

**Alignment of the *Florida Birth to Three Learning and Developmental Standards*
With the Goals and Objectives of
The Creative Curriculum® *Developmental Continuum for Infants, Toddlers & Twos***

The Creative Curriculum® *Developmental Continuum for Infants, Toddlers & Twos* has four goals and 21 objectives for infants, toddlers, and twos. The four goals correspond to four areas of child development: social/emotional, physical, cognitive, and language development. Because children do not achieve an objective all at once, each objective is broken into five developmental steps showing the expected sequence of development. The developmental steps give teachers a way to determine each child's stage of development in relation to each objective. This information also allows teachers to decide what specific support and kinds of experiences will enable each child to further develop and learn.

The Creative Curriculum® *Developmental Continuum for Infants, Toddlers & Twos* is linked to the 2006 publication *The Creative Curriculum*® *for Infants, Toddlers & Twos*, 2nd edition. Both products are part of *The Creative Curriculum*® System, a comprehensive set of materials and services designed to aid programs in providing the best possible environments and learning experiences for young children through curriculum, assessment, implementation and evaluation, and professional development.

Please note that we have not aligned the Physical Health section of the Florida Standards with *The Creative Curriculum*® *Developmental Continuum for Infants, Toddlers & Twos* because Teaching Strategies addresses only motor development and the development of personal care skills.

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References

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| Florida Birth to Three Learning and Developmental Standards | The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos |
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| APPROACHES TO LEARNING | |
| A. EAGERNESS & CURIOSITY | |
| <ul style="list-style-type: none"> 1. Shows awareness of and interest in the environment.—<i>Birth to 8 months</i> 1. Shows eagerness and curiosity as a learner.—<i>8 to 18 months</i> 1. Shows eagerness and curiosity as a learner.—<i>18 to 24 months</i> 1. Shows eagerness and curiosity as a learner.—<i>24 to 36 months</i> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 12: Shows a beginning understanding of cause and effect</p> <ul style="list-style-type: none"> Step 1: Explores objects and notices how they react Step 2: Discovers that repeated actions yield similar effects Step 3: Explores ways to make something happen Step 4: Expects people and objects to respond to actions in particular ways Step 5: Begins to investigate causes when something unexpected happens |
| B. PERSISTENCE | |
| <ul style="list-style-type: none"> 1. Pays attention briefly and tries to reproduce interesting and pleasurable effects and events.—<i>Birth to 8 months</i> 1. Attends briefly and persists in repetitive tasks.—<i>8 to 18 months</i> 1. Attends for longer periods of time and persists at preferred activities.—<i>18 to 24 months</i> 1. Spends more time engaging in child-initiated activities and seeks or accepts help when encountering a problem.—<i>24 to 36 months</i> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 10: Sustains attention</p> <ul style="list-style-type: none"> Step 1: Attends to sights and sounds Step 2: Continues an activity when an adult interacts Step 3: Focuses on activity of choice but is easily distracted Step 4: Continues an activity, despite distractions Step 5: Continues an activity until own goal is reached, despite distractions |
| C. CREATIVITY & PROBLEM-SOLVING | |
| <ul style="list-style-type: none"> 1. Notices and shows interest in and excitement with familiar objects, people, and events.—<i>Birth to 8 months</i> 1. Approaches and explores new experiences in familiar settings.—<i>8 to 18 months</i> 1. Delights in finding new properties and uses for familiar objects and experiences.—<i>18 to 24 months</i> 1. Explores the environment with purpose and flexibility.—<i>24 to 36 months</i> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 11: Understands how objects can be used</p> <ul style="list-style-type: none"> Step 1: Explores objects, using all senses Step 2: Learns how objects work by handling them and watching others use them Step 3: Uses familiar objects in conventional ways Step 4: Plans ways to use objects to perform one-step tasks Step 5: Plans ways to use objects to perform multi-step tasks <p>14: Uses problem-solving strategies</p> <ul style="list-style-type: none"> Step 1: Demonstrates awareness of a problem Step 2: Imitates the way others solve problems, immediately after seeing them do so Step 3: Experiments with trial-and-error approaches to simple problems Step 4: Persists with trial-and-error approaches to solving a problem Step 5: Carries out own plan for solving simple problems <p>15: Engages in pretend play</p> <ul style="list-style-type: none"> Step 1: Watches the actions of others Step 2: Imitates the actions of others Step 3: Uses objects in pretend play as they are used in real life Step 4: Substitutes one object for another in pretend play Step 5: Uses real and imaginary objects in pretend play |

