2.4: MATHEMATICAL REASONING AND CONNECTIONS	
2.4.1 Reasoning	
Infant	
Interact with environmental objects to understand them	<p>SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) SS2 Understands cause and effect <i>Indicators:</i> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different results</p>
Young Toddler	
Participate in activities that have a cause and effect	<p>SS2 Understands cause and effect <i>Indicators:</i> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different results</p>
Older Toddler	

Experiment with objects to solve a problem	SSI Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) PS1 Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step
STANDARD 2.5: MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION	
2.5.1 Problem Solving	
Infant	
Begin to problem solve	SSI Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”)
Young Toddler	
Attempt to problem solve with objects by stacking, nesting, and piling	SSI Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) PM1 Demonstrates an awareness of patterns <i>Indicators:</i> Shows interest in colors, patterns, and textures Uses simple nesting and stacking toys Matches like objects Sorts objects by color, size, or shape
Older Toddler	

Practice problem solving through exploration of new and familiar materials Experiment with new uses for familiar objects Find objects that have been hidden in nearby locations	SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) PS1 Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step PS2 Shows increasing persistence when facing challenges <i>Indicators:</i> Attempts task for a minute or two before asking for help Tries to solve problems or challenges with a toy or task
STANDARD 2.6: STATISTICS AND DATA ANALYSIS	
2.6.2 Organization and Display of Data	
Infant: Emerging	
Young Toddler	
Participate in sorting objects	PM1 Demonstrates an awareness of patterns <i>Indicators:</i> Shows interest in colors, patterns, and textures Uses simple nesting and stacking toys Matches like objects Sorts objects by color, size, or shape
Older Toddler	
Organize and display objects by attributes with assistance	PM1 Demonstrates an awareness of patterns <i>Indicators:</i> Shows interest in colors, patterns, and textures Uses simple nesting and stacking toys Matches like objects Sorts objects by color, size, or shape
2.6.3 Numerical Summaries	
Infant and Young Toddler: Emerging	
Older Toddler	
Begin to point to data on simple bar graph	PR1 Understands symbols/pictures can be “read” by others and have meaning

	<i>Indicators:</i> Begins to identify common symbols (logos, stop sign, traffic light, etc.) Explores different writing materials Scribbles Attempts to communicate through scribbling
STANDARD 2.9 GEOMETRY	
2.9.1 Definitions, Properties, and Relations	
Infant: Emerging	
Young Toddler	
Explore the ways that shapes and objects fit together Notice similarities and differences in the shape of objects	GS1 Explores spatial relationships <i>Indicators:</i> Moves self over, under, through, and in objects Fills and dumps objects Explores how objects fit together and can be taken apart GS2 Recognizes and begins to identify shapes <i>Indicators:</i> Matches like shapes Sorts items by shape Begins to identify basic shapes
Older Toddler	
Recognize basic shapes in the environment Sort objects by shape	GS2 Recognizes and begins to identify shapes <i>Indicators:</i> Matches like shapes Sorts items by shape Begins to identify basic shapes
2.9.3 Coordinate Geometry	
Infant: Emerging	
Young Toddler	
Move body in different directions, such as up, down, around or under	GS1 Explores spatial relationships <i>Indicators:</i> Moves self over, under, through, and in objects Fills and dumps objects Explores how objects fit together and can be taken apart
Older Toddler	

<p>Imitate basic directionality with adults and peers</p> <p>Follow basic directions</p>	<p>GS1 Explores spatial relationships</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Moves self over, under, through, and in objects Fills and dumps objects Explores how objects fit together and can be taken apart <p>LU1 Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Shows interest in conversations by looking/watching Responds verbally/nonverbally in conversation Points to objects when named Follows a two-part oral direction Understands many words, including action words and prepositions Understands increasingly complex sentences
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<p>SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY</p>	
<p>Pennsylvania Learning Standards for Early Childhood: Infants–Toddlers</p>	<p>HighReach Learning Curriculum Alignment with Standards</p>
<p>STANDARD 3.1a: BIOLOGICAL SCIENCES: LIVING AND NON-LIVING ORGANISMS</p>	
<p>3.1a.1 Common Characteristics of Life</p>	
<p>Express a sense of wonder about the natural world</p> <p>Show interest and curiosity in people</p>	<p>SK1 Observes and describes things in the environment</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together <p>IC1 Shows curiosity about new things and new experiences</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Joins in new activities and explores new materials or events Asks questions Makes independent choices <p>SO2 Engages in social interactions</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play
<p>Young Toddler</p>	

Differentiate between animal and plant Show interest in and respond to plants, animals and other people in the environment Explore the characteristics of living things	SK1 Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together IC1 Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”)
Older Toddler	
Identify the physical properties of some living and non-living things	SK1 Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together
3.1a.3 Life Cycles	
Infant and Young Toddler: Emerging	
Older Toddler	
Notice plants and animals growing and changing	SK1 Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together
3.1a.5 Form and Function	

Infant	
Explore body parts of self and others	HS1 Becomes more aware of body <i>Indicators:</i> Explores different ways to move body parts Points to body parts on toy or person when named Points to body parts on self when named Begins to name body parts
Young Toddler	
Identify own body parts when asked	HS1 Becomes more aware of body <i>Indicators:</i> Explores different ways to move body parts Points to body parts on toy or person when named Points to body parts on self when named Begins to name body parts
Older Toddler	
Identify similarities and differences in body parts of animals and humans	HS1 Becomes more aware of body <i>Indicators:</i> Explores different ways to move body parts Points to body parts on toy or person when named Points to body parts on self when named Begins to name body parts SK1 Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together
3.1a.9 Science as Inquiry	
Infant	
Place object in mouth to discover its characteristics	SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”)
Young Toddler	
Use the five senses as tools with which to observe and describe	SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways

	Describes what is observed (e.g., “ball down”)
Older Toddler	
Use the five senses as tools with which to observe, classify and describe	SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”)
STANDARD 3.1b: BIOLOGICAL SCIENCES: GENETICS	
3.1b.1 Heredity	
Infant	
Recognize self and family members	SE1 Demonstrates a positive sense of self <i>Indicators:</i> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community
Young Toddler	
Distinguish between adult and baby animals Name some common animals and their babies	SK1 Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together
Older Toddler	
Identify adults and their offspring	SK1 Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together

	KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community
Notice similarities and differences between adult animals and their offspring	KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”)
3.1b.2 Reproduction	
Infant and Young Toddler: Emerging	
Older Toddler	
Observe that dogs have puppies and cats have kittens	SK1 Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together
STANDARD 3.1c: BIOLOGICAL SCIENCES: EVOLUTION	
3.1c.2 Adaptation	
Infant and Young Toddler: Emerging	
Older Toddler	
Notice changes that occur in animals to adapt to seasonal changes	SK1 Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.)

	<p>Recognizes ways living things interact with the environment</p> <p>Describes things in the environment by one or two characteristics</p> <p>Begins to classify things that belong together</p>
Discuss changes humans make to accommodate weather changes	<p>SK1 Observes and describes things in the environment</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together <p>KF1 Demonstrates knowledge of home, school, and community</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community
STANDARD 3.2a: PHYSICAL SCIENCES: CHEMISTRY	
3.2a.1 Properties of Matter	
Infant	
Explore the characteristics of objects	<p>SS1 Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”)
Young Toddler	
Engage with objects to learn about their characteristics Use tools to learn about the characteristics of objects and materials	<p>SS1 Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) <p>PS1 Uses a variety of problem-solving techniques</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step
Older Toddler	
Identify differences in the properties of some objects or materials	<p>SS1 Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses senses when exploring Manipulates new toys and materials to see what they will do

	Uses objects in a variety of ways Describes what is observed (e.g., “ball down”)
3.2a.4 Reactions	
Infants: Emerging	
Young Toddlers	
Combine materials to make a new substance	SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) SS2 Understands cause and effect <i>Indicators:</i> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different result
Older Toddler	
Describe the result when two or more substances are combined	SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) SS2 Understands cause and effect <i>Indicators:</i> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different result
STANDARD 3.2b: PHYSICAL SCIENCES: PHYSICS	
3.1b.1 Force and Motion of Particles and Rigid Bodies	
Infants: Emerging	
Young Toddlers	
Recognize she/he can move objects	SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”)

