

**Alignment of the *Pennsylvania Learning Standards for Early Childhood*
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 "Family, Early Learning Settings and Community Partnerships" sections with the Goals & Objectives of *The Creative Curriculum*[®] *Developmental Continuum for Infants, Toddlers & Twos* because the Continuum focuses solely on children's growth and development. Where applicable, we have aligned the "Family..." sections with appropriate selections from *The Creative Curriculum*[®] *for Infants, Toddlers & Twos*, 2nd edition.

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* Each age span includes standards in the following key learning areas: Approaches to Learning and Cognitive Development; Communication and Emerging Literacy; Creative Expression; Physical and Motor Development; and Social, Emotional, and Personal Development.

References

- Dodge, D. T., Rudick, S., and Berke, K. (2006). *The Creative Curriculum*[®] *for Infants, Toddlers & Twos*, 2nd ed. Washington, DC: Teaching Strategies, Inc.
- Teaching Strategies, Inc. (2006). *The Creative Curriculum*[®] *Developmental Continuum for Infants, Toddlers & Twos*. Washington, DC: Author.
- Pennsylvania Department of Education and Department of Public Welfare, Office of Child Development and Early Learning (OCDEL), and Pennsylvania Department of Public Welfare, Office of Mental Health and Substance Abuse Services (OMHSAS). (2007). *Pennsylvania Early Learning Standards for Infants and Toddlers*. Harrisburg, PA: Pennsylvania Department of Education. Retrieved May 9, 2008 from http://www.pde.state.pa.us/early_childhood/cwp/view.asp?A=316&Q=124386#Standards

PA Learning Standards for Early Childhood: Standards & Indicators	Goals & Objectives of <i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
BIRTH TO THREE MONTHS		
APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT		
Standard AL 1: Demonstrate initiative, curiosity, and imagination.	<i>(Pennsylvania: Birth to 3 Months)</i>	
<p>AL 1.1 - Follow objects or faces with eyes as they move</p> <p>AL 1.2 - Respond to faces or objects seen by gazing at them</p> <p>AL 1.3 - Continue to look in the direction of moving objects that have disappeared</p> <p>AL 1.4 - Suck and gum fingers, hands, and objects that come near the mouth</p> <p>AL 1.5 - Seek to identify the source of a sound</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>10: Sustains attention Step 1: Attends to sights and sounds</p> <p>11: Understands how objects can be used Step 1: Explores objects, using all senses</p>	<p>Chapter 1: “Cognitive Development: Young Infants,” p. 29</p> <p>Chapter 3: “Encouraging Children to Explore Like Scientists,” pp. 134–135</p> <p>Chapter 4: “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About the World”</p> <p>Chapter 11: “Selecting Toys for Young Infants,” p. 294; “Playing With Toys: Young Infants,” p. 302</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>
Standard AL 3: Demonstrate reasoning, problem solving, and persistence.	<i>(Pennsylvania: Birth to 3 Months)</i>	
<p>AL 3.1 - Begin to recognize the proper position of familiar objects</p> <p>AL 3.2 - Show interest in novel stimuli</p> <p>AL 3.3 - Recognize a caregiver’s voice</p> <p>AL 3.4 - Begin to coordinate eye and hand movements</p> <p>AL 3.5 - Bring hands to midline (with hands together in the middle of the body)</p> <p>AL 3.6 - Reach for an object</p> <p>AL 3.7 - Begin to notice things with the senses and react</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>10: Sustains attention Step 1: Attends to sights and sounds</p> <p>12: Shows a beginning understanding of cause and effect Step 1: Explores objects and notices how they react</p> <p>14: Uses problem-solving strategies Step 1: Demonstrates awareness of a problem</p>	<p>Chapter 1: “Cognitive Development: Young Infants,” p. 29</p> <p>Chapter 1: “Physical Development: Young Infants,” p. 27</p> <p>Chapter 3: “Encouraging Children to Explore Like Scientists,” pp. 134–135</p> <p>Chapter 4: “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About the World”</p> <p>Chapter 11: “Selecting Toys for Young Infants,” p. 294; “Playing With Toys: Young Infants,” p. 302</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>

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COMMUNICATION AND EMERGING LITERACY		
—RECEPTIVE COMMUNICATION		
Standard RC 1.6: Develop and expand listening and understanding skills.	(Pennsylvania: Birth to 3 Months)	
<p>RC 1.6 a - Listen to sounds in the environment and demonstrate a preference to hear the speech sounds of language.</p> <p>RC 1.6 b - Show sensitivity to noise levels and sudden sounds.</p> <p>RC 1.6 c - Seek to identify the source of a voice.</p> <p>RC 1.6 d - Listen to sounds made with own mouth.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>16: Develops receptive language</p> <p>Step 1: Shows interest in speech of others</p>	<p>Chapter 1: “Language Development: Young Infants,” p. 29</p> <p>Chapter 3: “Vocabulary and Language: A young infant might...,” pp. 110–111; “Sounds and Rhythms of Language: A young infant might...,” pp. 113–114</p> <p>Chapter 4: “Dual Language Learners,” pp. 165–166</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Communicating”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating”</p>
—EXPRESSIVE COMMUNICATION		
Standard EC 1.6A: Engage in non-verbal communication	(Pennsylvania: Birth to 3 Months)	
<p>EC 1.6 a1 - Begin smiling at familiar objects or people.</p> <p>EC 1.6 a2 - Begin mimicking adult facial expressions</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>17: Develops expressive language</p> <p>Step 1: Uses facial expressions, body positions and movements, and distinct cries or other vocalizations to communicate</p>	<p>Chapter 1: “Language Development: Young Infants,” p. 29</p> <p>Chapter 3: “Vocabulary and Language: A young infant might...,” pp. 110–111; “Sounds and Rhythms of Language: A young infant might...,” pp. 113–114</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Communicating”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating”</p>
Standard EC 1.6B: Engage in verbal communication.	(Pennsylvania: Birth to 3 Months)	
<p>EC 1.6 b1 - Begin to vary cries in pitch to communicate needs (i.e., hungry, upset, cold, bored, tired, over stimulated).</p> <p>EC 1.6 b2 - Make comfort sounds.</p> <p>EC 1.6 b3 - Coo open vowel sounds (“aah”), closed vowels (“ee”), and diphthongs (“oy”).</p> <p>EC 1.6 b4 - Squeal, laugh.</p> <p>EC 1.6 b5 - Engage in vocal exchanges.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>17: Develops expressive language</p> <p>Step 1: Uses facial expressions, body positions and movements, and distinct cries or other vocalizations to communicate</p> <p>18: Participates in conversations</p> <p>Step 1: Engages in simple, back-and-forth vocalizing</p>	<p>Chapter 1: “Language Development: Young Infants,” p. 29</p> <p>Chapter 3: “Vocabulary and Language: A young infant might...,” pp. 110–111; “Sounds and Rhythms of Language: A young infant might...,” pp. 113–114</p> <p>Chapter 4: “Dual Language Learners,” pp. 165–166</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Communicating”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating”</p>

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—EMERGING LITERACY		
Standard EL 1.1A: Respond to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays.	(Pennsylvania: Birth to 3 Months)	
EL 1.1 a1 - Respond to rhythmic language from nursery rhymes, songs, and finger plays.	LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 19: Enjoys books and being read to 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	Chapter 3: “Enjoying Books and Stories: A young infant might...,” pp. 115–116 Chapter 13: “Features of Good Books for Young Infants,” pp. 325–326; “Reading and Storytelling With Young Infants,” p. 332; “Dual Language Learners,” pp. 335–336
Standard EL1.1B: Demonstrate interest in pictures, books, and environmental print.	(Pennsylvania: Birth to 3 Months)	
EL 1.1 b1 - Show interest in patterns, colors and familiar pictures on mobiles, toys and books.	LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 20: Shows an awareness of pictures and print Step 1: Notices picture	Chapter 3: “Enjoying Books and Stories: A young infant might...,” pp. 115–116 Chapter 13: “Features of Good Books for Young Infants,” pp. 325–326; “Reading and Storytelling With Young Infants,” p. 332; “Dual Language Learners,” pp. 335–336
Standard EL 1.1 C: Demonstrate beginning book handling skills.	(Pennsylvania: Birth to 3 Months)	
EL 1.1 c1 - At this stage, adults handle the books for the infants.	LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 19: Enjoys books and being read to Step 1: Manipulates books as adult reads aloud	Chapter 3: “Enjoying Books and Stories: A young infant might...,” pp. 115–116 Chapter 13: “Features of Good Books for Young Infants,” pp. 325–326; “Reading and Storytelling With Young Infants,” p. 332; “Dual Language Learners,” pp. 335–336
CREATIVE EXPRESSION		
Standard CE 9.1: Respond to a variety of sensual art forms.	(Pennsylvania: Birth to 3 Months)	
CE 9.1 a - Prefer to look at faces and pictures of faces. CE 9.1 b - Prefer to look at contrasting colors (e.g., black and white).	LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 20: Shows an awareness of pictures and print Step 1: Notices pictures	Chapter 3: “Exploring The Social World: A young infant might...,” pp. 132 Chapter 15: “Selecting Art Materials for Young Infants,” p. 359; “Art Experiences for Young Infants,” p. 366 Chapter 17: “Selecting Sand and Water Materials for Young Infants,” p. 392; “Exploring Sand and Water With Young Infants,” p. 394
Standard CE 9.2: Respond to music.	(Pennsylvania: Birth to 3 Months)	
CE 9.2 a - React to music.		Chapter 14: “Music and Movement Materials for Young Infants,” p. 346; “Music and Movement With Young Infants,” p. 348

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Standard CE 9.3: Participate in a variety of dramatic play experiences.	(Pennsylvania: Birth to 3 Months)	
CE 9.3 a - Notice and show interest in and excitement with familiar objects, people, and events.	COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 15: Engages in pretend play Step 1: Watches the actions of others	Chapter 12: “Selecting Pretend Play Materials for Young Infants,” p. 311; “Imitating and Pretending With Young Infants,” p. 314
PHYSICAL AND MOTOR DEVELOPMENT		
Standard PM 10.4: Develop gross motor coordination.	(Pennsylvania: Birth to 3 Months)	
PM 10.4 a - Move limbs reflexively (non-voluntary movement). PM 10.4 b - Lift head when on stomach. PM 10.4 c - Begin turning head from side to side when on back. PM 10.4 d - Move limbs voluntarily. PM 10.4 e - Begin to control and lift head when held in an upright position.	PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING 8: Demonstrates basic gross motor skills Step 1: Begins moving purposefully	Chapter 1: “Physical Development: Young Infants,” p. 27 Chapter 14: “Music and Movement With Young Infants,” p. 348 Chapter 18: “Going Outdoors With Young Infants,” pp. 415–416 Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Moving” Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Moving”
Standard PM 10.5: Develop fine motor control.	(Pennsylvania: Birth to 3 Months)	
PM 10.5 a - Hold hand open or partially open rather than with a closed fist. PM 10.5 b - Grasp a toy placed in the hand.	PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING 9: Demonstrates basic fine motor skills Step 1: Uses whole hand to grasp and drop objects	Chapter 1: “Physical Development: Young Infants,” p. 27 Chapter 8: “Responding to What Children Need When Eating and at Mealtimes: Young Infants,” pp. 255–256 Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Moving” Chapter 11: “Playing With Toys: Young Infants,” p. 302 Chapter 15: “Art Experiences for Young Infants,” p. 366 Chapter 16: “Tasting and Preparing Food With Young Infants,” p. 380 Chapter 17: “Exploring Sand and Water With Young Infants,” p. 394 Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Moving”
SOCIAL, EMOTIONAL, AND PERSONAL DEVELOPMENT		
Standard SEP 3.2 a: Develop emotional expressions	(Pennsylvania: Birth to 3 Months)	
SEP 3.2 a1 - Express comfort and discomfort, enjoyment and unhappiness. SEP 3.2 a2 - Laugh spontaneously.	SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 3: Manages own feelings Step 1: Expresses a variety of emotions and needs, using facial expressions, body movements, and vocalizations	Chapter 1: “Social/Emotional Development: Young Infants,” pp. 23–24 Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109 Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Themselves and Others” Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”