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| SOCIAL & EMOTIONAL | |
| A. TRUST & EMOTIONAL SECURITY | |
| <p>1. Forms and maintains secure relationships with others.—<i>Birth to 8 months</i></p> <p>1. Forms and maintains secure relationships with others.—<i>8 to 18 months</i></p> <p>1. Forms and maintains secure relationships with others.—<i>18 to 24 months</i></p> <p>1. Forms and maintains secure relationships with others.—<i>24 to 36 months</i></p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>1: Trusts known, caring adults</p> <p>Step 1: Recognizes and reaches out to familiar adults</p> <p>Step 2: Seeks to remain in company of familiar adults</p> <p>Step 3: Seeks familiar adult as secure base when around new people and in new situations</p> <p>Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby</p> <p>Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present</p> <p>5: Plays with other children</p> <p>Step 1: Watches and responds to other children</p> <p>Step 2: Reaches out to and engages momentarily with other children</p> <p>Step 3: Has brief play encounters with other children</p> <p>Step 4: Participates in longer play encounters with children who are engaged with identical or similar activities</p> <p>Step 5: Participates in coordinated play with other children</p> |
| <p>2. Responds to the environment.—<i>Birth to 8 months</i></p> <p>2. Responds to the environment.—<i>8 to 18 months</i></p> <p>2. Responds to the environment.—<i>18 to 24 months</i></p> <p>2. Responds to the environment.—<i>24 to 36 months</i></p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>2: Regulates own behavior</p> <p>Step 1: Begins developing own patterns for sleeping, eating, and other basic needs, with adult’s help</p> <p>Step 2: Uses others’ facial expressions, gestures, or voices to guide own behavior</p> <p>Step 3: Begins to respond to verbal redirection</p> <p>Step 4: Follows simple directions and sometimes tests limits</p> <p>Step 5: Understands what behavior is expected, with increasing regularity</p> <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>11: Understands how objects can be used</p> <p>Step 1: Explores objects, using all senses</p> <p>Step 2: Learns how objects work by handling them and watching others use them</p> <p>Step 3: Uses familiar objects in conventional ways</p> <p>Step 4: Plans ways to use objects to perform one-step tasks</p> <p>Step 5: Plans ways to use objects to perform multi-step tasks</p> |