	SS2 Understands cause and effect <i>Indicators:</i> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different result
Older Toddlers	
Use complex motion to play with toys	SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”)
3.2b.4 Electrical and Magnetic Energy	
Infant and Young Toddler: Emerging	
Older Toddler	
Explore magnets	SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) SS2 Understands cause and effect <i>Indicators:</i> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different result
3.2b.5 Nature of Waves and Sounds	
Infant	
Notice familiar and unfamiliar sounds in the environment	LU2 Recognizes familiar environmental sounds <i>Indicators:</i> Points to picture or object to indicate source of environmental sound Names source of environmental sound
Young Toddler	

Identify familiar sounds in the environment Imitate sounds	LU2 Recognizes familiar environmental sounds <i>Indicators:</i> Points to picture or object to indicate source of environmental sound Names source of environmental sound DP1 Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play
Older Toddler	
Categorize and imitate familiar sounds	LU2 Recognizes familiar environmental sounds <i>Indicators:</i> Points to picture or object to indicate source of environmental sound Names source of environmental sound DP1 Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play
3.2b.6 Unifying Themes	
Infant	
Initiate an action/reaction sequence without intent	SS2 Understands cause and effect <i>Indicators:</i> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different results
Young Toddler	
Discover a reaction to an action	SS2 Understands cause and effect <i>Indicators:</i> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different results
Older Toddler	
Repeat an action to cause a known reaction	SS2 Understands cause and effect <i>Indicators:</i> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different results

STANDARD 3.3a EARTH AND SPACE SCIENCES: EARTH STRUCTURE, PROCESSES AND CYCLES**3.3a.2 Earth's Resources and Materials**

Infant: Emerging

Young Toddler

Explore rocks, sand and soil using senses

SS1 Utilizes different methods to gain information and solve problems*Indicators:*

Uses senses when exploring

Manipulates new toys and materials to see what they will do

Uses objects in a variety of ways

Describes what is observed (e.g., “ball down”)

SK1 Observes and describes things in the environment*Indicators:*

Names a few living things (dog, flower, etc.)

Shows interest in things in the environment (clouds, rocks, etc.)

Recognizes ways living things interact with the environment

Describes things in the environment by one or two characteristics

Begins to classify things that belong together

Older Toddler

Identify different types of earth

SK1 Observes and describes things in the environment*Indicators:*

Names a few living things (dog, flower, etc.)

Shows interest in things in the environment (clouds, rocks, etc.)

Recognizes ways living things interact with the environment

Describes things in the environment by one or two characteristics

Begins to classify things that belong together

3.3a.4 Water

Infant

Engage in water play in the bathtub or during hand washing

SS1 Utilizes different methods to gain information and solve problems*Indicators:*

Uses senses when exploring

Manipulates new toys and materials to see what they will do

Uses objects in a variety of ways

Describes what is observed (e.g., “ball down”)

Young Toddler

Engage in water play activities in the sink or water table

SS1 Utilizes different methods to gain information and solve problems*Indicators:*

Uses senses when exploring

Manipulates new toys and materials to see what they will do

	<p>Uses objects in a variety of ways</p> <p>Describes what is observed (e.g., “ball down”)</p>
Older Toddler	
Observe and explore water in liquid state	<p>SS1 Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) <p>SK1 Observes and describes things in the environment</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together
3.3a.5 Weather and Climate	
Infant: Emerging	
Young Toddler	
Observe weather conditions	<p>SK1 Observes and describes things in the environment</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together
Older Toddler	
<p>Identify types of clothing needed for current weather conditions</p> <p>Identify the characteristics of weather change</p>	<p>SK1 Observes and describes things in the environment</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together <p>HS2 Builds self-help skills (eating, drinking, toileting)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Drinks from a cup Uses a spoon or other utensil to feed self Takes off clothes Begins to put on clothes Washes hands with assistance Attempts to clean self when toileting Uses a tissue
STANDARD 3.3b: EARTH AND SPACE SCIENCES: ORIGIN AND EVOLUTION OF THE UNIVERSE	

3.3b.1 Composition and Structure	
Infant: Emerging	
Young Toddler	
Differentiate between night and day	PM2 Begins to understand the concept of time <i>Indicators:</i> Begins to understand time words such as before and after Begins to understand time sequence of daily routines Identifies times of daily routines (time to eat, time to nap, etc.)
Name sky, sun, cloud, star, moon	SK1 Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together
Older Toddler	
Identify the sky's different characteristics during night and day Notice differences in cloud patterns	SK1 Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together PM2 Begins to understand the concept of time <i>Indicators:</i> Begins to understand time words such as before and after Begins to understand time sequence of daily routines Identifies times of daily routines (time to eat, time to nap, etc.)
STANDARD 3.4e: TECHNOLOGY: EXPLORATION, INQUIRY AND INVENTIONS: THE DESIGN WORLD	
3.4e.1 Medical Technologies	
Infant: Emerging	
Young Toddler	
Explore medical equipment and materials	DP1 Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways

	<p>Attempts to include others in dramatic play Begins to take roles during dramatic play KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community</p>
Older Toddler	
Associate medical equipment with the people who keep us healthy	<p>KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community</p>
3.4e.4 Information and Communication Technologies	
Infant and Young Toddler: Emerging	
Older Toddler	
Explore communication technology equipment such as a pretend cell phone or telephone Use a computer with teacher direction	<p>DP1 Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”)</p>
3.4e.5 Transportation Technologies	

Infant: Emerging	
Young Toddler	
Explore transportation vehicles such as truck, car, bus, train	<p>DP1 Engages in pretend play</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play <p>KF1 Demonstrates knowledge of home, school, and community</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community
Older Toddler	
Identify types and uses of transportation	<p>DP1 Engages in pretend play</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play <p>KF1 Demonstrates knowledge of home, school, and community</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community
3.4e.7 Construction Technologies	
Infant: Emerging	
Young Toddler	
Explore simple construction tools and vehicles	<p>DP1 Engages in pretend play</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways

	<p>Attempts to include others in dramatic play Begins to take roles during dramatic play KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community</p>
Older Toddler	
Use construction tools and vehicles to represent real life structures and events	<p>DP1 Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community</p>
STANDARD 4.3: ENVIRONMENT AND ECOLOGY	
4.1 Watersheds and Wetlands	
Infant and Young Toddler: Emerging	
Older Toddler	
Recognize differences in types of water Identify some animals that live in water	<p>SK1 Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together</p>
4.3 Environmental Health	
Infant and Young Toddler: Emerging	

Older Toddler	
Identify and use appropriate trash receptacles	SL2 Begins to understand and follow simple rules <i>Indicators:</i> Responds appropriately to reminders Able to follow simple rules, but may not do so all the time
4.4 Agriculture and Society	
Infant: Emerging	
Young Toddler	
Manipulate farm animals and structures during play	DP1 Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community
Older Toddler	
Identify basic farm animals and structures	DP1 Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community
4.7 Threatened, Endangered and Extinct Species	

Infant and Young Toddler: Emerging	
Older Toddler	
Describe that some animals are no longer alive	SK1 Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together
4.8 Humans and the Environment	
Infant and Young Toddler: Emerging	
Older Toddler	
Name the type of housing in which she/he lives	KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

Pennsylvania Learning Standards for Early Childhood: Infants–Toddlers		HighReach Learning Curriculum Alignment with Standards	
STANDARD 5.1: PRINCIPLES AND DOCUMENTS OF GOVERNMENT			
5.1.1 Sources, Purpose and Functions of Law			
Infant			
Learn acceptable and unacceptable behavior		SL2 Begins to understand and follow simple rules <i>Indicators:</i> Responds appropriately to reminders Able to follow simple rules, but may not do so all the time	
Young Toddler			

Understand one word rules such as “no” or “stop”	SL2 Begins to understand and follow simple rules <i>Indicators:</i> Responds appropriately to reminders Able to follow simple rules, but may not do so all the time
Older Toddler	
Follow rules with teacher support	SL2 Begins to understand and follow simple rules <i>Indicators:</i> Responds appropriately to reminders Able to follow simple rules, but may not do so all the time
STANDARD 5.2: RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP	
5.2.1 Civic rights, Responsibilities and Duties	
Infant and Young Toddler: Emerging	
Older Toddler	
Identify self as a member of a family	KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community
Identify other family members	KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community
5.2.2 Sources and Resolution of Conflict	
Infant: Emerging	
Young Toddler	
Express emotion related to a problem or conflict	SE2 Develops awareness of own feelings and those of others <i>Indicators:</i> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others’ feelings through body language and facial expressions