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Standard SEP 3.3: Exhibit pro-social behavior and develop social interactions with peers.	(Pennsylvania: Birth to 3 Months)	
<p>SEP 3.3 a - Pay attention to faces; socialize by watching faces and exchanging looks.</p> <p>SEP 3.3 b - Show awareness of other children.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>5: Plays with other children Step 1: Watches and responds to other children</p> <p>6: Learns to be a member of a group Step 1: Shows interest in being with others</p>	<p>Chapter 1: “Social/Emotional Development: Young Infants,” pp. 23–24</p> <p>Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109; “Exploring The Social World: A young infant might...,” pp. 132; “Encouraging Children to Explore the Social World,” pp. 134–135</p> <p>Chapter 4: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144; “Setting the Foundation for Young Infants’ Self-Regulation,” p. 146</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”</p>
Standard SEP 3.2 b: Develop self regulation and self control skills.	(Pennsylvania: Birth to 3 Months)	
<p>SEP 3.2 b1 - Move in response to direct stimulus from the environment.</p> <p>SEP 3.2 b2 – Begin to learn to self regulate sleep and activity periods.</p> <p>SEP 3.2 b3 - Stop fussing by self.</p> <p>SEP 3.2 b4 - Quiet when sees an adult’s face or hears a soothing voice.</p> <p>SEP 3.2 b5 - Withdraws when over-stimulated by an interaction.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>2: Regulates own behavior Step 1: Begins developing own patterns for sleeping, eating, and other basic needs, with adult’s help</p> <p>7: Uses personal care skills Step 1: Begins to participate as adult attends to personal needs</p>	<p>Chapter 1: “Social/Emotional Development: Young Infants,” pp. 23–24</p> <p>Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109</p> <p>Chapter 4: “Setting the Foundation for Young Infants’ Self-Regulation,” p. 146; “Responding to Challenging Behaviors (Physical Aggression, Temper Tantrums, Biting),” pp. 153–159</p> <p>Chapter 6: “Supporting Children and Families During Hellos and Good-Byes,” pp. 225–226; “Supporting Children Emotionally Throughout the Day,” p. 227; “Responding to What Children Need During Hellos and Good-Byes: Young Infants,” p. 228</p> <p>Chapter 7: “Responding to What Children Need When Diapering and Toileting: Young Infants,” p. 239</p> <p>Chapter 8: “Responding to What Children Need When Eating and at Mealtimes: Young Infants,” pp. 255–256</p> <p>Chapter 9: “Responding to What Children Need When Sleeping and at Nap Time: Young Infants,” p. 271</p> <p>Chapter 10: “Responding to What Children Need When Getting Dressed: Young Infants,” p. 283</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”</p>

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Standard SEP 1: Demonstrate dyadic synchrony and reciprocity in interactions with adults.	(Pennsylvania: Birth to 3 Months)	
<p>SEP 1.1 - Accept physical contact and respond to cuddling.</p> <p>SEP 1.2 - Is comforted by an adult.</p> <p>SEP 1.3 - Initiate a response from an adult or respond to an action initiated by an adult.</p> <p>SEP 1.4 - Maintain eye contact during feeding and interaction with an adult.</p> <p>SEP 1.5 - Mirror each other's affect with an adult partner.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>1: Trusts known, caring adults Step 1: Recognizes and reaches out to familiar adults</p> <p>4: Responds to others' feelings with growing empathy Step 1: Mirrors others' expressions of feelings</p>	<p>Chapter 1: "Social/Emotional Development: Young Infants," pp. 23–24</p> <p>Chapter 3: "The Foundation for All Learning (Social/Emotional Development)," pp. 108–109</p> <p>Chapter 4: "Strategies for Building Trusting Relationships," pp. 138–140; "Helping Children Get Along With Others," pp. 140–142; "A Structure That Supports Relationships," pp. 143–144</p> <p>Sections in Routines Chapters (6-10): "Caring and Teaching;" "Responding to What Children Need;" "Supporting Development and Learning: Learning About Themselves and Others"</p> <p>Section in Experiences Chapters (11–18): "Caring and Teaching;" "Supporting Development and Learning: Learning About Themselves and Others"</p>

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THREE TO NINE MONTHS		
APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT		
Standard AL 1: Demonstrate initiative, curiosity, and imagination	<i>(Pennsylvania: 3–9 Months)</i>	
<p>AL 1.6 - Look from one object to another or one person to another.</p> <p>AL 1.7 - Explore objects with the mouth.</p> <p>AL 1.8 - Begin to hold objects on own and to manipulate objects to some extent.</p> <p>AL 1.9 - Use hand, mouth, and eyes in a coordinated manner to explore own body, toys, and surroundings.</p> <p>AL 1.10 - Follow a person’s gaze to establish joint attention.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>10: Sustains attention Step 1: Attends to sights and sounds Step 2: Continues an activity when an adult interacts</p> <p>11: Understands how objects can be used Step 1: Explores objects, using all senses Step 2: Learns how objects work by handling them and watching others use them</p>	<p>Chapter 1: “Cognitive Development: Young Infants,” p. 29</p> <p>Chapter 3: “Encouraging Children to Explore Like Scientists,” pp. 134–135</p> <p>Chapter 4: “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About the World”</p> <p>Chapter 11: “Selecting Toys for Young Infants,” p. 294; “Playing With Toys: Young Infants,” p. 302</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>
Standard AL 3: Demonstrate reasoning, problem solving, and persistence.	<i>(Pennsylvania: 3–9 Months)</i>	
<p>AL 3.8 - Reach for an object purposely and grasp it.</p> <p>AL 3.9 - Use body and senses to engage in play alone.</p> <p>AL 3.10 - Begin to show anticipation of familiar routines.</p> <p>AL 3.11 - Search for a toy that has been hidden or dropped out of sight.</p> <p>AL 3.12 – Imitate simple actions, gestures, sounds, and words.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>10: Sustains attention Step 1: Attends to sights and sounds Step 2: Continues an activity when an adult interacts</p> <p>12: Shows a beginning understanding of cause and effect Step 1: Explores objects and notices how they react Step 2: Discovers that repeated actions yield similar effects</p> <p>14: Uses problem-solving strategies Step 1: Demonstrates awareness of a problem Step 2: Imitates the way others solve problems, immediately after seeing them do so</p>	<p>Chapter 1: “Cognitive Development: Young Infants,” p. 29</p> <p>Chapter 1: “Physical Development: Young Infants,” p. 27</p> <p>Chapter 3: “Encouraging Children to Explore Like Scientists,” pp. 134–135</p> <p>Chapter 4: “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About the World”</p> <p>Chapter 11: “Selecting Toys for Young Infants,” p. 294; “Playing With Toys: Young Infants,” p. 302</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>

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COMMUNICATION AND EMERGING LITERACY		
—Receptive Communication		
Standard RC 1.6: Develop and expand listening and understanding skills	(Pennsylvania: 3–9 Months)	
<p>RC 1.6 e - Listen intently to sounds made with the mouth.</p> <p>RC 1.6 f - Look at the face and eyes when an adult talks to them.</p> <p>RC 1.6 g - Respond to sound stimulation by vocalizing or moving the body.</p> <p>RC 1.6 h - Respond to different voice tones and inflections.</p> <p>RC 1.6 i - React to familiar environmental sounds and voices.</p> <p>RC 1.6 j - Begin to link the sounds of words with their meaning.</p> <p>RC 1.6 k - Look for family members, peers, or pets when named.</p> <p>RC 1.6 l - Stop action temporarily when told “No.”</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>16: Develops receptive language</p> <p>Step 1: Shows interest in speech of others</p> <p>Step 2: Responds to simple gestures and to the intonation, pitch, and volume of simple speech</p>	<p>Chapter 1: “Language Development: Young Infants,” p. 29</p> <p>Chapter 3: “Vocabulary and Language: A young infant might...,” pp. 110–111; “Sounds and Rhythms of Language: A young infant might...,” pp. 113–114</p> <p>Chapter 4: “Dual Language Learners,” pp. 165–166</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Communicating”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating”</p>
—Expressive Communication		
Standard EC 1.6 a: Engage in non-verbal communication.	(Pennsylvania: 3–9 Months)	
<p>EC 1.6 a3 - Smile at familiar objects and people.</p> <p>EC 1.6 a4 - Respond to name with eye contact, smile.</p> <p>EC 1.6 a5 - Shake head “No.”</p> <p>EC 1.6 a6 - Use gestures to protest or reject object.</p> <p>EC 1.6 a7 - Point to people or objects to indicate a preference or desire.</p> <p>EC 1.6 a8 - Respond to “Bye-Bye.”</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>17: Develops expressive language</p> <p>Step 1: Uses facial expressions, body positions and movements, and distinct cries or other vocalizations to communicate</p> <p>Step 2: Gestures, babbles, and combines sounds to communicate, using the rising and falling patterns of adult speech, and produces first words</p>	<p>Chapter 1: “Language Development: Young Infants,” p. 29</p> <p>Chapter 3: “Vocabulary and Language: A young infant might...,” pp. 110–111; “Sounds and Rhythms of Language: A young infant might...,” pp. 113–114</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Communicating”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating”</p>

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Standard EC 1.6 b: Engage in verbal communication.	(Pennsylvania: 3–9 Months)	
<p>EC 1.6 b6 - Reduce crying and use a wider variety of vocalizations to express emotions.</p> <p>EC 1.6 b7 - Make “raspberries” or bubbles to experiment with new sounds.</p> <p>EC 1.6 b8 - Vocalize in response to own name.</p> <p>EC 1.6 b9 - Vocalize in conversational manner; babble with inflection similar to adult.</p> <p>EC 1.6 b10 - Produce a variety of vowel and single consonant sounds in babbling (e.g., p, d, t, n, g, k, w, h, f, v, th, s, z, l, r).</p> <p>EC 1.6 b11 - Babble double consonants (e.g., “baba”) and consonant chains (e.g., “ba-ba-ba-ba”).</p> <p>EC 1.6 b12 - Babble to people.</p> <p>EC 1.6 b13 - Say “dada” or “mama” nonspecifically.</p> <p>EC 1.6 b14 - Shout for attention.</p> <p>EC 1.6 b15 - Engage in turn taking – will respond vocally after adult speaks.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>17: Develops expressive language</p> <p>Step 1: Uses facial expressions, body positions and movements, and distinct cries or other vocalizations to communicate</p> <p>Step 2: Gestures, babbles, and combines sounds to communicate, using the rising and falling patterns of adult speech, and produces first words</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>Chapter 1: “Language Development: Young Infants,” p. 29</p> <p>Chapter 3: “Vocabulary and Language: A young infant might...,” pp. 110–111; “Sounds and Rhythms of Language: A young infant might...,” pp. 113–114</p> <p>Chapter 4: “Dual Language Learners,” pp. 165–166</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Communicating”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating”</p>
—Emerging Literacy		
Standard EL 1.1 a: Respond to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays.	(Pennsylvania: 3–9 Months)	
<p>EL 1.1 a2 - Respond to rhythmic language in nursery rhymes, songs and finger plays.</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>Chapter 3: “Enjoying Books and Stories: A young infant might...,” pp. 115–116</p> <p>Chapter 13: “Features of Good Books for Young Infants,” pp. 325–326; “Reading and Storytelling With Young Infants,” p. 332; “Dual Language Learners,” pp. 335–336</p>