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| B. SELF-REGULATION | |
| <p>1. Develops early emotional regulation.—<i>Birth to 8 months</i></p> <p>1. Demonstrates developing emotional regulation.—<i>8 to 18 months</i></p> <p>1. Demonstrates increasing emotional regulation.—<i>18 to 24 months</i></p> <p>1. Demonstrates increasing emotional regulation.—<i>24 to 36 months</i></p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>3: Manages own feelings</p> <p>Step 1: Expresses a variety of emotions and needs, using facial expressions, body movements, and vocalizations</p> <p>Step 2: Uses others’ facial expressions, gestures, or voices to guide own feelings</p> <p>Step 3: Begins applying strategies to manage feelings by self</p> <p>Step 4: Begins to use strategies learned from adults</p> <p>Step 5: Begins to use feeling words</p> |
| <p>2. Develops early behavioral regulation.—<i>Birth to 8 months</i></p> <p>2. Demonstrates developing behavioral regulation.—<i>8 to 18 months</i></p> <p>2. Demonstrates increasing behavioral regulation.—<i>18 to 24 months</i></p> <p>2. Demonstrates increasing behavioral regulation.—<i>24 to 36 months</i></p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>2: Regulates own behavior</p> <p>Step 1: Begins developing own patterns for sleeping, eating, and other basic needs, with adult’s help</p> <p>Step 2: Uses others’ facial expressions, gestures, or voices to guide own behavior</p> <p>Step 3: Begins to respond to verbal redirection</p> <p>Step 4: Follows simple directions and sometimes tests limits</p> <p>Step 5: Understands what behavior is expected, with increasing regularity</p> |
| <p>3. Develops early social problem-solving.—<i>Birth to 8 months</i></p> <p>3. Demonstrates developing social problem-solving.—<i>8 to 18 months</i></p> <p>3. Demonstrates increasing social problem-solving.—<i>18 to 24 months</i></p> <p>3. Demonstrates increasing social problem-solving.—<i>24 to 36 months</i></p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>4: Responds to others’ feelings with growing empathy</p> <p>Step 1: Mirrors others’ expressions of feelings</p> <p>Step 2: Becomes aware of others’ expressions of emotion</p> <p>Step 3: Responds to the emotions of others, sometimes with adult prompting</p> <p>Step 4: Shows awareness that others’ feelings are separate from own feelings</p> <p>Step 5: Responds to others’ feelings with caring behavior, without adult prompting</p> <p>5: Plays with other children</p> <p>Step 1: Watches and responds to other children</p> <p>Step 2: Reaches out to and engages momentarily with other children</p> <p>Step 3: Has brief play encounters with other children</p> <p>Step 4: Participates in longer play encounters with children who are engaged with identical or similar activities</p> <p>Step 5: Participates in coordinated play with other children</p> |

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| <p>C. SELF-CONCEPT</p> <p>1. Forms and maintains mutual relationships with others.—<i>Birth to 8 months</i></p> <p>1. Forms and maintains mutual relationships with others.—<i>8 to 18 months</i></p> <p>1. Forms and maintains mutual relationships with others.—<i>18 to 24 months</i></p> <p>1. Forms and maintains mutual relationships with others.—<i>24 to 36 months</i></p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>1: Trusts known, caring adults</p> <p>Step 1: Recognizes and reaches out to familiar adults</p> <p>Step 2: Seeks to remain in company of familiar adults</p> <p>Step 3: Seeks familiar adult as secure base when around new people and in new situations</p> <p>Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby</p> <p>Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present</p> <p>5: Plays with other children</p> <p>Step 1: Watches and responds to other children</p> <p>Step 2: Reaches out to and engages momentarily with other children</p> <p>Step 3: Has brief play encounters with other children</p> <p>Step 4: Participates in longer play encounters with children who are engaged with identical or similar activities</p> <p>Step 5: Participates in coordinated play with other children</p> |
| <p>2. Becomes aware of oneself as a unique individual while still connected to others.—<i>Birth to 8 months</i></p> <p>2. Becomes aware of oneself as a unique individual while still connected to others.—<i>8 to 18 months</i></p> <p>2. Becomes aware of oneself as a unique individual while still connected to others.—<i>18 to 24 months</i></p> <p>2. Becomes aware of oneself as a unique individual while still connected to others.—<i>24 to 36 months</i></p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>2: Regulates own behavior</p> <p>Step 1: Begins developing own patterns for sleeping, eating, and other basic needs, with adult’s help</p> <p>Step 2: Uses others’ facial expressions, gestures, or voices to guide own behavior</p> <p>Step 3: Begins to respond to verbal redirection</p> <p>Step 4: Follows simple directions and sometimes tests limits</p> <p>Step 5: Understands what behavior is expected, with increasing regularity</p> <p>6: Learns to be a member of a group</p> <p>Step 1: Shows interest in being with others</p> <p>Step 2: Finds security in being with familiar people</p> <p>Step 3: Begins to participate in group routines</p> <p>Step 4: Begins to accept that others’ needs are important, in addition to own</p> <p>Step 5: Participates actively in group experiences</p> |
| <p>3. Demonstrates emerging sense of competence and confidence in growing abilities.—<i>Birth to 8 months</i></p> <p>3. Demonstrates increasing sense of competence and confidence in growing abilities.—<i>8 to 18 months</i></p> <p>3. Demonstrates increasing sense of competence and confidence in growing abilities.—<i>18 to 24 months</i></p> <p>3. Demonstrates increasing sense of competence and confidence in growing abilities.—<i>24 to 36 months</i></p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>1: Trusts known, caring adults</p> <p>Step 1: Recognizes and reaches out to familiar adults</p> <p>Step 2: Seeks to remain in company of familiar adults</p> <p>Step 3: Seeks familiar adult as secure base when around new people and in new situations</p> <p>Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby</p> <p>Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present</p> <p>7: Uses personal care skills</p> <p>Step 1: Begins to participate as adult attends to personal needs</p> <p>Step 2: Attempts simple personal care tasks</p> <p>Step 3: Tries more complex personal care tasks, with limited success</p> <p>Step 4: Tries more complex personal care tasks, with increasing success</p> <p>Step 5: Does many complex personal care tasks successfully</p> |

