

**Maryland State Department of Education
 Division of Early Childhood Development
 Comprehensive/Individual Curriculum Review for Infant and Toddlers
 Technical Report Appendix A – Infant and Toddlers
 Maryland State Department of Education
*Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
 Fine Arts Standards For Early Learners 0-3***

In order for comprehensive/individual curricula for infants and toddlers to be considered for acceptance by the Maryland State Department of Education, early childhood education programs must provide the information as requested in Appendix A for Infants and Toddlers.

- Early childhood education programs must provide citations or examples and page numbers to show the corresponding alignment of their curricula with the *Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age* and with the *Fine Arts Standards For Early Learners 0-3*.
- Full copies of the document *Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age* can be accessed at the following website address: <http://www.marylandhealthybeginnings.org/>
 The Fine Arts Standards for Early Learners 0-3 can be accessed at <http://marylandpublicschools.org/programs/Pages/Fine-Arts/Fine-Arts-Early-Childhood.aspx>
- Age specific indicators and examples for each standard can also be found in the Maryland Early Learning Standards <http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report- appendix 2016.pdf>.

Personal and Social Development

Age	Indicator	A. Feelings About Self And Other	Citations or examples and corresponding page numbers (Maximum of 3 page numbers for each indicator)
Birth to Four Months Four to Eight Months		<ul style="list-style-type: none"> • Express comfort and discomfort, enjoyment and unhappiness in her environment • Shows interests in familiar adults • Demonstrates attachment to individuals • Shows awareness of other children 	

Maryland State Department of Education
Division of Early Childhood Development
Comprehensive/Individual Curriculum Review for Infant and Toddlers
Technical Report Appendix A – Infant and Toddlers
Maryland State Department of Education
Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
Fine Arts Standards For Early Learners 0-3

	<ul style="list-style-type: none"> • Calm herself 	
--	--	--

Age	Indicator	A. Feelings about Self and Others B. Relating to Others	Citations or examples and corresponding page numbers (Maximum of 3 page numbers for each indicator)
Twelve to Eighteen Months		<ul style="list-style-type: none"> • Show self-awareness and likes and dislikes; begin to develop self-worth • Rely on trusted adults to feel safe trying new activities • Show awareness of unfamiliar adults • Interact with other children • Begin to express a variety of feelings • Gain in self control/regulation 	
Eighteen to Twenty-Four Months		A. Learning about Self B. Relating to Others	

Maryland State Department of Education
Division of Early Childhood Development
Comprehensive/Individual Curriculum Review for Infant and Toddlers
Technical Report Appendix A – Infant and Toddlers
Maryland State Department of Education
Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
Fine Arts Standards For Early Learners 0-3

		<ul style="list-style-type: none"> • Shows more awareness of herself and her abilities • Continue to need the security of a trusted adult as she explores • Continue to show caution around unfamiliar adults • Show more, but still limited self-regulation • Ask for help, if needed, in verbal and non-verbal ways • Know resources available in the room, and how to use some of them • Show increase interest and assert independence when with other children • At times shows concern for other children’s feelings 	
Age	Indicator	A. Learning about Self B. Relating to Adults C. Relating to Other Children	Citations or examples and corresponding page numbers (Maximum of 3 page numbers for each indicator)
Twenty-Four to Thirty Months		<ul style="list-style-type: none"> • Show increasing self-awareness • Continue to need adult approval but show more independence • Be more interested in unfamiliar adults, but still cautious • Share his feelings through talking 	

Maryland State Department of Education
Division of Early Childhood Development
Comprehensive/Individual Curriculum Review for Infant and Toddlers
Technical Report Appendix A – Infant and Toddlers
Maryland State Department of Education
Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
Fine Arts Standards For Early Learners 0-3

	<ul style="list-style-type: none"> and pretend play • Use coping skills with task, and interactions with peers and adults • Show increasing self-regulation • Play along-side other children • Show more awareness of the feelings of another child 	
Thirty to Thirty-Six Months (Three years old)	<ul style="list-style-type: none"> A. Increasing Self-Awareness B. Relating to Adults C. Relating to Other Children 	Citations or examples and corresponding page numbers in Teacher’s Guide (Maximum of 3 page numbers for each indicator)
	<ul style="list-style-type: none"> • Express feelings more freely, showing independence and competence • Imitate and attempt to please familiar adults • Demonstrate cautious curiosity about unfamiliar adults • Play cooperatively with other children • Share feelings through talking and pretend play • Show increased self-regulation • Begin to understand the feelings of other children 	

Language Development

Age	Indicator	A. Understanding and	
-----	-----------	----------------------	--

**Maryland State Department of Education
 Division of Early Childhood Development
 Comprehensive/Individual Curriculum Review for Infant and Toddlers
 Technical Report Appendix A – Infant and Toddlers
 Maryland State Department of Education
 Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
 Fine Arts Standards For Early Learners 0-3**