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Standard EL 1.1 b: Demonstrate interest in pictures, books, and environmental print.	(Pennsylvania: 3–9 Months)	
<p>EL 1.1 b2 - Gaze at picture books.</p> <p>EL 1.1 b3 - Show interest in colors and shapes in pictures.</p> <p>EL 1.1 b4 - Reach and grasp for pictures or books.</p> <p>EL 1.1 b5 - Attend to an adult’s voice when being held and read to.</p> <p>EL 1.1 b6 - Smile or express pleasure when viewing pictures of familiar objects or people.</p> <p>EL 1.1 b7 - Begin to show a preference for favorite books or pages.</p> <p>EL 1.1 b8 – Show interest in books from amongst a collection of toys.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>20: Shows an awareness of pictures and print</p> <p>Step 1: Notices pictures</p> <p>Step 2: Recognizes and shows a beginning understanding of pictures</p>	<p>Chapter 3: “Enjoying Books and Stories: A young infant might...,” pp. 115–116</p> <p>Chapter 13: “Features of Good Books for Young Infants,” pp. 325–326; “Reading and Storytelling With Young Infants,” p. 332; “Dual Language Learners,” pp. 335–336</p>
Standard EL 1.1c: Demonstrate beginning book handling skills.	(Pennsylvania: 3–9 Months)	
EL 1.1 c2 - Explore books.	<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>Chapter 3: “Enjoying Books and Stories: A young infant might...,” pp. 115–116</p> <p>Chapter 13: “Features of Good Books for Young Infants,” pp. 325–326; “Reading and Storytelling With Young Infants,” p. 332; “Dual Language Learners,” pp. 335–336</p>
CREATIVE EXPRESSION		
Standard CE 9.1: Recognize a variety of sensual art forms.	(Pennsylvania: 3–9 Months)	
<p>CE 9.1 c - Enjoy feeling various textures and pleasant sensations.</p> <p>CE 9.1 d - Show curiosity and explore sensory materials.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>20: Shows an awareness of pictures and print</p> <p>Step 1: Notices pictures</p> <p>Step 2: Recognizes and shows a beginning understanding of pictures</p>	<p>Chapter 3: “Exploring The Social World: A young infant might...,” pp. 132</p> <p>Chapter 15: “Selecting Art Materials for Young Infants,” p. 359; “Art Experiences for Young Infants,” p. 366</p> <p>Chapter 17: “Selecting Sand and Water Materials for Young Infants,” p. 392; “Exploring Sand and Water With Young Infants,” p. 394</p>
Standard CE 9.2: Respond to music.	(Pennsylvania: 3–9 Months)	
<p>CE 9.2 b - React actively to music.</p> <p>CE 9.2 c - Act upon objects to elicit sounds.</p>		<p>Chapter 14: “Music and Movement Materials for Young Infants,” p. 346; “Music and Movement With Young Infants,” p. 348</p>

PA Learning Standards for Early Childhood: Standards & Indicators	Goals & Objectives of <i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
Standard CE 9.3: Participate in a variety of dramatic play experiences.	(Pennsylvania: 3–9 Months)	
CE 9.3 b - Try out toys by grabbing, holding, dropping, and exploring. CE 9.3 c - Engage in social play with adults.	COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 15: Engages in pretend play Step 1: Watches the actions of others Step 2: Imitates the actions of others	Chapter 12: “Selecting Pretend Play Materials for Young Infants,” p. 311; “Imitating and Pretending With Young Infants,” p. 314
PHYSICAL AND MOTOR DEVELOPMENT		
Standard PM 10.4: Develop gross motor coordination.	(Pennsylvania: 3–9 Months)	
PM 10.4 f - Roll back and forth from tummy to back and vice versa. PM 10.4 g - Extend and flex the legs. PM 10.4 h - Lift head and chest using forearms for support while on stomach. PM 10.4 i - Sit with assistance. PM 10.4 j - Sit without support. PM 10.4 k - Roll, scoot, or pull body with arms (creep). PM 10.4 l - Get into a crawling position. PM 10.4 m - Stand with support. PM 10.4 n - Crawl.	PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING 8: Demonstrates basic gross motor skills Step 1: Begins moving purposefully Step 2: Begins to gain balance and to move from place to place	Chapter 1: “Physical Development: Young Infants,” p. 27 Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Moving” Chapter 14: “Music and Movement Materials for Young Infants,” p. 346; “Music and Movement With Young Infants,” p. 348 Chapter 18: “Selecting Outdoor Materials for Young Infants,” pp. 410–411; “Going Outdoors With Young Infants,” pp. 415–416 Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Moving”
Standard PM 10.5: Develop fine motor control.	(Pennsylvania: 3–9 Months)	
PM 10.5 c - Grasp and mouth objects. PM 10.5 d - Transfer objects from hand to hand. PM 10.5 e - Pick up small objects in the center of the hand with fingers around it (i.e., palmar grasp). PM 10.5 f - Clap or bang objects on a surface.	PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING 9: Demonstrates basic fine motor skills Step 1: Uses whole hand to grasp and drop objects Step 2: Uses thumb and index finger to grasp and drop objects	Chapter 1: “Physical Development: Young Infants,” p. 27 Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Moving” Chapter 11: “Playing With Toys: Young Infants,” p. 302 Chapter 15: “Art Experiences for Young Infants,” p. 366 Chapter 16: “Tasting and Preparing Food With Young Infants,” p. 380 Chapter 17: “Exploring Sand and Water With Young Infants,” p. 394 Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Moving”

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SOCIAL, EMOTIONAL, AND PERSONAL DEVELOPMENT		
Standard SEP 3.2 a: Develop emotional expressions.	(Pennsylvania: 3–9 Months)	
<p>SEP 3.2 a3 - Smile purposefully to express pleasure.</p> <p>SEP 3.2 a4 - Use facial expressions to express emotions.</p> <p>SEP 3.2 a5 - Respond differentially to people.</p> <p>SEP 3.2 a6 - Cry or show discontent when familiar adults leave.</p> <p>SEP 3.2 a7 – Begin to respond with fear or anxiety to strangers or unfamiliar people (even relatives that has not spent much time with). Often called “Stranger Anxiety.”</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>Chapter 1: “Social/Emotional Development: Young Infants,” pp. 23–24</p> <p>Chapter 2: “Planning a Daily Schedule,” pp. 86–87; “Individualizing the Schedule for Infants,” pp. 88–91</p> <p>Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Themselves and Others;” “Responding to What Children Need: Young Infants”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”</p>
Standard SEP 3.3: Exhibit pro-social behavior and develop interactions with peers.	(Pennsylvania: 3–9 Months)	
<p>SEP 3.3 c - Repeat actions that elicit social responses from others.</p> <p>SEP 3.3 d – Enjoy active play.</p> <p>SEP 3.3 e - Use the body and senses to engage in play with an adult and, at times, with or near other infants.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</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>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>Chapter 1: “Social/Emotional Development: Young Infants,” pp. 23–24</p> <p>Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109; “Exploring The Social World: A young infant might...,” pp. 132; “Encouraging Children to Explore the Social World,” pp. 134–135</p> <p>Chapter 4: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144; “Setting the Foundation for Young Infants’ Self-Regulation,” p. 146</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”</p>

PA Learning Standards for Early Childhood: Standards & Indicators	Goals & Objectives of <i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
Standard SEP 3.2 b and PS 2: Develop self-regulation, self control, and self help skills.	(Pennsylvania: 3–9 Months)	
<p>SEP 3.2 b6 - Learn to self regulate sleep and activity periods.</p> <p>SEP 3.2 b7 - Show interest in and vocalize to the image in a mirror.</p> <p>SEP 3.2 b8 -Appear to be listening when spoken to.</p> <p>SEP 3.2 b9 - Learn to self-soothe.</p> <p>PS 2.1 - Begin to self feed.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>2: Regulates own behavior Step 1: Begins developing own patterns for sleeping, eating, and other basic needs, with adult’s help Step 2: Uses others’ facial expressions, gestures, or voices to guide own behavior</p> <p>7: Uses personal care skills Step 1: Begins to participate as adult attends to personal needs Step 2: Attempts simple personal care tasks</p>	<p>Chapter 1: “Social/Emotional Development: Young Infants,” pp. 23–24 Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109 Chapter 4: “Setting the Foundation for Young Infants’ Self-Regulation,” p. 146; “Responding to Challenging Behaviors (Physical Aggression, Temper Tantrums, Biting),” pp. 153–159 Chapter 6: “Supporting Children and Families During Hellos and Good-Byes,” pp. 225–226; “Supporting Children Emotionally Throughout the Day,” p. 227 “Responding to What Children Need During Hellos and Good-Byes: Young Infants,” p. 228 Chapter 7: “Responding to What Children Need When Diapering and Toileting: Young Infants,” p. 239 Chapter 8: “Responding to What Children Need When Eating and at Mealtimes: Young Infants,” pp. 255–256 Chapter 9: “Responding to What Children Need When Sleeping and at Nap Time: Young Infants,” p. 271 Chapter 10: “Responding to What Children Need When Getting Dressed: Young Infants,” p. 283 Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”</p>
Standard SEP 1: Demonstrate dyadic synchrony and reciprocity in interactions with adults.	(Pennsylvania: 3–9 Months)	
<p>SEP 1.6 - Show preference for parents and other primary caregivers.</p> <p>SEP 1.7 -Become very interactive – may babble and express pleasure when socializing with familiar adults.</p> <p>SEP 1.8 - Delight in back and forth imitation games.</p> <p>SEP 1.9 - Communicate clearly a desire for closeness to or physical contact with adults.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>1: Trusts known, caring adults Step 1: Recognizes and reaches out to familiar adults Step 2: Seeks to remain in company of familiar adults</p> <p>4: Responds to others’ feelings with growing empathy Step 1: Mirrors others’ expressions of feelings Step 2: Becomes aware of others’ expressions of emotion</p>	<p>Chapter 1: “Social/Emotional Development: Young Infants,” pp. 23–24 Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109 Chapter 4: “Responding to Challenging Behaviors (Physical Aggression, Temper Tantrums, Biting),” pp. 153–159 Sections in all Routines Chapters (6-10): “Responding to What Children Need;” “Supporting Development and Learning: Learning About Themselves and Others” Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”</p>