Older Toddler	
Think about a problem and figure out a solution	<p>SL1 Demonstrates emerging self-regulation</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings <p>PS1 Uses a variety of problem-solving techniques</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step
STANDARD 6.2: MARKETS AND THE FUNCTIONS OF GOVERNMENT	
6.2.5 Changes in Supply and Demand	
Infant and Young Toddler: Emerging	
Older Toddler	
Recognize that food products found in the grocery store originate from other places	<p>KF1 Demonstrates knowledge of home, school, and community</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community <p>SK1 Observes and describes things in the environment</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together
STANDARD 6.3: SCARCITY AND CHOICE	
6.3.1 Scarcity and Limited Resources	
Infant and Young Toddler: Emerging	

Older Toddler	
Notice when there are expended materials or supplies and ask for more	PS1 Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step
STANDARD 6.5: WORK AND EARNINGS	
6.5.1 Factors Influencing Wages	
Infant and Young Toddler: Emerging	
Older Toddler	
Identify that adults go to work to earn money Describe how money is needed to purchase materials	KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community DP1 Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play
6.5.3 Types of Business	
Infant and Young Toddler: Emerging	
Older Toddler	
Identify that businesses provide goods or services	KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community DP1 Engages in pretend play <i>Indicators:</i>

	<p>Imitates sounds and facial expressions</p> <p>Plays interactive games with adults</p> <p>Uses an object to symbolize another (e.g., block is used as a cup)</p> <p>Uses dramatic play props in realistic ways</p> <p>Attempts to include others in dramatic play</p> <p>Begins to take roles during dramatic play</p>
STANDARD 7.1: BASIC GEOGRAPHIC LITERACY	
7.1.1 Geographic Tools	
Infant and Young Toddler: Emerging	
Older Toddler	
Follow a pathway or roadway on a large car mat	<p>KF1 Demonstrates knowledge of home, school, and community</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community <p>DP1 Engages in pretend play</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play
STANDARD 7.2: PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS	
7.2.1 Physical Characteristics	
Infant and Young Toddler: Emerging	
Older Toddler	
Identify the characteristics of one's home Describe the locations of important areas within the home	<p>KF1 Demonstrates knowledge of home, school, and community</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community
STANDARD 7.3: HUMAN CHARACTERISTICS OF PLACES AND REGIONS	

7.3.1 Human Characteristics	
Infant and Young Toddler: Emerging	
Older Toddler	
Begin to recognize own physical characteristics and those of others	<p>SE1 Demonstrates a positive sense of self</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine <p>HS1 Becomes more aware of body</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Explores different ways to move body parts Points to body parts on toy or person when named Points to body parts on self when named Begins to name body parts
STANDARD 7.4: INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT	
7.4.1 Impact of Physical Systems on People	
Infant and Young Toddler: Emerging	
Older Toddler	
Recognize characteristics of their environment	<p>SK1 Observes and describes things in the environment</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together <p>KF1 Demonstrates knowledge of home, school, and community</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community
STANDARD 8.1: HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT	

8.1.1 Continuity and Change Over Time	
Infant: Emerging	
Young Toddler	
Respond to changes in routines or schedule	PM2 Begins to understand the concept of time <i>Indicators:</i> Begins to understand time words such as before and after Begins to understand time sequence of daily routines Identifies times of daily routines (time to eat, time to nap, etc.)
Older Toddler	
State periods of day when events occur	PM2 Begins to understand the concept of time <i>Indicators:</i> Begins to understand time words such as before and after Begins to understand time sequence of daily routines Identifies times of daily routines (time to eat, time to nap, etc.)
8.1.2 Historical Comprehension and Interpretation	
Infant and Young Toddler: Emerging	
Older Toddler	
Recognize changes in objects such as plants or trees over time	SK1 Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together PM2 Begins to understand the concept of time <i>Indicators:</i> Begins to understand time words such as before and after Begins to understand time sequence of daily routines Identifies times of daily routines (time to eat, time to nap, etc.)

**HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT:
LEARNING ABOUT MY BODY**

Pennsylvania Learning Standards for Early Childhood: Infants–Toddlers	HighReach Learning Curriculum Alignment with Standards
STANDARD 10.1-3: HEALTH AND SAFE PRACTICES	

10.1-3.1 Fundamentals of Good Health	
Infant: Emerging	
Young Toddler	
<p>Attempt or complete basic hygiene practices with adult support</p> <p>Recognize basic health care workers in books, pictures or photographs</p>	<p>HS2 Builds self-help skills (eating, drinking, toileting)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Drinks from a cup Uses a spoon or other utensil to feed self Takes off clothes Begins to put on clothes Washes hands with assistance Attempts to clean self when toileting Uses a tissue <p>KF1 Demonstrates knowledge of home, school, and community</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community <p>BK1 Enjoys books and stories</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Points at pictures Vocalizes while book is read Imitates adult actions and speech when reading Shows preferences for favorite books Names familiar objects in books Predicts a word or phrase that comes next in a familiar story Begins to understand story sequence
Older Toddler	
<p>Attempt hygiene routines independently</p> <p>Name people who keep us healthy</p>	<p>HS2 Builds self-help skills (eating, drinking, toileting)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Drinks from a cup Uses a spoon or other utensil to feed self Takes off clothes Begins to put on clothes Washes hands with assistance Attempts to clean self when toileting Uses a tissue <p>KF1 Demonstrates knowledge of home, school, and community</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community

10.1-3.2 Body Awareness	
Infant	
Point or touch basic body parts when named by adult	HS1 Becomes more aware of body <i>Indicators:</i> Explores different ways to move body parts Points to body parts on toy or person when named Points to body parts on self when named Begins to name body parts
Young Toddler	
Find basic body parts when asked Name basic body parts	HS1 Becomes more aware of body <i>Indicators:</i> Explores different ways to move body parts Points to body parts on toy or person when named Points to body parts on self when named Begins to name body parts
Older Toddler	
Move basic body parts when asked Identify additional body parts	HS1 Becomes more aware of body <i>Indicators:</i> Explores different ways to move body parts Points to body parts on toy or person when named Points to body parts on self when named Begins to name body parts
10.1-3.3 Safe Practices	
Infant: Emerging	
Young Toddler	
Cooperate with basic safety practices	SL2 Begins to understand and follow simple rules <i>Indicators:</i> Responds appropriately to reminders Able to follow simple rules, but may not do so all the time
Older Toddler	

Use basic safety practices Name people who keep us safe	SL2 Begins to understand and follow simple rules <i>Indicators:</i> Responds appropriately to reminders Able to follow simple rules, but may not do so all the time KF1 Demonstrates knowledge of home, school, and community <i>Indicators:</i> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community
10.1-3.4 Nutrition	
Infant and Young Toddler: Emerging	
Older Toddler	
Select from healthy food choices	HS1 Becomes more aware of body <i>Indicators:</i> Explores different ways to move body parts Points to body parts on toy or person when named Points to body parts on self when named Begins to name body parts HS2 Builds self-help skills (eating, drinking, toileting) <i>Indicators:</i> Drinks from a cup Uses a spoon or other utensil to feed self Takes off clothes Begins to put on clothes Washes hands with assistance Attempts to clean self when toileting Uses a tissue
STANDARD 10.4: PHYSICAL ACTIVITY: GROSS MOTOR COORDINATION	
10.4.1 Control and Coordination	
Infant	
Develop control of head and back, progressing to arms and legs	GM1 Improves gross motor skills and strength <i>Indicators:</i> Walks with help Walks without help Begins to climb Runs Kicks a ball Demonstrates increasing balance Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities

Young Toddler	
Control and coordinate movement of arms, legs and neck	GM1 Improves gross motor skills and strength <i>Indicators:</i> Walks with help Walks without help Begins to climb Runs Kicks a ball Demonstrates increasing balance Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities
Older Toddler	
Combine and coordinate arm and leg movements when engaged in activity	GM1 Improves gross motor skills and strength <i>Indicators:</i> Walks with help Walks without help Begins to climb Runs Kicks a ball Demonstrates increasing balance Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities
10.4.2 Balance and Strength	
Infant	
Exhibit strength and balance in stationary body movements	GM1 Improves gross motor skills and strength <i>Indicators:</i> Walks with help Walks without help Begins to climb Runs Kicks a ball Demonstrates increasing balance Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities
Young Toddler	
Exhibit balance and strength when moving from place to place	GM1 Improves gross motor skills and strength <i>Indicators:</i> Walks with help Walks without help Begins to climb Runs Kicks a ball Demonstrates increasing balance Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities