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| LANGUAGE & COMMUNICATION | |
| A. LISTENING & UNDERSTANDING — <i>Birth to 8 months</i> | |
| <ul style="list-style-type: none"> 1. Responds to frequently heard sounds and words.— <i>Birth to 8 months</i> 1. Shows increased understanding of gestures and words.—<i>8 to 18 months</i> 1. Gains meaning through listening.—<i>18 to 24 months</i> 1. Gains meaning through listening.—<i>24 to 36 months</i> | <p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 16: Develops receptive language</p> <ul style="list-style-type: none"> Step 1: Shows interest in speech of others Step 2: Responds to simple gestures and to the intonation, pitch, and volume of simple speech Step 3: Demonstrates understanding of simple multiword speech in familiar contexts Step 4: Demonstrates understanding of simple directions, questions, explanations, and stories Step 5: Demonstrates understanding of increasingly complex and abstract spoken language |
| B. COMMUNICATING & SPEAKING | |
| <ul style="list-style-type: none"> 1. Uses a variety of sounds and movements to communicate.—<i>Birth to 8 months</i> 1. Uses consistent sounds, gestures, and some words to communicate.—<i>8 to 18 months</i> 1. Uses a growing number of words and puts words together.—<i>18 to 24 months</i> 1. Speaks clearly enough to be understood by most listeners.—<i>24 to 36 months</i> | <p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 17: Develops expressive language</p> <ul style="list-style-type: none"> Step 1: Uses facial expressions, body positions and movements, and distinct cries or other vocalizations to communicate Step 2: Gestures, babbles, and combines sounds to communicate, using the rising and falling patterns of adult speech, and produces first words Step 3: Uses gestures, word-like sounds, and single words to communicate Step 4: Speaks in two-word phrases Step 5: Uses simple sentences and questions with three or more words |
| <p>Note: There is no Step 2 for <i>Birth to 8 months</i> or <i>8 to 18 months</i>.</p> <ul style="list-style-type: none"> 2. Attends to and tries to take part in conversations.—<i>18 to 24 months</i> 2. Participates in conversations.—<i>24 to 36 months</i> | <p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 18: Participates in conversations</p> <ul style="list-style-type: none"> Step 1: Engages in simple, back-and-forth vocalizing Step 2: Imitates and exchanges sounds and gestures with other people Step 3: Exchanges single words, word-like sounds, and gestures with others Step 4: Initiates conversation by using words Step 5: Participates in conversations for two or more turns |
| C. EARLY READING | |
| <ul style="list-style-type: none"> 1. Shows enjoyment of the sounds and rhythms of language.—<i>Birth to 8 months</i> 1. Builds and uses vocabulary through direct experiences and involvement with pictures and books.—<i>8 to 18 months</i> 1. Learns that pictures represent real objects, events, and ideas (stories).—<i>18 to 24 months</i> 1. Shows growing interest in print and books.—<i>24–36 months</i> | <p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 19: Enjoys books and being read to</p> <ul style="list-style-type: none"> Step 1: Manipulates books as adult reads aloud Step 2: Engages briefly with books as they are read aloud and finds pleasure in the experience Step 3: Becomes increasingly engaged with the content of books that are read aloud Step 4: Begins to make connections between own life and the stories in books Step 5: Pretends to read favorite books <p>20: Shows an awareness of pictures and print</p> <ul style="list-style-type: none"> Step 1: Notices pictures Step 2: Recognizes and shows a beginning understanding of pictures Step 3: Recognizes that pictures have meaning and can tell a story Step 4: Demonstrates interest in print Step 5: Shows beginning understanding that print is useful |