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NINE TO EIGHTEEN MONTHS		
APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT		
Standard AL 1: Demonstrate initiative, curiosity, and imagination.	<i>(Pennsylvania: 9–18 Months)</i>	
<p>AL 1.11 - Develop the understanding that certain behaviors bring results (i.e., cause and effect) through trial and error.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>10: Sustains attention Step 2: Continues an activity when an adult interacts Step 3: Focuses on activity of choice but is easily distracted</p> <p>11: Understands how objects can be used Step 2: Learns how objects work by handling them and watching others use them Step 3: Uses familiar objects in conventional ways</p>	<p>Chapter 1: “Cognitive Development: Mobile Infants,” p. 30 Chapter 3: “Encouraging Children to Explore Like Scientists,” pp. 134–135 Chapter 4: “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164 Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About the World” Chapter 11: “Selecting Toys for Mobile Infants,” pp. 295–296; “Playing With Toys: Mobile Infants,” p. 303 Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>
Standard AL 3: Demonstrate reasoning, problem solving and persistence.	<i>(Pennsylvania: 9–18 Months)</i>	
<p>AL 3.13 - Discover simple movements as solutions to problems through trial and error.</p> <p>AL 3.14 - Recognize that objects exist even when not in sight and seek to acquire them (i.e., object permanence).</p> <p>AL 3.15 - Use everyday objects in the way they are typically used during play (i.e., representational play).</p> <p>AL 3.16 - Understand that some words represent real objects or concepts.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>10: Sustains attention Step 2: Continues an activity when an adult interacts Step 3: Focuses on activity of choice but is easily distracted</p> <p>12: Shows a beginning understanding of cause and effect Step 2: Discovers that repeated actions yield similar effects Step 3: Explores ways to make something happen</p> <p>14: Uses problem-solving strategies 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</p>	<p>Chapter 1: “Cognitive Development: Mobile Infants,” p. 30 Chapter 3: “Encouraging Children to Explore Like Scientists,” pp. 134–135 Chapter 4: “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164 Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About the World” Chapter 11: “Selecting Toys for Mobile Infants,” pp. 295–296; “Playing With Toys: Mobile Infants,” p. 303 Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>

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COMMUNICATION AND EMERGING LITERACY		
—Receptive Communication		
Standard RC 1.6: Develop and expand listening and understanding skills	<i>(Pennsylvania: 9–18 Months)</i>	
<p>RC 1.6 m - Discriminate among a number of familiar environmental sounds.</p> <p>RC 1.6 n – Show interest in conversations.</p> <p>RC 1.6 o - Understand that words stand for objects and actions.</p> <p>RC 1.6 p - Respond to simple questions non-verbally.</p> <p>RC 1.6 q – Look at what adult is pointing to and shares attention.</p> <p>RC 1.6 r - Follow familiar directions with words and gestures as well as without gestures.</p> <p>RC 1.6 s - Point to objects when named.</p> <p>RC 1.6 t - Point to actions when named.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>16: Develops receptive language</p> <p>Step 2: Responds to simple gestures and to the intonation, pitch, and volume of simple speech</p> <p>Step 3: Demonstrates understanding of simple multiword speech in familiar contexts</p>	<p>Chapter 1: “Language Development: Mobile Infants,” p. 30</p> <p>Chapter 3: “Vocabulary and Language: A mobile infant might...,” pp. 110–112; “Sounds and Rhythms of Language: A mobile infant might...,” pp. 113–114</p> <p>Chapter 4: “Dual Language Learners,” pp. 165–166</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Communicating”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating”</p>
—Expressive Communication		
Standard EC 1.6 a: Engage in non-verbal communication.	<i>(Pennsylvania: 9–18 Months)</i>	
<p>EC 1.6 a9 – Use a variety of gestures to communicate needs and preferences.</p> <p>EC 1.6 a10 – May use gestures to label and refer to familiar objects, actions, and people.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>17: Develops expressive language</p> <p>Step 2: Gestures, babbles, and combines sounds to communicate, using the rising and falling patterns of adult speech, and produces first words</p> <p>Step 3: Uses gestures, word-like sounds, and single words to communicate</p>	<p>Chapter 1: “Language Development: Mobile Infants,” p. 30</p> <p>Chapter 3: “Vocabulary and Language: A mobile infant might...,” pp. 110–112; “Sounds and Rhythms of Language: A mobile infant might...,” pp. 113–114</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Communicating”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating”</p>

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Standard EC 1.6 b: Engage in verbal communication.	<i>(Pennsylvania: 9–18 Months)</i>	
<p>EC 1.6 b16 - Babble with long strings of sounds.</p> <p>EC 1.6 b17 - Vocalize during play.</p> <p>EC 1.6 b18 - Pair vocalizations with gestures.</p> <p>EC 1.6 b19 - Use single words meaningfully to label objects or persons.</p> <p>EC 1.6 b20 - Use names for family members and other familiar people.</p> <p>EC 1.6 b21 - Produce sounds of animals and familiar objects (e.g., cars, trains).</p> <p>EC 1.6 b22 - Imitate sounds and words after adults speak.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>17: Develops expressive language</p> <p>Step 2: Gestures, babbles, and combines sounds to communicate, using the rising and falling patterns of adult speech, and produces first words</p> <p>Step 3: Uses gestures, word-like sounds, and single words to communicate</p> <p>18: Participates in conversations</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>Chapter 1: “Language Development: Mobile Infants,” p. 30</p> <p>Chapter 3: “Vocabulary and Language: A mobile infant might...,” pp. 110–112; “Sounds and Rhythms of Language: A mobile infant might...,” pp. 113–114</p> <p>Chapter 4: “Dual Language Learners,” pp. 165–166</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Communicating”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating”</p>
—Emerging Literacy		
Standard EL 1.1 a: Respond to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays.	<i>(Pennsylvania: 9–18 Months)</i>	
<p>EL 1.1 a3 - Listen attentively to familiar stories, rhymes, and songs.</p> <p>EL 1.1 a4 - Make movements and sounds in response to cues.</p> <p>EL 1.1 a5 - Request favorite nursery rhymes, songs, and finger plays.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>19: Enjoys books and being read to</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>Chapter 3: “Enjoying Books and Stories: A mobile infant might...,” pp. 115–116</p> <p>Chapter 13: “Features of Good Books for Mobile Infants,” pp. 325–326; “Reading and Storytelling With Mobile Infants,” p. 333; “Dual Language Learners,” pp. 335–336</p>
Standard EL 1.1 b: Demonstrate interest in pictures, books, and environmental print.	<i>(Pennsylvania: 9–18 Months)</i>	
<p>EL 1.1 b9 - Vocalize and pat pictures.</p> <p>EL 1.1 b10 - Point at pictures.</p> <p>EL 1.1 b11 - Make sounds for familiar pictures.</p> <p>EL 1.1 b12 - Give a book to an adult and request it be read.</p> <p>EL 1.1 b13 - Show a preference for favorite books.</p> <p>EL 1.1 b14 - Recognize signs and symbols frequently seen.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>19: Enjoys books and being read to</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>20: Shows an awareness of pictures and print</p> <p>Step 1: Notices pictures</p> <p>Step 2: Recognizes and shows a beginning understanding of pictures</p> <p>Step 3: Recognizes that pictures have meaning and can tell a story</p>	<p>Chapter 3: “Enjoying Books and Stories: A mobile infant might...,” pp. 115–116</p> <p>Chapter 13: “Features of Good Books for Mobile Infants,” pp. 325–326; “Reading and Storytelling With Mobile Infants,” p. 333; “Dual Language Learners,” pp. 335–336</p>

Standard EL 1.1 c: Demonstrate beginning book handling skills.	<i>(Pennsylvania: 9–18 Months)</i>	
EL 1.1 c3 - Turn pages of thick paged books. EL 1.1 c4 - Hold book and look at pictures as if reading.	LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 19: Enjoys books and being read to 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	Chapter 3: “Enjoying Books and Stories: A mobile infant might...,” pp. 115–116 Chapter 13: “Features of Good Books for Mobile Infants,” pp. 325–326; “Reading and Storytelling With Mobile Infants,” p. 333; “Dual Language Learners,” pp. 335–336
CREATIVE EXPRESSION		
Standard CE 9.1: Use a variety of sensual art forms.	<i>(Pennsylvania: 9–18 Months)</i>	
CE 9.1 e - Experiment with their world and use their senses to understand everything by touching, seeing, and hearing. CE 9.1 f - Show interest in handling art materials.	LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 21: Experiments with drawing and writing Step 2: Begins to handle drawing and writing tools Step 3: Scribbles spontaneously	Chapter 3: “Exploring The Social World: A mobile infant might...,” pp. 132–133 Chapter 15: “Selecting Art Materials for Mobile Infants,” pp. 359–360; “Art Experiences for Mobile Infants,” p. 367 Chapter 17: Chapter 17: “Selecting Sand and Water Materials for Mobile Infants,” p. 392; “Exploring Sand and Water With Mobile Infants,” p. 395
Standard CE 9.2: Express self through music and movement.	<i>(Pennsylvania: 9–18 Months)</i>	
CE 9.2 d - Enjoy producing music and other sounds. CE 9.2 e - Delight in new abilities to produce sounds.		Chapter 14: “Music and Movement Materials for Mobile Infants, Toddlers, and Twos” p. 346; “Music and Movement With Mobile Infants,” p. 349
Standard CE 9.3: Participate in a variety of dramatic play experiences.	<i>(Pennsylvania: 9–18 Months)</i>	
CE 9.3 d - Know the meaning of objects during play. CE 9.3 e - Play interactive games with adults to explore concepts. CE 9.3 f - Relate to dolls and stuffed animals in realistic ways.	COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 15: Engages in pretend play Step 2: Imitates the actions of others Step 3: Uses objects in pretend play as they are used in real life	Chapter 12: “Selecting Pretend Play Materials for Mobile Infants,” p. 311; “Imitating and Pretending With Mobile Infants,” p. 315

PA Learning Standards for Early Childhood: Standards & Indicators	Goals & Objectives of <i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
PHYSICAL AND MOTOR DEVELOPMENT		
Standard PM 10.4: Develop gross motor coordination.	<i>(Pennsylvania: 9–18 Months)</i>	
<p>PM 10.4 p - Pull to stand. PM 10.4 q - Walk with help. PM 10.4 r - Throw an object using a forward arm motion. PM 10.4 s - Walk without support. PM 10.4 t - Climb objects. PM 10.4 u - Squat and return to standing position without support. PM 10.4 v - Walk down stairs with support.</p>	<p>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING 8: Demonstrates basic gross motor skills Step 2: Begins to gain balance and to move from place to place Step 3: Walks forward with increasing coordination</p>	<p>Chapter 1: “Physical Development: Mobile Infants,” p. 27 Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Moving” Chapter 14: “Music and Movement With Mobile Infants,” p. 349 Chapter 18: “Going Outdoors With Mobile Infants,” p. 416 Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Moving”</p>
Standard PM 10.5: Develop fine motor control.	<i>(Pennsylvania: 9–18 Months)</i>	
<p>PM 10.5 g - Pick up objects with the thumb and index finger (i.e., pincer grasp). PM 10.5 h - Turn pages of a stiff book. PM 10.5 i - Hold crayon in the hand and make marks on paper. PM 10.5 j - Stack toys. PM 10.5 k - Spoon feed self.</p>	<p>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING 9: Demonstrates basic fine motor skills 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</p>	<p>Chapter 1: “Physical Development: Mobile Infants,” p. 27 Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Moving” Chapter 11: “Playing With Toys: Mobile Infants,” p. 303 Chapter 15: “Art Experiences for Mobile Infants,” p. 367 Chapter 16: “Tasting and Preparing Food With Mobile Infants,” p. 381 Chapter 17: “Exploring Sand and Water With Mobile Infants,” p. 395 Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Moving”</p>
SOCIAL, EMOTIONAL, AND PERSONAL DEVELOPMENT		
Standard SEP 3.2 a: Develop emotional expressions.	<i>(Pennsylvania: 9–18 Months)</i>	
<p>SEP 3.2 a8 - Show joy, pleasure, and excitement in new things that learns to do. SEP 3.2 a9 - Express a variety of pleasurable and non-pleasurable emotions. SEP 3.2 a10 - Begin to show fear or dislike of previously accepted activities/things. SEP 3.2 a11 - Begin to show sense of humor. SEP 3.2 a12 - Express emotions impulsively without understanding of impact on others.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 3: Manages own feelings Step 2: Uses others’ facial expressions, gestures, or voices to guide own feelings Step 3: Begins applying strategies to manage feelings by self</p>	<p>Chapter 1: “Social/Emotional Development: Mobile Infants,” p. 24 Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109 Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Themselves and Others;” “Responding to What Children Need: Mobile Infants” Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”</p>