Older Toddler	
Demonstrate strength and stamina when performing gross motor activities Engage in active play with a goal in mind	GM1 Improves gross motor skills and strength <i>Indicators:</i> Walks with help Walks without help Begins to climb Runs Kicks a ball Demonstrates increasing balance Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities
STANDARD 10.5: CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT: FINE MOTOR DEVELOPMENT	
10.5.1 Strength, Coordination and Muscle Control	
Infant	
Use hands to accomplish actions	FM1 Improves fine motor coordination by manipulating materials <i>Indicators:</i> Picks up objects Explores textures with hands Makes marks with writing materials Stacks blocks or toys Begins to use a spoon or other utensil to feed self Uses crayons, markers, and paintbrushes with increasing control Builds simple block structures Puts connecting toys together and takes them apart Begins to work simple puzzles
Young Toddler	
Twist the wrist to turn hands Hold an object in one hand and manipulate it with the other hand	FM1 Improves fine motor coordination by manipulating materials <i>Indicators:</i> Picks up objects Explores textures with hands Makes marks with writing materials Stacks blocks or toys Begins to use a spoon or other utensil to feed self Uses crayons, markers, and paintbrushes with increasing control Builds simple block structures Puts connecting toys together and takes them apart Begins to work simple puzzles
Older Toddler	

Twist the wrist to accomplish a task Refine grasp to manipulate tools and objects	FM1 Improves fine motor coordination by manipulating materials <i>Indicators:</i> Picks up objects Explores textures with hands Makes marks with writing materials Stacks blocks or toys Begins to use a spoon or other utensil to feed self Uses crayons, markers, and paintbrushes with increasing control Builds simple block structures Puts connecting toys together and takes them apart Begins to work simple puzzles
10.5.2 Eye/Hand Coordination	
Infant	
Coordinate eye and hand movements to perform a task	FM1 Improves fine motor coordination by manipulating materials <i>Indicators:</i> Picks up objects Explores textures with hands Makes marks with writing materials Stacks blocks or toys Begins to use a spoon or other utensil to feed self Uses crayons, markers, and paintbrushes with increasing control Builds simple block structures Puts connecting toys together and takes them apart Begins to work simple puzzles
Young Toddler	
Stack toys and blocks Place objects into containers	FM1 Improves fine motor coordination by manipulating materials <i>Indicators:</i> Picks up objects Explores textures with hands Makes marks with writing materials Stacks blocks or toys Begins to use a spoon or other utensil to feed self Uses crayons, markers, and paintbrushes with increasing control Builds simple block structures Puts connecting toys together and takes them apart Begins to work simple puzzles GS1 Explores spatial relationships <i>Indicators:</i> Moves self over, under, through, and in objects Fills and dumps objects Explores how objects fit together and can be taken apart
Older Toddler	

<p>Build simple structures using small blocks Manipulate the pieces of a puzzle Write or draw on paper using crayon or pencil Hold book with one hand while turning pages with the other</p>	<p>FM1 Improves fine motor coordination by manipulating materials <i>Indicators:</i> Picks up objects Explores textures with hands Makes marks with writing materials Stacks blocks or toys Begins to use a spoon or other utensil to feed self Uses crayons, markers, and paintbrushes with increasing control Builds simple block structures Puts connecting toys together and takes them apart Begins to work simple puzzles PR1 Understands symbols/pictures can be “read” by others and have meaning <i>Indicators:</i> Begins to identify common symbols (logos, stop sign, traffic light, etc.) Explores different writing materials Scribbles Attempts to communicate through scribbling BK2 Understands how books are handled/used <i>Indicators:</i> Turns book to correct position Able to turn pages one at a time Turns pages when there is a pause in conversation</p>
<p>10.5.3 Use of Tools</p>	
<p>Infant</p>	
<p>Manipulate basic utensils</p>	<p>FM1 Improves fine motor coordination by manipulating materials <i>Indicators:</i> Picks up objects Explores textures with hands Makes marks with writing materials Stacks blocks or toys Begins to use a spoon or other utensil to feed self Uses crayons, markers, and paintbrushes with increasing control Builds simple block structures Puts connecting toys together and takes them apart Begins to work simple puzzles HS2 Builds self-help skills (eating, drinking, toileting) <i>Indicators:</i> Drinks from a cup Uses a spoon or other utensil to feed self Takes off clothes Begins to put on clothes Washes hands with assistance Attempts to clean self when toileting Uses a tissue</p>
<p>Young Toddler</p>	

<p>Use writing or drawing tools with limited coordination</p> <p>Use spoon and fork for eating</p>	<p>FM1 Improves fine motor coordination by manipulating materials</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Picks up objects Explores textures with hands Makes marks with writing materials Stacks blocks or toys Begins to use a spoon or other utensil to feed self Uses crayons, markers, and paintbrushes with increasing control Builds simple block structures Puts connecting toys together and takes them apart Begins to work simple puzzles <p>PR1 Understands symbols/pictures can be “read” by others and have meaning</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Begins to identify common symbols (logos, stop sign, traffic light, etc.) Explores different writing materials Scribbles Attempts to communicate through scribbling <p>HS2 Builds self-help skills (eating, drinking, toileting)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Drinks from a cup Uses a spoon or other utensil to feed self Takes off clothes Begins to put on clothes Washes hands with assistance Attempts to clean self when toileting Uses a tissue
Older Toddler	
<p>Use writing or drawing tools demonstrating refined skill</p> <p>Use basic household or classroom tools</p>	<p>FM1 Improves fine motor coordination by manipulating materials</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Picks up objects Explores textures with hands Makes marks with writing materials Stacks blocks or toys Begins to use a spoon or other utensil to feed self Uses crayons, markers, and paintbrushes with increasing control Builds simple block structures Puts connecting toys together and takes them apart Begins to work simple puzzles <p>PR1 Understands symbols/pictures can be “read” by others and have meaning</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Begins to identify common symbols (logos, stop sign, traffic light, etc.) Explores different writing materials Scribbles Attempts to communicate through scribbling

Pennsylvania Learning Standards for Early Childhood: Infants–Toddlers		HighReach Learning Curriculum Alignment with Standards	
STANDARD 1.1: LEARNING TO READ INDEPENDENTLY			
1.1.1 Purposes for Reading			
Infant			
Demonstrate a beginning interest in pictures and books that have color, pattern and contrast	BK1 Enjoys books and stories <i>Indicators:</i> Points at pictures Vocalizes while book is read Imitates adult actions and speech when reading Shows preferences for favorite books Names familiar objects in books Predicts a word or phrase that comes next in a familiar story Begins to understand story sequence		
Young Toddler			
Show a preference for favorite books or pages Demonstrate beginning book-handling skills	BK1 Enjoys books and stories <i>Indicators:</i> Points at pictures Vocalizes while book is read Imitates adult actions and speech when reading Shows preferences for favorite books Names familiar objects in books Predicts a word or phrase that comes next in a familiar story Begins to understand story sequence BK2 Understands how books are handled/used <i>Indicators:</i> Turns book to correct position Able to turn pages one at a time Turns pages when there is a pause in conversation		
Older Toddler			
Independently seek books to read during free play Point to pictures or objects in books when asked	BK1 Enjoys books and stories <i>Indicators:</i> Points at pictures Vocalizes while book is read Imitates adult actions and speech when reading Shows preferences for favorite books Names familiar objects in books Predicts a word or phrase that comes next in a familiar story Begins to understand story sequence		
1.1.2 Word Recognition Skills			

Infant and Young Toddler: Emerging	
Older Toddler	
Identify some letters in own name Recognize symbols and logos in the environment	PR1 Understands symbols/pictures can be “read” by others and have meaning <i>Indicators:</i> Begins to identify common symbols (logos, stop sign, traffic light, etc.) Explores different writing materials Scribbles Attempts to communicate through scribbling
1.1.3 Vocabulary Development	
Infant	
Communicate with gestures, sounds or baby talk Use a few simple words to indicate family members or familiar objects Babble, making word-like sounds	SC1 Uses language to communicate with others (needs, opinions, feelings, etc.) <i>Indicators:</i> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences
Young Toddler	