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| <p>Note: There is no step 2 for <i>Birth to 8 months</i> or <i>8 to 18 months</i>.</p> <p>2. Shows motivation to read.—<i>18 to 24 months</i></p> <p>2. Shows motivation to read.—<i>24 to 36 months</i></p> | <p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>19: Enjoys books and being read to</p> <p>Step 1: Manipulates books as adult reads aloud</p> <p>Step 2: Engages briefly with books as they are read aloud and finds pleasure in the experience</p> <p>Step 3: Becomes increasingly engaged with the content of books that are read aloud</p> <p>Step 4: Begins to make connections between own life and the stories in books</p> <p>Step 5: Pretends to read favorite books</p> |
| <p>D. EARLY WRITING</p> | |
| <p>1. Develops eye-hand coordination and more intentional hand control.—<i>Birth to 8 months</i></p> <p>1. Uses tools to make scribbles.—<i>8 to 18 months</i></p> <p>1. Makes purposeful marks on paper.—<i>18 to 24 months</i></p> <p>1. Uses scribbles and unconventional shapes to convey messages.—<i>24 to 36 months</i></p> | <p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>21: Experiments with drawing and writing</p> <p>Step 1: Notices drawing and writing tools</p> <p>Step 2: Begins to handle drawing and writing tools</p> <p>Step 3: Scribbles spontaneously</p> <p>Step 4: Experiments with scribbling</p> <p>Step 5: Scribbles with intention of communicating</p> |
| <p>2. Watches activities of others and imitates sounds, facial expressions, and actions.—<i>Birth to 8 months</i></p> <p>2. Repeats actions that symbolize meaningful ideas.—<i>8 to 18 months</i></p> <p>2. Uses beginning representation through play that imitates familiar routines.—<i>18 to 24 months</i></p> <p>2. Uses more complicated imitative play as symbolic thought processes and mental concepts or pictures are developed.—<i>24 to 36 months</i></p> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>15: Engages in pretend play</p> <p>Step 1: Watches the actions of others</p> <p>Step 2: Imitates the actions of others</p> <p>Step 3: Uses objects in pretend play as they are used in real life</p> <p>Step 4: Substitutes one object for another in pretend play</p> <p>Step 5: Uses real and imaginary objects in pretend play</p> <p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>18: Participates in conversations</p> <p>Step 1: Engages in simple, back-and-forth vocalizing</p> <p>Step 2: Imitates and exchanges sounds and gestures with other people</p> <p>Step 3: Exchanges single words, word-like sounds, and gestures with others</p> <p>Step 4: Initiates conversation by using words</p> <p>Step 5: Participates in conversations for two or more turns</p> |