PA Learning Standards for Early Childhood: Standards & Indicators	Goals & Objectives of <i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
Standard SEP 3.3: Exhibit pro-social behavior and develop interactions with peers.	<i>(Pennsylvania: 9–18 Months)</i>	
<p>SEP 3.3 f - Participate in simple back and forth interaction/play.</p> <p>SEP 3.3 g - Recognize and respond differently to younger children.</p> <p>SEP 3.3 h - Imitate the behaviors of peers.</p> <p>SEP 3.3 i - Respond to the actions of peers.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>5: Plays with other children Step 2: Reaches out to and engages momentarily with other children Step 3: Has brief play encounters with other children</p> <p>6: Learns to be a member of a group Step 2: Finds security in being with familiar people Step 3: Begins to participate in group routines</p>	<p>Chapter 1: “Social/Emotional Development: Mobile Infants,” p. 24</p> <p>Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109; “Exploring The Social World: A mobile infant might...,” pp. 132–133; “Encouraging Children to Explore the Social World,” pp. 134–135</p> <p>Chapter 4: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144; “Helping Mobile Infants Begin to Control Their Behavior,” p. 147</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”</p>
Standard SEP 3.2 b., PS 1, and PS 2: Develop self-regulation, self control, and self help skills.	<i>(Pennsylvania: 9–18 Months)</i>	
<p>SEP 3.2 b10 - Develop a sense of trust of adults.</p> <p>SEP 3.2 b11 - Interest or amuse self independently.</p> <p>SEP 3.2 b12 - Develop a sense of autonomy and consequence of actions.</p> <p>PS 1.1 - Recognize self in mirror.</p> <p>SEP 3.2 b13 - Show comfort in daily routines and activities.</p> <p>SEP 3.2 b14 - Enjoy exploring all aspects of activities and environments so changes play activities often.</p> <p>PS 2.2 - Attempt to perform self care activities independent of adult help.</p> <p>SEP 3.2 b15 - Test adult authority/limits by resisting adults’ attempts to place boundaries regarding safety of self and others.</p> <p>SEP 3.2 b16 - Insist that a particular adult meet needs.</p> <p>SEP 3.2 b17 - Demonstrate an individualized response to environmental surroundings.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>2: Regulates own behavior Step 2: Uses others’ facial expressions, gestures, or voices to guide own behavior Step 3: Begins to respond to verbal redirection</p> <p>7: Uses personal care skills Step 2: Attempts simple personal care tasks Step 3: Tries more complex personal care tasks, with limited success</p>	<p>Chapter 1: “Social/Emotional Development: Mobile Infants,” p. 24</p> <p>Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109</p> <p>Chapter 4: “Helping Mobile Infants Begin to Control Their Behavior,” p. 147; “Using Positive Guidance Strategies,” pp. 149–152; “Responding to Challenging Behaviors (Physical Aggression, Temper Tantrums, Biting),” pp. 153–159</p> <p>Chapter 6: “Supporting Children and Families During Hellos and Good-Byes,” pp. 225–226; “Supporting Children Emotionally Throughout the Day,” p. 227</p> <p>Section in Routines Chapters (6–10): “Responding to What Children Need”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”</p>

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Standard SEP 1: Demonstrate dyadic synchrony and reciprocity in interactions with adults.	<i>(Pennsylvania: 9–18 Months)</i>	
<p>SEP 1.10 - Use a parent or caregiver for emotional security.</p> <p>SEP 1.11 - Display pleasure when interacting in an activity with an adult.</p> <p>SEP 1.12 - Enjoy being the center of attention; will perform to maintain adult attention.</p> <p>SEP 1.13 - Enjoy imitating adult behavior.</p> <p>SEP 1.14 - Like to be close to and in constant sight of caregiver.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>1: Trusts known, caring adults Step 2: Seeks to remain in company of familiar adults Step 3: Seeks familiar adult as secure base when around new people and in new situations</p> <p>4: Responds to others’ feelings with growing empathy Step 2: Becomes aware of others’ expressions of emotion Step 3: Responds to the emotions of others, sometimes with adult prompting</p>	<p>Chapter 1: “Social/Emotional Development: Mobile Infants,” p. 24</p> <p>Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109</p> <p>Section in Routines Chapters (6-10): “Responding to What Children Need;” “Supporting Development and Learning: Learning About Themselves and Others”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”</p>

PA Learning Standards for Early Childhood: Standards & Indicators	Goals & Objectives of <i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
EIGHTEEN MONTHS TO TWO YEARS (24 MONTHS)		
APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT		
Standard AL 1: Demonstrate initiative, curiosity, and imagination.	<i>(Pennsylvania: 18–24 Months)</i>	
<p>AL 1.12 – Demonstrate preferences and make independent choices.</p> <p>AL 1.13 – Use all senses to explore the environment.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>10: Sustains attention Step 4: Continues an activity, despite distractions</p> <p>11: Understands how objects can be used Step 4: Plans ways to use objects to perform one-step tasks</p>	<p>Chapter 1: “Cognitive Development: Toddlers,” p. 30</p> <p>Chapter 3: “Encouraging Children to Explore Like Scientists,” pp. 134–135</p> <p>Chapter 4: “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About the World”</p> <p>Chapter 11: “Selecting Toys for Toddlers,” pp. 296–297; “Playing With Toys: Toddlers,” p. 304</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>
Standard AL 3: Demonstrate reasoning, problem solving and persistence.	<i>(Pennsylvania: 18–24 Months)</i>	
<p>AL 3.17 - Demonstrate more complex imitation skills, including imitation of peers.</p> <p>AL 3.18 - Understand that specific motor behaviors cause effects and purposely repeat those behaviors to produce the effect.</p> <p>AL 3.19 - Engage in more complex play sequences based on an understanding of everyday events.</p> <p>AL 3.20 - Use a variety of problem-solving skills.</p> <p>AL 3.21 - Understand that objects exist even if not in sight over increasingly long time periods (i.e., object permanence).</p> <p>AL 3.22 - Understand that objects can be represented by symbols.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>12: Shows a beginning understanding of cause and effect Step 4: Expects people and objects to respond to actions in particular ways</p> <p>14: Uses problem-solving strategies Step 4: Persists with trial-and-error approaches to solving a problem</p> <p>15: Engages in pretend play Step 3: Uses objects in pretend play as they are used in real life Step 4: Substitutes one object for another in pretend play</p>	<p>Chapter 1: “Cognitive Development: Toddlers,” p. 30</p> <p>Chapter 3: “Encouraging Children to Explore Like Scientists,” pp. 134–135</p> <p>Chapter 4: “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About the World”</p> <p>Chapter 11: “Selecting Toys for Toddlers,” pp. 296–297; “Playing With Toys: Toddlers,” p. 304</p> <p>Chapter 12: “Selecting Pretend Play Materials for Toddlers and Twos,” pp. 312–313; “Imitating and Pretending With Toddlers,” p. 316</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>

PA Learning Standards for Early Childhood: Standards & Indicators	Goals & Objectives of <i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
COMMUNICATION AND EMERGING LITERACY		
— Receptive Communication		
Standard RC 1.6: Develop and expand listening and understanding skills	<i>(Pennsylvania: 18–24 Months)</i>	
<p>RC 1.6 u - Follow a two-part direction from an adult.</p> <p>RC 1.6 v - Understand action verbs (words like “come,” “stop,” and “sit”).</p> <p>RC 1.6 w - Begin to understand a few pronouns (“me,” “mine,” “you”)</p> <p>RC 1.6 x - Begin to understand complex and compound sentences.</p> <p>RC 1.6 y - Understand simple “Where” and “What” questions.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>16: Develops receptive language</p> <p>Step 4: Demonstrates understanding of simple directions, questions, explanations, and stories</p>	<p>Chapter 1: “Language Development: Toddlers,” p. 30</p> <p>Chapter 3: “Vocabulary and Language: A toddler might...,” pp. 110–112; “Sounds and Rhythms of Language: A toddler might...,” pp. 113–114</p> <p>Chapter 4: “Dual Language Learners,” pp. 165–166</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Communicating”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating”</p>
— Expressive Communication		
Standard EC 1.6 a: Engage in non-verbal communication.	<i>(Pennsylvania: 18–24 Months)</i>	
<p>EC 1.6 a11 - Uses facial expressions to express emotions.</p> <p>EC 1.6 a12 - Uses gestures to communicate.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>17: Develops expressive language</p> <p>Step 4: Speaks in two-word phrases</p>	<p>Chapter 1: “Language Development: Toddlers,” p. 30</p> <p>Chapter 3: “Vocabulary and Language: A toddler might...,” pp. 110–112; “Sounds and Rhythms of Language: A toddler might...,” pp. 113–114</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Communicating”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating”</p>
Standard EC 1.6 b: Engage in verbal communication.	<i>(Pennsylvania: 18–24 Months)</i>	
<p>EC 1.6 b23 - Use some nouns, verbs, pronouns and a few adjectives to express themselves.</p> <p>EC 1.6 b24 - Begin to use the “Where?” question form.</p> <p>EC 1.6 b25 - Ask for names of objects.</p> <p>EC 1.6 b26 - Attempt to relate experiences using their own words and some real words.</p> <p>EC 1.6 b27 - Refer to self using their own name.</p> <p>EC 1.6 b28 - Begin to combine words into simple 2- to 3- word combinations.</p> <p>EC 1.6 b29 -Use consonants “p, m, h, n, w, b, d” in the initial position of words.</p> <p>EC 1.6 b30 -Has a vocabulary of 200 or so words.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>17: Develops expressive language</p> <p>Step 4: Speaks in two-word phrases</p> <p>18: Participates in conversations</p> <p>Step 4: Initiates conversation by using words</p>	<p>Chapter 1: “Language Development: Toddlers,” p. 30</p> <p>Chapter 3: “Vocabulary and Language: A toddler might...,” pp. 110–112; “Sounds and Rhythms of Language: A toddler might...,” pp. 113–114</p> <p>Chapter 4: “Dual Language Learners,” pp. 165–166</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Communicating”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating”</p>