<p>Begin to speak in 2-word sentences lacking sentence structure</p> <p>Use a subject and verb</p> <p>Ask questions about a story that is being read</p> <p>Understand about 200 words and use about 50 in everyday speech</p>	<p>SC1 Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences <p>LU3 Attends to brief stories, rhymes, and songs</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Watches face of speaker sharing story, rhyme, or song Uses body language to show interest in story, rhyme, or song Imitates words from story, rhyme, or song Answers simple questions about story, rhyme, or song <p>LU1 Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Shows interest in conversations by looking/watching Responds verbally/nonverbally in conversation Points to objects when named Follows a two-part oral direction Understands many words, including action words and prepositions Understands increasingly complex sentences
Older Toddler	

<p>Use simple sentences with appropriate grammatical structure Understand as many as 900 words and use about 300 in everyday speech Carry on a conversation Speak in understandable words Use some personal pronouns</p>	<p>SC1 Uses language to communicate with others (needs, opinions, feelings, etc.) <i>Indicators:</i> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences LU1 Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal) <i>Indicators:</i> Shows interest in conversations by looking/watching Responds verbally/nonverbally in conversation Points to objects when named Follows a two-part oral direction Understands many words, including action words and prepositions Understands increasingly complex sentences SC2 Uses communication for many purposes <i>Indicators:</i> Initiates interactions with others Shows protest or disagreement (verbally or nonverbally) Uses words to communicate wants and needs Takes several back-and-forth turns in conversations SE1 Demonstrates a positive sense of self <i>Indicators:</i> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine</p>
1.1.4 Comprehension and Interpretation	
Infant: Emerging	
Young Toddler	

<p>Attend to a picture or section of a book when reading with an adult</p> <p>Answer simple questions about a story</p>	<p>BK1 Enjoys books and stories</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Points at pictures Vocalizes while book is read Imitates adult actions and speech when reading Shows preferences for favorite books Names familiar objects in books Predicts a word or phrase that comes next in a familiar story Begins to understand story sequence <p>LU3 Attends to brief stories, rhymes, and songs</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Watches face of speaker sharing story, rhyme, or song Uses body language to show interest in story, rhyme, or song Imitates words from story, rhyme, or song Answers simple questions about story, rhyme, or song
Older Toddler	
<p>Respond to questions about a story</p> <p>Enact action word when asked</p> <p>Identify characters in story</p> <p>Make real-world connections between pictures and environment</p> <p>Relate story to personal experiences when asked</p>	<p>LU3 Attends to brief stories, rhymes, and songs</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Watches face of speaker sharing story, rhyme, or song Uses body language to show interest in story, rhyme, or song Imitates words from story, rhyme, or song Answers simple questions about story, rhyme, or song <p>LU1 Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Shows interest in conversations by looking/watching Responds verbally/nonverbally in conversation Points to objects when named Follows a two-part oral direction Understands many words, including action words and prepositions Understands increasingly complex sentences <p>PR1 Understands symbols/pictures can be “read” by others and have meaning</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Begins to identify common symbols (logos, stop sign, traffic light, etc.) Explores different writing materials Scribbles Attempts to communicate through scribbling <p>BK1 Enjoys books and stories</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Points at pictures Vocalizes while book is read Imitates adult actions and speech when reading Shows preferences for favorite books Names familiar objects in books Predicts a word or phrase that comes next in a familiar story
STANDARD 1.2: READING CRITICALLY IN ALL CONTENT AREAS	
1.2.1 Text Analysis and Evaluation	

Infant: Emerging	
Young Toddler	
Select a favorite book to read	BK1 Enjoys books and stories <i>Indicators:</i> Points at pictures Vocalizes while book is read Imitates adult actions and speech when reading Shows preferences for favorite books Names familiar objects in books Predicts a word or phrase that comes next in a familiar story Begins to understand story sequence
Older Toddler	
Identify a book by its cover Identify main character Recall an event from a story Make an "I like" statement about a favorite book or story	BK1 Enjoys books and stories <i>Indicators:</i> Points at pictures Vocalizes while book is read Imitates adult actions and speech when reading Shows preferences for favorite books Names familiar objects in books Predicts a word or phrase that comes next in a familiar story Begins to understand story sequence LU3 Attends to brief stories, rhymes, and songs <i>Indicators:</i> Watches face of speaker sharing story, rhyme, or song Uses body language to show interest in story, rhyme, or song Imitates words from story, rhyme, or song Answers simple questions about story, rhyme, or song
1.2.2 Text Organization	
Infant: Emerging	
Young Toddler	
Show interest in books or photos	BK1 Enjoys books and stories <i>Indicators:</i> Points at pictures Vocalizes while book is read Imitates adult actions and speech when reading Shows preferences for favorite books Names familiar objects in books Predicts a word or phrase that comes next in a familiar story Begins to understand story sequence VA2 Notices elements of art <i>Indicators:</i> Enjoys looking at various types of art on display (mobiles, painting, sculpture, etc.)

	<p>Notices different shapes, lines, colors, forms, and materials</p> <p>Notices people and their expressions</p>
Older Toddler	
Demonstrate book handling skills	<p>BK2 Understands how books are handled/used</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Turns book to correct position Able to turn pages one at a time Turns pages when there is a pause in conversation
STANDARD 1.3: READING, ANALYZING, AND INTERPRETING LITERATURE: FICTION AND NON-FICTION	
1.3.3 Literary Elements	
Infant and Young Toddler: Emerging	
Older Toddler	
Recognize pictures of familiar characters in book	<p>BK1 Enjoys books and stories</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Points at pictures Vocalizes while book is read Imitates adult actions and speech when reading Shows preferences for favorite books Names familiar objects in books Predicts a word or phrase that comes next in a familiar story Begins to understand story sequence
STANDARD 1.4: TYPES OF WRITING	
1.4.1 Narrative	
Infant and Young Toddler: Emerging	
Older Toddler	

<p>Tell a story about a picture Describe how something works</p>	<p>SC2 Uses communication for many purposes <i>Indicators:</i> Initiates interactions with others Shows protest or disagreement (verbally or nonverbally) Uses words to communicate wants and needs Takes several back-and-forth turns in conversations VA2 Notices elements of art <i>Indicators:</i> Enjoys looking at various types of art on display (mobiles, painting, sculpture, etc.) Notices different shapes, lines, colors, forms, and materials Notices people and their expressions SS1 Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”) SK1 Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together</p>
<p>STANDARD 1.5: QUALITY OF WRITING</p>	
<p>1.5.2 Content</p>	
<p>Infant and Young Toddler: Emerging</p>	
<p>Older Toddler</p>	
<p>Notice details in an illustration or picture</p>	<p>BK1 Enjoys books and stories <i>Indicators:</i> Points at pictures Vocalizes while book is read Imitates adult actions and speech when reading Shows preferences for favorite books Names familiar objects in books Predicts a word or phrase that comes next in a familiar story Begins to understand story sequence VA2 Notices elements of art <i>Indicators:</i> Enjoys looking at various types of art on display (mobiles, painting, sculpture, etc.) Notices different shapes, lines, colors, forms, and materials Notices people and their expressions</p>

1.5.6 Convention	
Infant and Young Toddler: Emerging	
Older Toddler	
Choose from a variety of writing tools and surfaces during play Engage in tactile experiences creating letters and other forms	PR1 Understands symbols/pictures can be “read” by others and have meaning <i>Indicators:</i> Begins to identify common symbols (logos, stop sign, traffic light, etc.) Explores different writing materials Scribbles Attempts to communicate through scribbling VA1 Experiments with a variety of art experiences <i>Indicators:</i> Joins in art activities Uses a variety of art tools Shows preference for favorite colors Becomes increasingly involved in the art process Talks about art creations
STANDARD 1.6: SPEAKING AND LISTENING	
1.6.1 Listening Skills	
Infant	
Respond to adult verbalizations that indicate understanding of what is being said	LU1 Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal) <i>Indicators:</i> Shows interest in conversations by looking/watching Responds verbally/nonverbally in conversation Points to objects when named Follows a two-part oral direction Understands many words, including action words and prepositions Understands increasingly complex sentences LU2 Recognizes familiar environmental sounds <i>Indicators:</i> Points to picture or object to indicate source of environmental sound Names source of environmental sound
Respond to repeated words or phrases Connect voice to specific person Follow simple direction	
Young Toddler	