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| COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE | |
| A. EXPLORATION & DISCOVERY | |
| <p>1. Responds in simple ways to people and objects.—<i>Birth to 8 months</i></p> <p>1. Responds in varied ways to people and objects.—<i>8 to 18 months</i></p> <p>1. Shows more complex responses to people and objects.—<i>18 to 24 months</i></p> <p>1. Demonstrates discriminating responses to people and objects.—<i>24 to 36 months</i></p> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>10: Sustains attention</p> <p>Step 1: Attends to sights and sounds</p> <p>Step 2: Continues an activity when an adult interacts</p> <p>Step 3: Focuses on activity of choice but is easily distracted</p> <p>Step 4: Continues an activity, despite distractions</p> <p>Step 5: Continues an activity until own goal is reached, despite distractions</p> |
| <p>2. Establishes primary relationships.—<i>Birth to 8 months</i></p> <p>2. Establishes more complex relationships.—<i>8 to 18 months</i></p> <p>2. Expands relationships.—<i>18 to 24 months</i></p> <p>2. Engages in multiple productive relationships.—<i>24 to 36 months</i></p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>1: Trusts known, caring adults</p> <p>Step 1: Recognizes and reaches out to familiar adults</p> <p>Step 2: Seeks to remain in company of familiar adults</p> <p>Step 3: Seeks familiar adult as secure base when around new people and in new situations</p> <p>Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby</p> <p>Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present</p> <p>5: Plays with other children</p> <p>Step 1: Watches and responds to other children</p> <p>Step 2: Reaches out to and engages momentarily with other children</p> <p>Step 3: Has brief play encounters with other children</p> <p>Step 4: Participates in longer play encounters with children who are engaged with identical or similar activities</p> <p>Step 5: Participates in coordinated play with other children</p> |
| <p>3. Begins to make things happen.—<i>Birth to 8 months</i></p> <p>3. Initiates more events.—<i>8 to 18 months</i></p> <p>3. Initiates more complex interactions.—<i>18 to 24 months</i></p> <p>3. Initiates rich and varied events.—<i>24 to 36 months</i></p> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>12: Shows a beginning understanding of cause and effect</p> <p>Step 1: Explores objects and notices how they react</p> <p>Step 2: Discovers that repeated actions yield similar effects</p> <p>Step 3: Explores ways to make something happen</p> <p>Step 4: Expects people and objects to respond to actions in particular ways</p> <p>Step 5: Begins to investigate causes when something unexpected happens</p> |

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| <p>B. CONCEPT DEVELOPMENT & MEMORY</p> <p>1. Responds in simple ways to people and objects.—<i>Birth to 8 months</i></p> <p>1. Responds in varied ways to people and objects.—<i>8 to 18 months</i></p> <p>1. Shows more complex responses to people and objects.—<i>18 to 24 months</i></p> <p>1. Demonstrates discriminating responses to people and objects.—<i>24 to 36 months</i></p> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>10: Sustains attention</p> <p>Step 1: Attends to sights and sounds</p> <p>Step 2: Continues an activity when an adult interacts</p> <p>Step 3: Focuses on activity of choice but is easily distracted</p> <p>Step 4: Continues an activity, despite distractions</p> <p>Step 5: Continues an activity until own goal is reached, despite distractions</p> <p>11: Understands how objects can be used</p> <p>Step 1: Explores objects, using all senses</p> <p>Step 2: Learns how objects work by handling them and watching others use them</p> <p>Step 3: Uses familiar objects in conventional ways</p> <p>Step 4: Plans ways to use objects to perform one-step tasks</p> <p>Step 5: Plans ways to use objects to perform multi-step tasks</p> <p>13: Shows a beginning understanding that things can be grouped</p> <p>Step 1: Explores objects, using all senses</p> <p>Step 2: Notices particular characteristics of objects</p> <p>Step 3: Begins to manipulate objects according to particular attributes</p> <p>Step 4: Begins to match objects by similarities</p> <p>Step 5: Groups objects with similar characteristics</p> |
| <p>2. Establishes primary relationships.—<i>Birth to 8 months</i></p> <p>2. Establishes more complex relationships.—<i>8 to 18 months</i></p> <p>2. Expands relationships.—<i>18 to 24 months</i></p> <p>2. Engages in multiple productive relationships.—<i>24 to 36 months</i></p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>1: Trusts known, caring adults</p> <p>Step 1: Recognizes and reaches out to familiar adults</p> <p>Step 2: Seeks to remain in company of familiar adults</p> <p>Step 3: Seeks familiar adult as secure base when around new people and in new situations</p> <p>Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby</p> <p>Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present</p> <p>5: Plays with other children</p> <p>Step 1: Watches and responds to other children</p> <p>Step 2: Reaches out to and engages momentarily with other children</p> <p>Step 3: Has brief play encounters with other children</p> <p>Step 4: Participates in longer play encounters with children who are engaged with identical or similar activities</p> <p>Step 5: Participates in coordinated play with other children</p> |
| <p>3. Begins to make things happen.—<i>Birth to 8 months</i></p> <p>3. Initiates more events.—<i>8 to 18 months</i></p> <p>3. Initiates more complex interactions.—<i>18 to 24 months</i></p> <p>3. Initiates rich and varied events.—<i>24 to 36 months</i></p> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>12: Shows a beginning understanding of cause and effect</p> <p>Step 1: Explores objects and notices how they react</p> <p>Step 2: Discovers that repeated actions yield similar effects</p> <p>Step 3: Explores ways to make something happen</p> <p>Step 4: Expects people and objects to respond to actions in particular ways</p> <p>Step 5: Begins to investigate causes when something unexpected happens</p> |