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—Emerging Literacy		
Standard EL 1.1 a: Respond to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays.		
<p>EL 1.1 a6 - Listen as adults tell stories.</p> <p>EL 1.1 a7 - Sing along and approximate hand movements to familiar songs, rhymes, and finger plays.</p> <p>EL 1.1 a8 - Sing and/or do familiar songs, rhymes, and finger plays independently.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>19: Enjoys books and being read to</p> <p>Step 4: Begins to make connections between own life and the stories in books</p>	<p>Chapter 3: “Enjoying Books and Stories: A toddler might...,” pp. 115–117</p> <p>Chapter 13: “Features of Good Books for Toddlers,” pp. 325, 327; “Reading and Storytelling With Toddlers,” p. 334; “Dual Language Learners,” pp. 335–336</p> <p>Chapter 14: “Music and Movement With Toddlers,” p. 350</p>
Standard EL 1.1 b: Demonstrate interest in pictures, books, and environmental print.		
<p>EL 1.1 b15 - Enjoy looking at books.</p> <p>EL 1.1 b16 - Listen attentively as adults read books.</p> <p>EL 1.1 b17 - Request that favorite stories be read over and over again.</p> <p>EL 1.1 b18 - Request the names for objects they notice while looking at books.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>19: Enjoys books and being read to</p> <p>Step 4: Begins to make connections between own life and the stories in books</p> <p>20: Shows an awareness of pictures and print</p> <p>Step 4: Demonstrates interest in print</p>	<p>Chapter 3: “Enjoying Books and Stories: A toddler might...,” pp. 115–117</p> <p>Chapter 13: “Features of Good Books for Toddlers,” pp. 325, 327; “Reading and Storytelling With Toddlers,” p. 334; “Dual Language Learners,” pp. 335–336; “(Enjoying Stories and Books With) Children With Disabilities: (Partial Visual or Hearing Impairments or Motor Disabilities),” pp. 336–337</p>
Standard EL 1.1 c: Demonstrates beginning book handling skills.		
<p>EL 1.1 c5 - Hold book more conventionally.</p> <p>EL 1.1 c6 - Turn pages in a book randomly.</p> <p>EL 1.1 c7 - Able to turn increasingly thinner pages</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>20: Shows an awareness of pictures and print</p> <p>Step 4: Demonstrates interest in print</p>	<p>Chapter 3: “Enjoying Books and Stories: A toddler might...,” pp. 115–117</p> <p>Chapter 13: “Features of Good Books for Toddlers,” pp. 325, 327; “Reading and Storytelling With Toddlers,” p. 334</p>
CREATIVE EXPRESSION		
Standard CE 9.1 and 9.4: Recognize and use a variety of sensual art forms.		
<p>CE 9.1 g - Begin to show extended interest in familiar artwork.</p> <p>CE 9.4 a - Make aesthetic choices.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>21: Experiments with drawing and writing</p> <p>Step 4: Experiments with scribbling</p>	<p>Chapter 3: “Exploring The Social World: A toddler might...,” pp. 132–133</p> <p>Chapter 15: “Selecting Art Materials for Toddlers,” pp. 359, 361–362; “Art Experiences for Toddlers,” p. 368</p> <p>Chapter 17: “Selecting Sand and Water Materials for Toddlers and Twos,” p. 392; “Exploring Sand and Water With Toddlers and Twos,” pp. 396–398</p>

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Standard CE 9.2: Express self through music and movement.	<i>(Pennsylvania: 18–24 Months)</i>	
<p>CE 9.2 f - Show excitement when exposed to music.</p> <p>CE 9.2 g - Show pleasure in hearing familiar songs and will attempt to sing along.</p> <p>CE 9.2 h - Use instruments to create rhythm and sound.</p>		Chapter 14: “Music and Movement Materials for Mobile Infants, Toddlers, and Twos” p. 346; “Music and Movement With Toddlers,” p. 350
Standard CE 9.3: Participate in a variety of dramatic play experiences.	<i>(Pennsylvania: 18–24 Months)</i>	
<p>CE 9.3 g - Bring other people into play.</p> <p>CE 9.3 h - Participate in a variety of dramatic play activities.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>15: Engages in pretend play</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>	Chapter 12: “Selecting Pretend Play Materials for Toddlers and Twos,” pp. 312–313; “Imitating and Pretending With Toddlers,” p. 316
PHYSICAL AND MOTOR DEVELOPMENT		
Standard PM 10.4: Develop gross motor coordination.	<i>(Pennsylvania: 18–24 Months)</i>	
<p>PM 10.4 w - Walk without supports.</p> <p>PM 10.4 x - Climb on an object to reach something.</p> <p>PM 10.4 y - Kick a large ball.</p> <p>PM 10.4 z - Increase balance and muscle strength.</p>	<p>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING</p> <p>8: Demonstrates basic gross motor skills</p> <p>Step 4: Attempts a variety of large-muscle activities</p>	Chapter 1: “Physical Development: Toddlers,” p. 28 Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Moving” Chapter 14: “Music and Movement With Toddlers,” p. 350 Chapter 18: “Going Outdoors With Toddlers and Twos,” pp. 417–418 Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Moving”
Standard PM 10.5: Develop fine motor control.	<i>(Pennsylvania: 18–24 Months)</i>	
<p>PM 10.5 l - Hold large writing tools and scribble.</p> <p>PM 10.5 m - Twist the wrist to turn hands.</p> <p>PM 10.5 n - Create simple block structures.</p> <p>PM 10.5 o - Increase eye-hand coordination as pincer grasp develops.</p>	<p>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING</p> <p>9: Demonstrates basic fine motor skills</p> <p>Step 4: Uses eye-hand coordination while doing simple tasks</p>	Chapter 1: “Physical Development: Toddlers,” p. 28 Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Moving” Chapter 11: “Playing With Toys: Twos,” p. 304 Chapter 15: “Art Experiences for Twos,” pp. 368–369 Chapter 16: “Tasting and Preparing Food With Toddlers and Twos,” pp. 382–384 Chapter 17: “Exploring Sand and Water With Toddlers and Twos,” pp. 396–398 Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Moving”

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SOCIAL, EMOTIONAL, AND PERSONAL DEVELOPMENT		
Standard SEP 3.2 a: Develop emotional expressions.	<i>(Pennsylvania: 18–24 Months)</i>	
<p>SEP 3.2 a13 - Act appropriately when others are happy, sad, angry, or afraid. Begin to demonstrate empathy with others.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>3: Manages own feelings Step 4: Begins to use strategies learned from adults</p> <p>4: Responds to others’ feelings with growing empathy Step 3: Responds to the emotions of others, sometimes with adult prompting Step 4: Shows awareness that others’ feelings are separate from own feelings</p>	<p>Chapter 1: “Social/Emotional Development: Toddlers,” p. 25 Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109 Chapter 4: “Biting; Why Children Sometimes Bite; Strategies to Help Prevent Biting; Responding to the Situation,” pp. 155–159 Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Themselves and Others” Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”</p>
Standard SEP 3.2 b and PS 2: Develop self-regulation, self control, and self help skills.	<i>(Pennsylvania: 18–24 Months)</i>	
<p>SEP 3.2 b18 - Explore the environment on own but want an adult close.</p> <p>SEP 3.2 b19 - Demonstrate a sense of autonomy and consequences of actions.</p> <p>PS 2.3 - Understand that tooth-brushing initiated by an adult is a self-help skill.</p> <p>PS 2.4 - Understand that hand washing initiated by an adult is a self-help skill.</p> <p>PS 2.5 - Recognize and repeat disease prevention skills demonstrated by adults.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>2: Regulates own behavior Step 4: Follows simple directions and sometimes tests limits</p> <p>7: Uses personal care skills Step 4: Tries more complex personal care tasks, with increasing success</p>	<p>Chapter 1: “Social/Emotional Development: Toddlers,” p. 25 Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109 Chapter 4: “Promoting the Self-Regulation of Toddlers and Twos,” pp. 147–149; “Responding to Challenging Behaviors (Physical Aggression, Temper Tantrums, Biting),” pp. 153–159 Chapter 6: “Supporting Children and Families During Hellos and Good-Byes,” pp. 225–226; “Supporting Children Emotionally Throughout the Day,” p. 227 Section in Routines Chapters (6–10): “Responding to What Children Need: Toddlers” Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”</p>

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TWO YEARS (24 MOS.) TO THREE YEARS (36 MOS.)		
APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT		
Standard AL 1: Demonstrate initiative, curiosity, and imagination.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>AL 1.14 - Engage in pretend and symbolic play and games that require several, sequential actions.</p> <p>AL 1.15 – Choose to participate in an increasing number of experiences.</p> <p>AL 1.16 – Ask “Why?” to develop a greater understanding of the world.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>11: Understands how objects can be used Step 5: Plans ways to use objects to perform multi-step tasks</p> <p>15: Engages in pretend play Step 5: Uses real and imaginary objects in pretend play</p>	<p>Chapter 1: “Cognitive Development: Twos,” p. 31</p> <p>Chapter 2: “Creating a Structure for Each Day,” pp. 86–104; “Planning a Daily Schedule,” pp. 86–87; “Schedules for Toddlers and Twos,” pp. 91, 94; “Daily Schedule,” pp. 92–93</p> <p>Chapter 3: “Encouraging Children to Explore Like Scientists,” pp. 134–135</p> <p>Chapter 4: “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About the World”</p> <p>Chapter 11: “Selecting Toys for Twos,” p. 298; “Playing With Toys: Twos,” p. 304</p> <p>Chapter 12: “Selecting Pretend Play Materials for Toddlers and Twos,” pp. 312–313; “Imitating and Pretending With Twos,” pp. 317–318</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>
Standard AL 3: Demonstrate reasoning, problem solving and persistence.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>AL 3.23 - Understand the relationship between a behavior and its consequences.</p> <p>AL 3.24 - Demonstrate more complex concept knowledge.</p> <p>AL 3.25 - Recognize categories of objects and similarities among objects.</p> <p>AL 3.26 - Understand and can use multiple steps to achieve goals.</p> <p>AL 3.27 - Demonstrate a more complex level of object permanence.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>12: Shows a beginning understanding of cause and effect Step 5: Begins to investigate causes when something unexpected happens</p> <p>13: Shows a beginning understanding that things can be grouped Step 5: Groups objects with similar characteristics</p> <p>14: Uses problem-solving strategies Step 5: Carries out own plan for solving simple problems</p>	<p>Chapter 1: “Cognitive Development: Twos,” p. 31</p> <p>Chapter 3: “What Children Are Learning,” especially: “Building Language and Literacy Skills,” pp. 110–121; “Discovering Mathematical Relationships,” pp. 122–127; “Exploring Like Scientists (The Physical, Natural, and Social Worlds),” pp. 129–135</p> <p>Chapter 4: “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About the World”</p> <p>Chapter 11: “Selecting Toys for Twos,” p. 298; “Playing With Toys: Twos,” p. 304</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>