<p>Focus attention on speaker and attempt to imitate speech</p> <p>Respond to adults' requests showing understanding of what is being asked</p> <p>Follow a one-step simple direction</p> <p>Understand descriptions of activities or events</p>	<p>LU1 Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Shows interest in conversations by looking/watching Responds verbally/nonverbally in conversation Points to objects when named Follows a two-part oral direction Understands many words, including action words and prepositions Understands increasingly complex sentences <p>SC1 Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences
Older Toddler	
<p>Demonstrate understanding of position words</p> <p>Demonstrate understanding the sequence of time and events</p> <p>Follow 2-step directions</p>	<p>LU1 Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Shows interest in conversations by looking/watching Responds verbally/nonverbally in conversation Points to objects when named Follows a two-part oral direction Understands many words, including action words and prepositions Understands increasingly complex sentences <p>GS1 Explores spatial relationships</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Moves self over, under, through, and in objects Fills and dumps objects Explores how objects fit together and can be taken apart <p>PM2 Begins to understand the concept of time</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Begins to understand time words such as before and after Begins to understand time sequence of daily routines Identifies times of daily routines (time to eat, time to nap, etc.)
1.6.2 Speaking Skills	
Infant	
<p>Babble and begin to use single words</p>	<p>SC1 Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking

	Uses increasingly complex sentences
Young Toddler	
Use 1-2 words to communicate	SC1 Uses language to communicate with others (needs, opinions, feelings, etc.) <i>Indicators:</i> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences
Older Toddler	
Share experiences using simple 2-3 word combinations Speak to be understood by a familiar adult Participate in group rhymes and songs using a few words Ask “why” questions repeatedly	SC1 Uses language to communicate with others (needs, opinions, feelings, etc.) <i>Indicators:</i> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences SC2 Uses communication for many purposes <i>Indicators:</i> Initiates interactions with others Shows protest or disagreement (verbally or nonverbally) Uses words to communicate wants and needs Takes several back-and-forth turns in conversations PA1 Shows awareness of sounds and language <i>Indicators:</i> Plays with rhymes and songs Repeats patterns in rhymes and songs Attempts to sing songs or recite rhymes Predicts a word in a very familiar song Attempts to sing songs or recite rhymes independently Plays with words that sound the same or different Shows sensitivity to changes in inflection and melodies IC1 Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices
1.6.3 Discussion	
Infant: Emerging	
Young Toddler	

Communicate using consistent sounds, words and gestures	SC1 Uses language to communicate with others (needs, opinions, feelings, etc.) <i>Indicators:</i> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences
Older Toddler	
Enjoy conversing with others Ask “why” as a way to continue conversation	LU1 Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal) <i>Indicators:</i> Shows interest in conversations by looking/watching Responds verbally/nonverbally in conversation Points to objects when named Follows a two-part oral direction Understands many words, including action words and prepositions Understands increasingly complex sentences SC2 Uses communication for many purposes <i>Indicators:</i> Initiates interactions with others Shows protest or disagreement (verbally or nonverbally) Uses words to communicate wants and needs Takes several back-and-forth turns in conversations SC1 Uses language to communicate with others (needs, opinions, feelings, etc.) <i>Indicators:</i> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences IC1 Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices
STANDARD 1.7: CHARACTERISTICS AND FUNCTIONS OF THE ENGLISH LANGUAGE	
1.7.1 Formal and Informal Language	
Infant: Emerging	
Young Toddler	

Use verbal and nonverbal language to have needs met	<p>SC1 Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences <p>SC2 Uses communication for many purposes</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Initiates interactions with others Shows protest or disagreement (verbally or nonverbally) Uses words to communicate wants and needs Takes several back-and-forth turns in conversations
Older Toddler	
Use verbal and nonverbal language to communicate needs and wants Repeat words heard in a foreign language	<p>SC1 Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences <p>SC2 Uses communication for many purposes</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Initiates interactions with others Shows protest or disagreement (verbally or nonverbally) Uses words to communicate wants and needs Takes several back-and-forth turns in conversations
STANDARD 1.8: RESEARCH	
1.8.1 Inquiry-Based Process	
Infant and Young Toddler: Emerging	
Older Toddler	

<p>Ask about a new toy or object in the classroom, such as “How does that work?”</p> <p>Use the senses to investigate objects</p>	<p>SC1 Uses language to communicate with others (needs, opinions, feelings, etc.)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences <p>IC1 Shows curiosity about new things and new experiences</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Joins in new activities and explores new materials or events Asks questions Makes independent choices <p>SS1 Utilizes different methods to gain information and solve problems</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”)
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**PARTNERSHIPS FOR LEARNING:
FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES**

Pennsylvania Learning Standards for Early Childhood: Infants–Toddlers	HighReach Learning Curriculum Alignment with Standards
STANDARD 20.1 CONNECTIONS: SHARED UNDERSTANDING OF FAMILY AND SCHOOL VALUES, PHILOSOPHIES AND CULTURES	
20.1.1 Information Exchange	
<p>Offer an on –site enrollment meeting where the family can meet school personnel and observe the classroom where the child will be attending</p> <p>Share family and school routines and any needed accommodations</p> <p>Provide and regularly review a Parent Handbook that outlines program expectations and operating details</p> <p>Offer parent-teacher school events that provide updates and give families opportunities to participate in school life</p> <p>Identify home culture, language, routines, and how they might impact a child’s adjustment to school</p> <p>Discuss schedules, events or past experiences that may impact a child’s school experience</p> <p>Share instructional philosophies that help families understand the school structure</p>	
20.1.2 Home to School Connections	

<p>Identify family practices and traditions that should be included within the classroom</p> <p>Work with families to identify books, songs, and finger plays, dances, foods, toys that should be included in the classroom or school environment; ask for donations</p> <p>Learn about the family and home setting and incorporate into the school experience, asking for updates and new information regularly</p> <p>Invite family members into the classroom to discuss cultural information with the children, to participate in classroom life, or to identify community locations or businesses that can be visited</p> <p>Work with families to determine child's best classroom placement including when to transition from one to the next, personality types</p>	<p>KF1 Demonstrates knowledge of home, school, and community</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Recognizes family members Recognizes teacher and other adults at school Able to identify places at school that correspond to places at home Understands similarities and differences between home and school Begins to recognize familiar places in the community <p>BK1 Enjoys books and stories</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Points at pictures Vocalizes while book is read Imitates adult actions and speech when reading Shows preferences for favorite books Names familiar objects in books Predicts a word or phrase that comes next in a familiar story Begins to understand story sequence
<p>20.1.3 School to Home Connections</p>	
<p>Assure that family communications are done in culturally-sensitive ways that accommodate family literacy levels, culture barriers</p> <p>Regularly send home information about the child's growth and progress and adjustment to the school setting</p> <p>Discuss the program and classroom operational procedures such as absences, snow delays, payment and learn if there are potential challenges for families, making accommodations as appropriate</p> <p>Make available voluntary "at home" activities that families can complete with child, being sensitive to family structure and culture</p> <p>Create an "open-classroom" policy where family members can visit or volunteer in the classroom or school</p> <p>Where appropriate, complete home visit with family</p> <p>Support families' efforts to build the child-child or family-family connection</p>	
<p>STANDARD 20.2: FAMILY ENGAGEMENT</p>	
<p>20.2.1 Shared Governance or Decision-Making</p>	
<p>Implement a family-school annual review of program operation</p> <p>Develop and update annually a Parent Manual that details operational procedures</p> <p>Establish conflict resolution policies that identify procedures for complaints or suggestions</p> <p>Post regulations, program requirements, in strategic locations within the school so family members can review it regularly</p> <p>Offer training to Advisory or Board on shared governance</p>	