		Communicating B. Pre-reading and Pre-Writing	Citations or examples and corresponding page numbers (Maximum of 3 page numbers for each indicator)
Birth to Four Months		<ul style="list-style-type: none"> • Listen and express herself • Recognize and react to the sounds of language • Begin to build a receptive vocabulary 	
Age	Indicator	A. Understanding and Communicating B. B. Pre-Literacy	Citations or examples and corresponding page numbers (Maximum of 3 page numbers for each indicator)
Four to Eight Months		<ul style="list-style-type: none"> • Use various sounds and movements to communication • Recognize and react to the sounds of language • Respond to sounds and words heard often • Begin to respond to some of the vocabulary associated with picture books 	
Age	Indicator	A. Understanding and Communicating B. Pre-Reading and Pre-Writing	Citations or examples and corresponding page number (Maximum of 3 page numbers for each indicator)
Eight to Twelve Months		<ul style="list-style-type: none"> • Show more interest in speech • Recognize and react to the sounds of language; begin to understand that letters make sounds (phonological awareness) • Start to understand and use 	

Maryland State Department of Education
Division of Early Childhood Development
Comprehensive/Individual Curriculum Review for Infant and Toddlers
Technical Report Appendix A – Infant and Toddlers
Maryland State Department of Education
Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
Fine Arts Standards For Early Learners 0-3

	common rules of communication <ul style="list-style-type: none"> • Demonstrate increasing vocabulary and comprehension by using words to express herself • Explore writing and drawing as a way of communication 	
--	--	--

Age	Indicator	C. Understanding and Communicating Pre-Reading and Pre-Writing	Citations or examples and corresponding page numbers (Maximum of 3 page numbers for each indicator)
Twelve to Eighteen Months		<ul style="list-style-type: none"> • Understand the meaning of many words and gestures • Recognize and react to the sounds of language: begin to understand that letters make sounds • Start to understand and use common rules of communication • Demonstrate increasing vocabulary and comprehension by using words to express herself • Communicating using consistent sounds, words, and gestures • Explore writing and drawing as a way of communication 	
Eighteen to Twenty Four Months		<ul style="list-style-type: none"> • Uses an increasing number of words and put words together into phrases and simple sentences • Recognize and react to the sounds 	

Maryland State Department of Education
Division of Early Childhood Development
Comprehensive/Individual Curriculum Review for Infant and Toddlers
Technical Report Appendix A – Infant and Toddlers
Maryland State Department of Education
Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
Fine Arts Standards For Early Learners 0-3

	<p>of language: begin to understand that letters make sounds</p> <ul style="list-style-type: none"> • Start to understand and use common rules of communication • Demonstrate increasing vocabulary and comprehension by using words to express herself • Communicating using consistent sounds, words, and gestures • Explore writing and drawing as a way of communication • Be able to follow simple suggestions and directions with increasing consistency • Begin to develop imitative reading 	
--	---	--

Age	Indicator	A. Listening and Speaking B. Pre Reading	Citations or examples and corresponding page numbers (Maximum of 3 page numbers for each indicator)
Twenty –Four to Thirty Months		<ul style="list-style-type: none"> • Demonstrates active listening strategies • Become aware of the sounds spoken language; understand that the letters make sounds (phonological awareness) • Enter into conversation 	

Maryland State Department of Education
Division of Early Childhood Development
Comprehensive/Individual Curriculum Review for Infant and Toddlers
Technical Report Appendix A – Infant and Toddlers
Maryland State Department of Education
Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
Fine Arts Standards For Early Learners 0-3

	<ul style="list-style-type: none"> • Use words and some common rules of speech to express his ideas and thoughts • Recognize that drawings, paintings and writing are meaningful representations • Understand questions and simple directions • Begin to develop fluency by imitative reading • Recognize that symbols have corresponding meaning • Develop vocabulary, language usage and some conventions of speech • Show comprehension by demonstrating understanding of text during and after reading • Use writing tools for scribbles and drawings 	
--	---	--

Age	Indicator	A. Listening and Understanding B. Expressing Thoughts and Ideas C. Entering into Conversations D. Pre-Reading	Citations or examples and corresponding page numbers (Maximum of 3 page numbers for each indicator)
Thirty Months to 36 Months (3 years old)		<ul style="list-style-type: none"> • Demonstrates active listening skills • Develop phonological awareness 	

Maryland State Department of Education
Division of Early Childhood Development
Comprehensive/Individual Curriculum Review for Infant and Toddlers
Technical Report Appendix A – Infant and Toddlers
Maryland State Department of Education
Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
Fine Arts Standards For Early Learners 0-3