PA Learning Standards for Early Childhood: Standards & Indicators	Goals & Objectives of <i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
COMMUNICATION AND EMERGING LITERACY		
—Receptive Communication		
Standard RC 1.6: Develop and expand listening and understanding skills.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>RC 1.6 z - Point to some pictures and/or body parts when asked.</p> <p>RC 1.6 aa - Respond appropriately to social questions such as “What is your name?”</p> <p>RC 1.6 bb - Follow a multi-step direction.</p> <p>RC 1.6 cc - Respond correctly to “Show me one block or finger.” Understand the difference between “one” and “all.”</p> <p>RC 1.6 dd - Understand questions beginning with “Who” or “Where.”</p> <p>RC 1.6 ee - Understand “another.”</p> <p>RC 1.6 ff - Respond to questions or comments about objects/events outside of the immediate context.</p> <p>RC 1.6 gg - Follow other people’s conversations.</p> <p>RC 1.6 hh - Respond to most prepositions (i.e., “in, out, on, in front of, toward, behind”).</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>16: Develops receptive language</p> <p>Step 4: Demonstrates understanding of simple directions, questions, explanations, and stories</p> <p>Step 5: Demonstrates understanding of increasingly complex and abstract spoken language</p>	<p>Chapter 1: “Language Development: Twos,” p. 31</p> <p>Chapter 3: “Vocabulary and Language: A 2-year-old might...,” pp. 110–111, 113; “Sounds and Rhythms of Language: A 2-year-old might...,” pp. 113–114; “Number Concepts: A 2-year-old might...,” pp. 122–123; “Exploring The Physical World: A 2-year-old might...,” pp. 129–130; “Exploring The Natural World: A 2-year-old might...,” pp. 131–132; “Exploring The Social World: A 2-year-old might...,” pp. 132–133</p> <p>Chapter 4: “Dual Language Learners,” pp. 165–166</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Communicating”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating”</p>
—Expressive Communication		
Standard EC 1.6 a: Engage in non-verbal communication.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>EC 1.6 a13 – Use familiar gestures to communicate.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>17: Develops expressive language</p> <p>Step 3: Uses gestures, word-like sounds, and single words to communicate</p> <p>Step 4: Speaks in two-word phrases</p>	<p>Chapter 1: “Language Development: Twos,” p. 31</p> <p>Chapter 3: “Vocabulary and Language: A 2-year-old might...,” pp. 110–111, 113; “Sounds and Rhythms of Language: A 2-year-old might...,” pp. 113–114</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Communicating”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating”</p>

PA Learning Standards for Early Childhood: Standards & Indicators	Goals & Objectives of <i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
Standard EC 1.6 b: Engage in verbal communication.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>EC 1.6 b31 - Refer to self by name.</p> <p>EC 1.6 b32 - Name 3 objects.</p> <p>EC 1.6 b33 - Ask for “another.”</p> <p>EC 1.6 b34 - Use pronouns (“I, you, me”) but not always correctly.</p> <p>EC 1.6 b35 - Ask for things at the table during mealtime.</p> <p>EC 1.6 b36 - Use 2- to 3-word phrases, some simple sentences, and questions to inform, obtain information, or make a request.</p> <p>EC 1.6 b37 - Uses plurals and past tense correctly usually.</p> <p>EC 1.6 b38 - Repeat sentences or ideas that has heard adults say.</p> <p>EC 1.6 b39 - Use four words to make a sentence.</p> <p>EC 1.6 b40 - Use speech that is intelligible to familiar adults at least half of the time.</p> <p>EC 1.6 b41 - Talk about past and future events.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>17: Develops expressive language Step 4: Speaks in two-word phrases Step 5: Uses simple sentences and questions with three or more words</p> <p>18: Participates in conversations Step 5: Participates in conversations for two or more turns</p>	<p>Chapter 1: “Language Development: Twos,” p. 31</p> <p>Chapter 3: “Vocabulary and Language: A 2-year-old might...,” pp. 110–111, 113; “Sounds and Rhythms of Language: A 2-year-old might...,” pp. 113–114</p> <p>Chapter 4: “Dual Language Learners,” pp. 165–166</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Communicating”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating”</p>
—Emerging Literacy		
Standard EL 1.1 a: Respond to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>EL 1.1 a9 - Participate in songs and finger plays.</p> <p>EL 1.1 a10 - Join in nursery rhymes.</p> <p>EL 1.1 a11 - Fill in repetitive phrases of familiar stories, nursery rhymes, songs, and finger plays.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>19: Enjoys books and being read to Step 5: Pretends to read favorite books</p>	<p>Chapter 3: “Enjoying Books and Stories: A 2-year-old might...,” pp. 115–117</p> <p>Chapter 13: “Features of Good Books for Twos,” pp. 325, 328; “Reading and Storytelling With Twos,” p. 334–335; “Dual Language Learners,” pp. 335–336</p> <p>Chapter 14: “Music and Movement Materials for Mobile Infants, Toddlers, and Twos” p. 346; “Music and Movement With Twos,” p. 351</p>

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Standard EL 1.1 b: Demonstrate interest in pictures, books, and environmental print.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>EL 1.1 b19 - Describe pictures in books.</p> <p>EL 1.1 b20 - Choose and look at books independently.</p> <p>EL 1.1 b21 - Ask an adult to read specific books or parts of a book.</p> <p>EL 1.1 b22 - Recognize logos and other environmental print.</p> <p>EL 1.1 b23 - Recognize books by their covers.</p> <p>EL 1.1 b24 - Identify action in pictures.</p> <p>EL 1.1 b25 - Relate story to self and share information.</p> <p>EL 1.1 b26 - Watch when others write.</p> <p>EL 1.1 b27 - Imitate the act of writing during play.</p> <p>EL 1.1 b28 - Scribble with writing tools.</p> <p>EL 1.1 b29 - Experiment with writing tools.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>19: Enjoys books and being read to Step 5: Pretends to read favorite books</p> <p>20: Shows an awareness of pictures and print Step 5: Shows beginning understanding that print is useful</p>	<p>Chapter 3: “Enjoying Books and Stories: A 2-year-old might...,” pp. 115–117; “Exploring Writing: A 2-year-old might...,” pp. 117–118</p> <p>Chapter 13: “Good Books for Twos,” pp. 325, 328; “Reading and Storytelling With Twos,” p. 334–335; “Dual Language Learners,” pp. 335–336; “Children With Disabilities: (Partial Visual or Hearing Impairments or Motor Disabilities),” pp. 336–337</p>
Standard EL 1.1 c: Demonstrate beginning book handling skills.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>EL 1.1 c8 - Orient books correctly when “reading” them.</p> <p>EL 1.1 c9 - Treat books as special.</p> <p>EL 1.1 c10 - Turn pages that are increasingly thinner one at a time.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>20: Shows an awareness of pictures and print Step 5: Shows beginning understanding that print is useful</p>	<p>Chapter 3: “Enjoying Books and Stories: A 2-year-old might...,” pp. 115–117</p> <p>Chapter 13: “Features of Good Books for Twos,” pp. 325, 328; “Reading and Storytelling With Twos,” p. 334–335</p>
CREATIVE EXPRESSION		
Standard CE 9.1: Use a variety of sensual art forms.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>CE 9.1 h - Create representations of real objects/concepts in artwork.</p> <p>CE 9.1 i - Tell about pictures drawn or painted.</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>21: Experiments with drawing and writing Step 5: Scribbles with intention of communicating</p>	<p>Chapter 3: “Exploring The Social World: A 2-year-old might...,” pp. 132–133</p> <p>Chapter 15: “Selecting Art Materials for Twos,” pp. 359, 362–363; “Art Experiences for Twos,” pp. 368–369</p> <p>Chapter 17: “Selecting Sand and Water Materials for Toddlers and Twos,” p. 392; “Exploring Sand and Water With Toddlers and Twos,” pp. 396–398</p>
Standard CE 9.2: Express self through music and movement.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>CE 9.2 i - Demonstrate increased coordination in movements and gestures.</p> <p>CE 9.2 j - Sing songs in ways that the song can be recognized by others.</p>		<p>Chapter 14: “Music and Movement Materials for Mobile Infants, Toddlers, and Twos” p. 346; “Music and Movement With Twos,” p. 351</p>

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Standard CE 9.3: Participate in a variety of dramatic play experiences.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>CE 9.3 i - Plan dramatic activities.</p> <p>CE 9.3 j - Rely increasingly on use of language and communication as important components of play activities.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>15: Engages in pretend play</p> <p>Step 5: Uses real and imaginary objects in pretend play</p>	<p>Chapter 12: “Selecting Pretend Play Materials for Toddlers and Twos,” pp. 312–313; “Imitating and Pretending With Twos,” pp. 317–318</p>
PHYSICAL AND MOTOR DEVELOPMENT		
Standard PM 10.4: Develop gross motor control.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>PM 10.4 aa - Demonstrate muscle control and balance.</p> <p>PM 10.4 bb - Demonstrate eye-hand coordination and muscle control.</p> <p>PM 10.4 cc - Ride and move a toy with pedals.</p>	<p>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING</p> <p>8: Demonstrates basic gross motor skills</p> <p>Step 5: Balances while moving arms and legs in active play</p>	<p>Chapter 1: “Physical Development: Twos,” p. 28</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Moving”</p> <p>Chapter 14: “Music and Movement Materials for Mobile Infants, Toddlers, and Twos” p. 346; “Music and Movement With Twos,” p. 351</p> <p>Chapter 18: “Selecting Outdoor Materials for Twos,” pp. 412–413; “Going Outdoors With Toddlers and Twos,” pp. 417–418</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Moving”</p>
Standard PM 10.5: Develop fine motor control.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>PM 10.5 p - Hold an object with one hand and manipulate it with the other.</p> <p>PM 10.5 q - Increase strength and control of small muscles in the hands.</p>	<p>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING</p> <p>9: Demonstrates basic fine motor skills</p> <p>Step 3: Uses one hand to hold an object and the other hand to manipulate another object</p> <p>Step 4: Uses eye-hand coordination while doing simple tasks</p> <p>Step 5: Uses eye-hand coordination while doing increasingly complex tasks</p>	<p>Chapter 1: “Physical Development: Twos,” p. 28</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Moving”</p> <p>Chapter 11: “Selecting Toys for Twos,” p. 298; “Playing With Toys: Twos,” p. 304</p> <p>Chapter 15: “Selecting Art Materials for Twos,” pp. 359, 362–363; “Art Experiences for Twos,” pp. 368–369</p> <p>Chapter 16: “Selecting Food Materials for Mobile Infants, Toddlers, and Twos,” pp. 377–378; “Tasting and Preparing Food With Toddlers and Twos,” pp. 382–384</p> <p>Chapter 17: “Selecting Sand and Water Materials for Toddlers and Twos,” p. 392; “Exploring Sand and Water With Toddlers and Twos,” pp. 396–398</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Moving”</p>