20.2.2 Special Events and Activities	
<p>Learn families' interest and capacity for participation in specific events such as a holiday party, graduation event</p> <p>Offer family education events such as parenting classes, sign language, health and safety, etc that reflect families' interests and needs</p> <p>Incorporate unique cultural events or beliefs into classroom life</p>	
STANDARD 20.3: SUPPORTING CHILDREN's LEARNING	
20.3.1 Screening and Assessment	
<p>Identify screening, assessment and referral processes that include family's involvement</p> <p>Utilize screening and assessment instruments that are aligned with the early learning standards</p> <p>Assure that children are screened for health, mental health, dental, social-emotional, and cognitive development and the results are shared with families</p> <p>Be familiar with community agencies that provide additional screenings or assessments upon referral</p> <p>Provide information on child development and parenting that identifies age-appropriate skill development</p> <p>Conduct age appropriate baseline and ongoing authentic assessments to identify strengths and areas of focus for future learning and development that are culturally-sensitive, delivered in the language requested by the family and whenever possible, incorporate family feedback</p> <p>Utilize multiple sources of evidence to understand individual children's growth and development, including parent report, observations, standardized checklists</p>	
20.3.2 Goal Development	
<p>Use assessment results to lay the framework for understanding individual children's strengths and areas of need</p> <p>Share with parents information about each child, including stages of development, interests and assessed skill levels, identifying those that are on track and those that could use additional attention</p> <p>Meet periodically to discuss previously determined goals, identify any strengths or improvements and make new decisions about learning goals and activities</p> <p>Periodically assess the learning environment and provide activities for age, linguistic and cultural</p>	
20.3.3 Ongoing Progress Review	

<p>Classroom adults and families should work as a team to review children's goals and progress regularly and to develop new strategies that promote children's successful growth and development</p> <p>Classroom staff and families should participate in a minimum of two face to face conferences to discuss children's developmental progress and other pertinent updates</p> <p>Offer informal opportunities for family members to converse with classroom adults as needed about children's progress</p> <p>Schools should offer a wide variety of materials and ideas that link home and school learning environments, offer information on child development and parenting and support parents' interest and participation in the child's learning process</p>	
20.3.4 Community Supports	
<p>Identify and understand the services that are provided within the community and identify contacts within each to facilitate collaborative work</p> <p>Develop ongoing information-sharing processes with other agencies who work with families</p> <p>Create information-sharing processes with other educational or youth activity programs such as the local fitness center, or library</p> <p>Develop and honor confidentiality policies regarding information exchange</p> <p>Utilize community agency's suggestions to enhance classroom experiences for all children</p>	
STANDARD 20.4: TRANSITION	
20.4.1 Program Entry	
<p>Create processes and procedures for welcoming incoming families through enrollment meetings, sharing of expectations and values, parent handbooks and discussion of sensitive issues that may impact school success</p> <p>Identify welcome strategies that excite children and families about their upcoming, new experience</p> <p>Establish processes for communicating with sending schools or new classrooms, creating opportunities for information sharing</p> <p>Develop strategies for communicating with community agencies with which incoming families have been involved for information exchange as well as parent interest in continuing</p>	

20.4.2 Program Exit	
<p>Develop policies and procedures for transferring information about child’s program participation to the next school location</p> <p>Help family understand the expectations and schedules of the receiving school, mapping out strategies for success whenever possible</p> <p>Work with receiving school to facilitate pen pals, visits, or other activities where the children can become familiar with the new school and stay in touch with the old school</p> <p>Set up information-sharing processes with receiving school to discuss child’s goals, progress, interests</p>	
20.4.3 Community Connections	
<p>Identify and include child’s participation in other schools or programs on information that is sent to receiving school –in transition</p> <p>Develop relationship with local Early Intervention agencies, birth to three and three to five, and create process for information and referral exchange</p> <p>Participate in the county Community Engagement Group and other community-collaborative agencies that advocate for early childhood locally and statewide early</p> <p>Assure the program’s representation at county or community days</p> <p>Produce regularly-updated program brochures or promotional materials and distribute throughout the community</p> <p>Arrange for information-sharing sessions with local school districts to develop shared expectations for entry and exit into the programs</p> <p>Offer early childhood professional development to other community agencies</p> <p>Invite community agencies to provide special seminars or workshops for families</p>	

<p>SOCIAL AND EMOTIONAL DEVELOPMENT: LEARNING ABOUT MYSELF AND OTHERS</p>	
<p>Pennsylvania Learning Standards for Early Childhood: Infants–Toddlers</p>	<p>HighReach Learning Curriculum Alignment with Standards</p>
<p>STANDARD 25.1 SELF-CONCEPT (IDENTITY)</p>	
<p>25.1.1 Self-Awareness</p>	
<p>Infant</p>	

<p>Cry or show pleasure or discontent when familiar adults come and go Recognize self and in mirror</p>	<p>SO1 Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time SE2 Develops awareness of own feelings and those of others <i>Indicators:</i> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others’ feelings through body language and facial expressions SE1 Demonstrates a positive sense of self <i>Indicators:</i> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine</p>
Young Toddler	
<p>Show preference for specific toys or objects Show displeasure when unable to exert influence on events Make simple choices Demonstrate fear or anxiety to strangers or unfamiliar people Show or express fear or dislike of previously accepted things or activities</p>	<p>SE2 Develops awareness of own feelings and those of others <i>Indicators:</i> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others’ feelings through body language and facial expressions SE1 Demonstrates a positive sense of self <i>Indicators:</i> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine IC1 Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices SL1 Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others’ feelings</p>
Older Toddler	

<p>Use words that mean self when speaking, such as “Me do it” or “I can”</p> <p>Display possessiveness or jealousy towards others</p> <p>Enjoy opportunities to try new activities or materials</p> <p>Demonstrate strong preferences for people, toys and activities</p>	<p>SE1 Demonstrates a positive sense of self</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine <p>SL1 Demonstrates emerging self-regulation</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others’ feelings <p>IC1 Shows curiosity about new things and new experiences</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Joins in new activities and explores new materials or events Asks questions Makes independent choices <p>SE2 Develops awareness of own feelings and those of others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others’ feelings through body language and facial expressions
25.1.2 Understand Emotions	
Infant	
<p>Use facial expressions to indicate emotions</p> <p>Express feelings through crying, smiling, laughing or cooing</p>	<p>SE2 Develops awareness of own feelings and those of others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others’ feelings through body language and facial expressions
Young Toddler	

<p>Show joy, pleasure and excitement when new things are learned Demonstrate a beginning sense of humor when interacting with others Use body to demonstrate emotions</p>	<p>SE1 Demonstrates a positive sense of self <i>Indicators:</i> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine SE2 Develops awareness of own feelings and those of others <i>Indicators:</i> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others' feelings through body language and facial expressions SO2 Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play SO3 Begins to cooperate with others <i>Indicators:</i> Begins to cooperate, but may be reluctant Participates in simple back-and-forth interactions with others Interacts positively with other children and adults Participates in simple games</p>
<p>Older Toddler</p>	
<p>Express own ideas, interests and feelings through words or actions Act appropriately when others are happy, sad, angry or afraid</p>	<p>SE2 Develops awareness of own feelings and those of others <i>Indicators:</i> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others' feelings through body language and facial expressions SL1 Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings SC1 Uses language to communicate with others (needs, opinions, feelings, etc.) <i>Indicators:</i> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences</p>

25.1.3 Competence	
Infant	
Show interest in objects or people around him Accept new toys or objects with interest Express interest in activities or objects by reaching	IC1 Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices SE1 Demonstrates a positive sense of self <i>Indicators:</i> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine
Young Toddler	
Show pleasure at own actions Attach to one specific toy Ask for similar activities to be repeated over and over	SE1 Demonstrates a positive sense of self <i>Indicators:</i> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine SE2 Develops awareness of own feelings and those of others <i>Indicators:</i> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others' feelings through body language and facial expressions SL1 Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings
Older Toddler	

<p>Demonstrate joy of own completed projects to adults Show preference for one or two toys Approach new experiences with interest</p>	<p>SE1 Demonstrates a positive sense of self <i>Indicators:</i> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine SO2 Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play SE2 Develops awareness of own feelings and those of others <i>Indicators:</i> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others' feelings through body language and facial expressions IC1 Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices</p>
<p>STANDARD 25.2: SELF REGULATION</p>	
<p>25.2.1 Emotional Regulation</p>	
<p>Infant</p>	
<p>Self-soothe by calming as being talked to, held, or rocked Show pleasure in familiar surroundings Withdraw when over-stimulated</p>	<p>SL1 Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings</p>
<p>Young Toddler</p>	

<p>Demonstrate or seek comfort in daily routines, activities and adults</p> <p>Manage frustration with adult support</p> <p>Display intense emotions such as anger outbursts or temper tantrums</p> <p>Demonstrate an individualized response to environmental surroundings</p>	<p>SL1 Demonstrates emerging self-regulation</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings <p>SO1 Demonstrates trusting attachments with adults</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, "checking in" with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time <p>SE2 Develops awareness of own feelings and those of others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others' feelings through body language and facial expressions
Older Toddler	