| <i>Florida Birth to Three Learning and Developmental Standards</i> | <i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i> |
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| C. PROBLEM-SOLVING & CREATIVE EXPRESSION | |
| <p>1. Responds in simple ways to people and objects.—<i>Birth to 8 months</i></p> <p>1. Responds in varied ways to people and objects.—<i>8 to 18 months</i></p> <p>1. Shows more complex responses to people and objects.—<i>18 to 24 months</i></p> <p>1. Demonstrates discriminating responses to people and things.—<i>24 to 36 months</i></p> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>11: Understands how objects can be used</p> <p>Step 1: Explores objects, using all senses</p> <p>Step 2: Learns how objects work by handling them and watching others use them</p> <p>Step 3: Uses familiar objects in conventional ways</p> <p>Step 4: Plans ways to use objects to perform one-step tasks</p> <p>Step 5: Plans ways to use objects to perform multi-step tasks</p> <p>13: Shows a beginning understanding that things can be grouped</p> <p>Step 1: Explores objects, using all senses</p> <p>Step 2: Notices particular characteristics of objects</p> <p>Step 3: Begins to manipulate objects according to particular attributes</p> <p>Step 4: Begins to match objects by similarities</p> <p>Step 5: Groups objects with similar characteristics</p> <p>14: Uses problem-solving strategies</p> <p>Step 1: Demonstrates awareness of a problem</p> <p>Step 2: Imitates the way others solve problems, immediately after seeing them do so</p> <p>Step 3: Experiments with trial-and-error approaches to simple problems</p> <p>Step 4: Persists with trial-and-error approaches to solving a problem</p> <p>Step 5: Carries out own plan for solving simple problems</p> |
| <p>2. Establishes primary relationships.—<i>Birth to 8 months</i></p> <p>2. Establishes more complex relationships.—<i>8 to 18 months</i></p> <p>2. Expands relationships.—<i>18 to 24 months</i></p> <p>2. Engages in multiple productive relationships.—<i>24 to 36 months</i></p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>1: Trusts known, caring adults</p> <p>Step 1: Recognizes and reaches out to familiar adults</p> <p>Step 2: Seeks to remain in company of familiar adults</p> <p>Step 3: Seeks familiar adult as secure base when around new people and in new situations</p> <p>Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby</p> <p>Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present</p> <p>5: Plays with other children</p> <p>Step 1: Watches and responds to other children</p> <p>Step 2: Reaches out to and engages momentarily with other children</p> <p>Step 3: Has brief play encounters with other children</p> <p>Step 4: Participates in longer play encounters with children who are engaged with identical or similar activities</p> <p>Step 5: Participates in coordinated play with other children</p> |