PA Learning Standards for Early Childhood: Standards & Indicators	Goals & Objectives of <i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
SOCIAL, EMOTIONAL, AND PERSONAL DEVELOPMENT		
Standard SEP 3.2 a: Develop emotional expressions.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>SEP 3.2 a14 - Express own ideas, interests, and feelings.</p> <p>SEP 3.2 a15 - May express jealousy when affection is shown to other toddlers; can become possessive or jealous of loved ones.</p> <p>SEP 3.2 a16 - Display dependent behaviors though wants to be independent.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>3: Manages own feelings Step 4: Begins to use strategies learned from adults Step 5: Begins to use feeling words</p> <p>4: Responds to others’ feelings with growing empathy Step 4: Shows awareness that others’ feelings are separate from own feelings Step 5: Responds to others’ feelings with caring behavior, without adult prompting</p>	<p>Chapter 1: “Social/Emotional Development: Twos,” p. 25</p> <p>Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109</p> <p>Chapter 4: “Responding to Challenging Behaviors (Physical Aggression, Temper Tantrums, Biting),” pp. 153–159</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Themselves and Others”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”</p>
Standard SEP 3.3: Exhibit pro-social behavior and develop interactions with peers.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>SEP 3.3 j - Play briefly with other toddlers but likely to still prefer to play with caregiver.</p> <p>SEP 3.3 k - Participate in circle games.</p> <p>SEP 3.3 l - Like to play with dolls.</p> <p>SEP 3.3 m – Like to act like “taking care” of others.</p> <p>SEP 3.3 n - Know own possessions; uses “mine.”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>5: Plays with other children Step 3: Has brief play encounters with other children Step 4: Participates in longer play encounters with children who are engaged with identical or similar activities Step 5: Participates in coordinated play with other children</p> <p>6: Learns to be a member of a group Step 3: Begins to participate in group routines Step 4: Begins to accept that others’ needs are important, in addition to own Step 5: Participates actively in group experiences</p>	<p>Chapter 1: “Social/Emotional Development: Twos,” p. 25</p> <p>Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109; “Exploring The Social World: A 2-year-old might...,” pp. 132–133; “Encouraging Children to Explore the Social World,” pp. 134–135</p> <p>Chapter 4: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144; “Promoting the Self-Regulation of Toddlers and Twos,” pp. 147–149</p> <p>Chapter 12: “Selecting Pretend Play Materials for Toddlers and Twos,” pp. 312–313; “Imitating and Pretending With Twos,” pp. 317–318</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”</p>

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Standard SEP 3.2 b and PS 2: Develop self-regulation, self control, and self help skills.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>SEP 3.2 b20 - Express emotions with increasing control.</p> <p>SEP 3.2 b21 - Does not like change in routines; prefer rules and routines but can adjust.</p> <p>SEP 3.2 b22 – Develop a greater sense of autonomy and consequences of actions.</p> <p>PS 2.6 - Begin the process of using the toilet.</p> <p>SEP 3.2 b23 - Demonstrate autonomy by saying “No,” but will submit/cooperate.</p> <p>SEP 3.2 b24 - Show a strong sense of self as a powerful doer.</p> <p>SEP 3.2 b25 - Able to follow and respect simple rules but will frequently break those rules to test boundaries.</p> <p>SEP 3.2 b26 - Has difficulty with transitions or changing activities.</p> <p>SEP 3.2 b27 - Take pride in achievements; want to do things in own way, at own pace, and may resist help.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>2: Regulates own behavior Step 5: Understands what behavior is expected, with increasing regularity</p> <p>7: Uses personal care skills Step 5: Does many complex personal care tasks successfully</p>	<p>Chapter 1: “Social/Emotional Development: Twos,” p. 25</p> <p>Chapter 2: “Creating a Structure for Each Day,” pp. 86–104: “Planning a Daily Schedule,” pp. 86–87; “Schedules for Toddlers and Twos,” pp. 91, 94; “Planning for Transitions,” pp. 94–95; “Using the Weekly Planning Forms,” pp. 96–100; “Planning for Twos,” pp. 101–103</p> <p>Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109</p> <p>Chapter 4: “Promoting the Self-Regulation of Toddlers and Twos,” pp. 147–149; “Using Positive Guidance Strategies,” pp. 149–152; “Responding to Challenging Behaviors (Physical Aggression, Temper Tantrums, Biting),” pp. 153–159</p> <p>Chapter 6: “Supporting Children and Families During Hellos and Good-Byes,” pp. 225–226; “Supporting Children Emotionally Throughout the Day,” p. 227; “Responding to What Children Need During Hellos and Good-Byes: Toddlers and Twos,” p. 230</p> <p>Section in Routines Chapters (6–10): “Responding to What Children Need;” see especially Chapter 7: “Responding to What Children Need When Diapering and Toileting: Twos,” pp. 242–243 and “Working in Partnership With Families,” p. 244</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”</p>
Standard SEP 1: Demonstrate dyadic synchrony and reciprocity in interactions with adults.	<i>(Pennsylvania: 24–36 Months)</i>	
<p>SEP 1.15 - Relate best to one adult at a time.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>1: Trusts known, caring adults Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present</p>	<p>Chapter 1: “Social/Emotional Development: Twos,” p. 25</p> <p>Chapter 3: “The Foundation for All Learning (Social/Emotional Development),” pp. 108–109</p> <p>Section in Routines Chapters (6-10): “Responding to What Children Need;” “Supporting Development and Learning: Learning About Themselves and Others”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Themselves and Others”</p>

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FAMILY, EARLY LEARNING SETTINGS AND COMMUNITY PARTNERSHIPS	
(Early Learning Standards 24 to 36 Months)	
Standard PS 1: Help families advance infant/toddler learning.	
<p>PS 1.1 - Programs must develop partnership relationships with parents.</p> <p>PS 1.2 - Programs must provide parents with opportunities to share information about their infant/toddler. This would include their stage of development, interests, skill levels and health.</p> <p>PS 1.3 - Programs must share information with parents on infant/toddler development and health.</p> <p>PS 1.4 - Programs must share information with parents on parenting and transitions.</p> <p>PS 1.5 - Programs must provide parents with opportunities to enhance:</p> <ul style="list-style-type: none"> • their parenting skills, • their knowledge and understanding of the developmental needs and activities of their children, • their observation skills, and • their ability to provide nurturing, supportive environments and relationships. <p>PS 1.6 - There will be at least 3 parent conferences per school year. This may include discussing assessments.</p>	<p>Chapter 5: “Building Partnerships With Families,” pp. 181–217; see especially “Getting to Know Families;” “Communicating With Families:” “Building Trust Through Daily Interactions,” pp. 193–194; “Making the Most of Daily Exchanges,” pp. 195–196; “Communicating in More Formal Ways,” pp. 197–198; “Holding Conferences With Families,” pp. 198–200; “Making Home Visits,” pp. 200–201</p> <p>Chapter 4: “Helping Children Transition to a New Group or Preschool,” pp. 144–145</p> <p>Final page of all Routines Chapters (6–10): “Sharing Thoughts About... (Letter to families about each routine)”</p> <p>Final page of all Experiences Chapters (11–18): “Sharing Thoughts About...” (Letter to families about each experience)</p> <p>Appendix: “Individual Care Plan Family Information Form,” pp. 425–427</p>
Standard PS 2: Use screenings and assessments to advance infant/toddler development and learning.	
<p>PS 2.1 - Programs must conduct, within 45 calendar days of the infant/toddler’s entry, an age appropriate screening or assessment process to identify strengths and concerns. The process must be sensitive to the family’s cultural background and delivered in the language spoken by the infant/toddler.</p> <p>PS 2.2 - Programs must work collaboratively with parents to understand the purpose of screening and include the parents in the screening as well as in interpreting the results.</p> <p>PS 2.3 - Programs must work collaboratively with the parents to use the results from screenings or assessments to:</p> <ul style="list-style-type: none"> • Inform their services, • Identify and obtain additional services if indicated, and • Support the parents in their role as the infant/toddler’s primary teacher. <p>The results should be discussed with the parents no less than 14 days after screenings or assessments are completed.</p> <p>PS 2.4 - Child assessments will be an ongoing process while the infant/toddler is being served. The recommended practice is to administer an assessment three times per year that are sensitive to the child’s cultural and language background and aligned with the Pennsylvania Learning Standards for Early Childhood.</p>	<p>Chapter 1: “How Culture Might Affect Social/Emotional Development,” pp. 25–26; “How Culture Might Affect Physical Development,” p. 28; “How Culture Might Affect Cognitive Development,” p. 31; “How Culture Might Affect Language Development,” p. 34; “Disabilities,” pp. 41–43</p> <p>Chapter 4: “Assessing Children’s Development and Learning,” pp. 168–178: “Setting Up Systems for Observing and for Creating Portfolios,” pp. 169–170; “Collecting Facts,” pp. 171–174; “Analyzing Facts,” pp. 175–176; “Evaluating Each Child’s Progress,” pp. 176–177; “Using What You Have Learned to Plan,” pp. 177–178</p> <p>Chapter 5: “Appreciating Differences Among Families,” pp. 185–186; “Understanding the Influence of Culture,” pp. 186–187; “Holding Conferences With Families,” pp. 198–200</p>

PA Learning Standards for Early Childhood: Standards & Indicators	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
Standard PS 6: Connect parents with community services.	
<p>PS 6.1 - Programs must have current contact and referral information for Early Intervention and Mental Health services for infants and toddlers and provide parents with that information when indicated.</p> <p>PS 6.2 - Programs must have current contact information and provide parents with information on medical, dental and nutrition programs in the community when indicated.</p> <p>PS 6.3 - If parental consent is provided, program personnel must support families in evaluating the responsiveness and effectiveness of the health, Early Intervention, and Mental Health services to which they were referred and in identifying next steps.</p> <p>PS 6.4 - Programs must identify, through family and staff observation and dialogue, the infant/toddler’s need for and family’s interest in additional services.</p> <p>PS 6.5 - Programs must have community resource and referral phone numbers to share with families when there is an interest and/or need for other resources. This will include Child Care Information Services information.</p> <p>PS 6.6 - Provide information about quality improvement initiatives (such as Keystone Stars).</p> <p>PS 6.7 - Provide information about proposed or final-form regulatory or policy changes affecting the program.</p>	<p>Chapter 1: “Disabilities,” pp. 41–43</p> <p>Chapter 5: “Supporting Families Who Are Under Stress,” pp. 213–214; “Supporting the Families of Children With Disabilities,” pp. 215–216</p>
Standard PS 4: Help parents transition their infants/toddlers.	
<p>PS 4.1 - Programs must offer parents at least one individual meeting to address the parents’ questions and concerns and to provide written information about their infants/toddlers’ strengths and needs related to transitioning from or to another infant or toddler program area, classroom, or early learning setting. To facilitate the partnership with the parent, the conversation with the parent and the process of possible transitions should begin 90 calendar days in advance of a transition.</p> <p>PS 4.2 - Programs must assist parents as they receive new infants/toddlers and as parents prepare their infants/toddlers for any new early learning setting.</p> <p>PS 4.3 - Programs must work collaboratively with sending and receiving programs to enhance continuity of experiences for infants/toddlers.</p> <p>PP 4.4 - Programs must work collaboratively with sending and receiving programs to determine the content and format of transition information to be documented.</p> <p>PP 4.5 - Programs must receive and use relevant information from sending programs and transfer relevant infant/toddler records, with consent of the parents, to receiving schools or programs in time for the new teachers to adequately meet the parents and infant/toddler to assure continuity of experiences.</p>	<p>Chapter 4: “Helping Children Transition to a New Group or Preschool,” pp. 144–145</p>
Standard PS 5: Parents provide input on program services and procedures.	
<p>PS 5.1 - Provide parents with opportunities to have input on program policies and procedures at least annually.</p> <p>PS 5.2 - Provide parents with opportunities to participate in annual assessments of program progress.</p> <p>PS 5.3 - Provide parents a means of asking questions, expressing concerns, and resolving differences.</p> <p>PS 5.4 - Provide parents information about the program philosophy, curriculum, operating procedures, volunteer, and governance opportunities.</p>	<p>Chapter 5: “Appreciating Differences Among Families,” pp. 185–186; “Understanding the Influence of Culture,” pp. 186–187; “Welcoming Families to Your Program,” pp. 188–192; “Orienting New Families,” pp. 189–191</p>