<p>Find comfort in rituals and routines Attempt to please adults Demonstrate a beginning understanding of own behavior Show a strong sense of self as a powerful doer by demonstrating pride in accomplishments Use social conventions such as please and thank you</p>	<p>SL1 Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings</p> <p>SO1 Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, "checking in" with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time</p> <p>SO2 Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play</p> <p>SE1 Demonstrates a positive sense of self <i>Indicators:</i> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine</p> <p>SO3 Begins to cooperate with others <i>Indicators:</i> Begins to cooperate, but may be reluctant Participates in simple back-and-forth interactions with others Interacts positively with other children and adults Participates in simple games</p> <p>SL2 Begins to understand and follow simple rules <i>Indicators:</i> Responds appropriately to reminders Able to follow simple rules, but may not do so all the time</p> <p>SC2 Uses communication for many purposes <i>Indicators:</i> Initiates interactions with others Shows protest or disagreement (verbally or nonverbally) Uses words to communicate wants and needs Takes several back-and-forth turns in conversations</p>
25.2.2 Behavioral Regulation	
Infant	

<p>Develop a regular schedule for eating and sleeping Show preferences for foods or activities Amuse self for brief periods of time Use cause and effect to test impact of self on objects or things</p>	<p>SL1 Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings</p> <p>HS2 Builds self-help skills (eating, drinking, toileting) <i>Indicators:</i> Drinks from a cup Uses a spoon or other utensil to feed self Takes off clothes Begins to put on clothes Washes hands with assistance Attempts to clean self when toileting Uses a tissue</p> <p>SE2 Develops awareness of own feelings and those of others <i>Indicators:</i> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others' feelings through body language and facial expressions</p> <p>SS2 Understands cause and effect <i>Indicators:</i> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different results</p>
<p>Young Toddlers</p>	

<p>Attempt to perform self care activities independent of adult help</p> <p>Express preferences for particular foods, books, toys or people</p> <p>Interest or amuse self independently</p> <p>Test adult authority and limits by resisting adults' attempts to place boundaries regarding safety of self and others</p> <p>Respond appropriately when an adult identifies an unsafe practice</p>	<p>HS2 Builds self-help skills (eating, drinking, toileting)</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Drinks from a cup Uses a spoon or other utensil to feed self Takes off clothes Begins to put on clothes Washes hands with assistance Attempts to clean self when toileting Uses a tissue <p>SE2 Develops awareness of own feelings and those of others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others' feelings through body language and facial expressions <p>SL1 Demonstrates emerging self-regulation</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings <p>SE1 Demonstrates a positive sense of self</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine <p>SL2 Begins to understand and follow simple rules</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Responds appropriately to reminders Able to follow simple rules, but may not do so all the time
Older Toddlers	

<p>Acquire self-toileting and feeding skills Show awareness of own abilities and interests Demonstrate autonomy by saying “No” but will submit and/or cooperate Show understanding of simple rules but will frequently break those rules to test boundaries Adjust to changes in routine Follow simple safety and classroom rules with teacher direction</p>	<p>HS2 Builds self-help skills (eating, drinking, toileting) <i>Indicators:</i> Drinks from a cup Uses a spoon or other utensil to feed self Takes off clothes Begins to put on clothes Washes hands with assistance Attempts to clean self when toileting Uses a tissue SE1 Demonstrates a positive sense of self <i>Indicators:</i> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine SE2 Develops awareness of own feelings and those of others <i>Indicators:</i> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others’ feelings through body language and facial expressions SL2 Begins to understand and follow simple rules <i>Indicators:</i> Responds appropriately to reminders Able to follow simple rules, but may not do so all the time SL1 Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others’ feelings</p>
<p>STANDARD 25.3: PRO-SOCIAL RELATIONSHIPS WITH ADULTS</p>	
<p>25.3.1 Trust</p>	
<p>Infant</p>	
<p>Respond to familiar adults’ efforts to soothe and comfort Respond and attend to adults’ interactions</p>	<p>SO1 Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time</p>
<p>Young Toddler</p>	

<p>Use gestures and simple words to express need to familiar adults for physical comfort Begin to verbally respond to adults' questions Respond to adults' interactions by smiling and imitating actions</p>	<p>SO1 Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, "checking in" with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time LU1 Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal) <i>Indicators:</i> Shows interest in conversations by looking/watching Responds verbally/nonverbally in conversation Points to objects when named Follows a two-part oral direction Understands many words, including action words and prepositions Understands increasingly complex sentences</p>
Older Toddler	
<p>Ask for comfort from familiar adults when distressed Demonstrate comfort in playing when familiar adult is nearby but not in the immediate area Show interest in unfamiliar adults</p>	<p>SO1 Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, "checking in" with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time IC1 Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices SO2 Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play</p>
25.3.2 Attachment	
Infant	
<p>Show affection for parents and other familiar adults Seek to be near familiar adults for attention and comfort</p>	<p>SO1 Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, "checking in" with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time</p>
Young Toddler	

<p>Show an emotional connection to particular adults Demonstrate increasing ability to separate from familiar adults without distress Watch adults for their response to actions Display apprehension when an unfamiliar adult comes near</p>	<p>SO1 Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time</p>
Older Toddler	
<p>Show affection to familiar adults Imitate familiar people’s actions or words Repeat phrases or intonations of familiar adults Seek reassurance from familiar adults when trying new things</p>	<p>SO1 Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time SC1 Uses language to communicate with others (needs, opinions, feelings, etc.) <i>Indicators:</i> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences SO2 Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play</p>
STANDARD 25.4: PRO-SOCIAL RELATIONSHIPS WITH PEERS	
25.4.1 Social Identity	
Infant	
<p>Notice and pay attention to other children Repeat actions that elicit social responses from others Participate in simple back and forth play and interaction with peers</p>	<p>SO2 Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play SO3 Begins to cooperate with others <i>Indicators:</i> Begins to cooperate, but may be reluctant Participates in simple back-and-forth interactions with others Interacts positively with other children and adults Participates in simple games</p>
Young Toddler	

<p>Watch others play and imitate some of their actions Demonstrate possessiveness of toys or materials Play alongside another for brief periods Share materials or take turns occasionally with adult support</p>	<p>SO2 Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play SO3 Begins to cooperate with others <i>Indicators:</i> Begins to cooperate, but may be reluctant Participates in simple back-and-forth interactions with others Interacts positively with other children and adults Participates in simple games</p>
Older Toddler	
<p>Engage in play activities with others after watching Participate in short group activities Engage in play in a specific area after noticing a preferred peer is playing there Acquire specific friendships but need adult support to sustain them Begin to resolve conflicts with peers with adult guidance</p>	<p>SO2 Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play SO3 Begins to cooperate with others <i>Indicators:</i> Begins to cooperate, but may be reluctant Participates in simple back-and-forth interactions with others Interacts positively with other children and adults Participates in simple games SL1 Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings</p>
25.4.2 Respect and Empathy	
Infant	
<p>Observe others who are expressing a need or discomfort</p>	<p>SE2 Develops awareness of own feelings and those of others <i>Indicators:</i> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others' feelings through body language and facial expressions SL1 Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately</p>

	Begins to show empathy and understanding of others' feelings
Young Toddler	
<p>Attempt to soothe another who is distressed</p> <p>Engage in empathy and compassion in some situations</p> <p>Demonstrate fairness when interacting with others interlaced</p>	<p>SE2 Develops awareness of own feelings and those of others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others' feelings through body language and facial expressions <p>SL1 Demonstrates emerging self-regulation</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings <p>SO3 Begins to cooperate with others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Begins to cooperate, but may be reluctant Participates in simple back-and-forth interactions with others Interacts positively with other children and adults Participates in simple games
Older Toddler	
<p>Recognize and name others' feelings</p> <p>Demonstrate compassion for others with adult support</p> <p>Begin to respond to others' preferences with adult help</p>	<p>SE2 Develops awareness of own feelings and those of others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others' feelings through body language and facial expressions <p>SL1 Demonstrates emerging self-regulation</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings <p>SO3 Begins to cooperate with others</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> Begins to cooperate, but may be reluctant Participates in simple back-and-forth interactions with others Interacts positively with other children and adults Participates in simple games

For more information, visit the HighReach Learning, Inc., Web site at www.highreach.com; contact, Jenn Siegfried, at jsiegfried@highreach.com; or call the company at (800) 729-9988, ext. 5164.