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| <p>3. Begins to make things happen.—<i>Birth to 8 months</i></p> <p>3. Initiates more events.—<i>8 to 18 months</i></p> <p>3. Initiates more complex interactions.—<i>18 to 24 months</i></p> <p>3. Initiates rich and varied events.—<i>24 to 36 months</i></p> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>12: Shows a beginning understanding of cause and effect</p> <p>Step 1: Explores objects and notices how they react</p> <p>Step 2: Discovers that repeated actions yield similar effects</p> <p>Step 3: Explores ways to make something happen</p> <p>Step 4: Expects people and objects to respond to actions in particular ways</p> <p>Step 5: Begins to investigate causes when something unexpected happens</p> <p>14: Uses problem-solving strategies</p> <p>Step 1: Demonstrates awareness of a problem</p> <p>Step 2: Imitates the way others solve problems, immediately after seeing them do so</p> <p>Step 3: Experiments with trial-and-error approaches to simple problems</p> <p>Step 4: Persists with trial-and-error approaches to solving a problem</p> <p>Step 5: Carries out own plan for solving simple problems</p> |

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| MOTOR DEVELOPMENT | |
| A. GROSS MOTOR DEVELOPMENT | |
| <ul style="list-style-type: none"> 1. Demonstrates beginning signs of balance, control, and coordination.—<i>Birth to 8 months</i> 1. Demonstrates increased balance, control, and coordination.—<i>8 to 18 months</i> 1. Demonstrates improved balance, control, and coordination.—<i>18 to 24 months</i> 1. Demonstrates advancing balance, control, and coordination.—<i>24 to 36 months</i> | <p>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING</p> <p>8: Demonstrates basic gross motor skills</p> <ul style="list-style-type: none"> Step 1: Begins moving purposefully Step 2: Begins to gain balance and to move from place to place Step 3: Walks forward with increasing coordination Step 4: Attempts a variety of large-muscle activities Step 5: Balances while moving arms and legs in active play |
| B. FINE MOTOR DEVELOPMENT | |
| <ul style="list-style-type: none"> 1. Demonstrates beginning signs of strength, control, and eye-hand coordination.—<i>Birth to 8 months</i> 1. Demonstrates increased strength, control, and eye-hand coordination.—<i>8 to 18 months</i> 1. Demonstrates improved strength, control, and eye-hand coordination.—<i>18 to 24 months</i> 1. Demonstrates advancing strength, control, and eye-hand coordination.—<i>24 to 36 months</i> | <p>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING</p> <p>9: Demonstrates basic fine motor skills</p> <ul style="list-style-type: none"> Step 1: Uses whole hand to grasp and drop objects Step 2: Uses thumb and index finger to grasp and drop objects Step 3: Uses one hand to hold an object and the other hand to manipulate another object Step 4: Uses eye-hand coordination while doing simple tasks Step 5: Uses eye-hand coordination while doing increasingly complex tasks |
| C. DEVELOPMENT OF SELF-HELP SKILLS | |
| <ul style="list-style-type: none"> 1. Demonstrates beginning participation in self-care.—<i>Birth to 8 months</i> 1. Demonstrates increased participation in self-care.—<i>8 to 18 months</i> 1. Demonstrates active participation in self-care.—<i>18 to 24 months</i> 1. Demonstrates active participation in self-care.—<i>24 to 36 months</i> | <p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>7: Uses personal care skills</p> <ul style="list-style-type: none"> Step 1: Begins to participate as adult attends to personal needs Step 2: Attempts simple personal care tasks Step 3: Tries more complex personal care tasks, with limited success Step 4: Tries more complex personal care tasks, with increasing success Step 5: Does many complex personal care tasks successfully |