	<p>by becoming aware of the sounds of spoken language</p> <ul style="list-style-type: none"> • Use more conventions of speech as she speaks • Expand her vocabulary with many more connecting and describing words • Have more meaningful conversations with peers and adults • Begin to develop writing skills • Understanding and respond to simple directions and requests • Begin to develop fluency by imitative reading • Recognize that symbols have corresponding meaning • Develop vocabulary, language usage and some conventions of speech • Show comprehension by demonstrating understanding of text during and after reading • Use writing tools for scribbles and drawings 	
--	---	--

Cognitive Development

Age	Indicator	A. Discovering and Learning	
-----	-----------	-----------------------------	--

Maryland State Department of Education
Division of Early Childhood Development
Comprehensive/Individual Curriculum Review for Infant and Toddlers
Technical Report Appendix A – Infant and Toddlers
Maryland State Department of Education
Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
Fine Arts Standards For Early Learners 0-3

			Citations or examples and corresponding page numbers (Maximum of 3 page numbers for each indicator)
Birth to Four Months	<ul style="list-style-type: none"> • Begin to understand that she can make things happen 		
Four to Eight Months	<ul style="list-style-type: none"> • Cause things to happen • Remember what has happened recently • Show awareness of happenings in his surroundings 		
Eight to Twelve Months	<ul style="list-style-type: none"> • Make expected things happen • Remember what has happened recently, and find hidden objects • Show awareness of happenings in his surrounds • Look at the correct picture or object when it is named • Explore objects in various ways • Imitate gestures and use of objects 		

Age	Indicator	A. Exploring and Learning	Citations or examples and corresponding page numbers (Maximum of 3 page numbers for each indicator)

Maryland State Department of Education
Division of Early Childhood Development
Comprehensive/Individual Curriculum Review for Infant and Toddlers
Technical Report Appendix A – Infant and Toddlers
Maryland State Department of Education
Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
Fine Arts Standards For Early Learners 0-3

<p>Twelve to Eighteen Months</p>	<ul style="list-style-type: none"> • Use objects and toys more purposefully • Show an increasing ability to remember and participate in imitative play • Use his senses to investigate the world around him, including solving problems • Look at the correct picture or object when it is named • Use objects and toys more purposefully, exploring cause and effect relationships • Begin to understand rules and routines 	
<p>Age</p>	<p>Indicator</p>	<p>A. Mathematical Exploring and Learning B. Scientific Exploring and Learning C. Exploring Social Learning</p> <p style="text-align: center;">Citations or examples and corresponding page numbers (Maximum of 3 page numbers for each indicator)</p>
<p>Eighteen to Twenty-Four Months</p>	<ul style="list-style-type: none"> • Begin to sort objects according to one criterion • Begin to explore concepts of number, size, and position • Seek information through observation and exploration • Expect certain things to happen as a result of her actions • Improve memory for details 	

Maryland State Department of Education
Division of Early Childhood Development
Comprehensive/Individual Curriculum Review for Infant and Toddlers
Technical Report Appendix A – Infant and Toddlers
Maryland State Department of Education
Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
Fine Arts Standards For Early Learners 0-3

	<ul style="list-style-type: none"> • Explore and solve problems • Begin to understand rules and routines • Have beginning awareness of the order of her environment 	
--	--	--

Age	Indicator	A. Exploring and Learning Math Concepts B. Exploring and Learning Science Concepts C. Exploring Social Learning	Citations or examples and corresponding page numbers (Maximum of 3 page numbers for each indicator)
Twenty Four to Thirty Months		<ul style="list-style-type: none"> • Use imagination, memory and reasoning to plan and make things happen • Improve memory for details • Have beginning understanding of consequence when following routines and recreating familiar events • Seek information through observation, exploration and description investigations • Explore new ways to do things • Show interest in quality and number relationships • Show interest in concepts, such as matching and sorting according to color, shape, and size 	

**Maryland State Department of Education
 Division of Early Childhood Development
 Comprehensive/Individual Curriculum Review for Infant and Toddlers
 Technical Report Appendix A – Infant and Toddlers
 Maryland State Department of Education
 Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
 Fine Arts Standards For Early Learners 0-3**

Thirty Months- Thirty Six Months (3 Years Old)	<ul style="list-style-type: none"> • Use imagination, memory and reasoning to plan and make things happen • Think ahead and explore ideas • Have beginning understanding of consequences when following routines and recreating familiar events • Seek information through observation, exploration and descriptive investigations • Explore new ways to do things, showing more independence in problem solving • Show interest in quantity and number relationships • Show interest in concepts such as matching and sorting according to a single criteria 	
--	--	--

Physical Development

Age	Indicator	A. Coordinating Movements	Citations or examples and corresponding page numbers (Maximum of 3 page numbers for each indicator)
Birth to Four Months		<ul style="list-style-type: none"> • Use many repetitions to move various body parts 	
Eight to Twelve Months		<ul style="list-style-type: none"> • Change position and begin to move from place to place 	

Maryland State Department of Education
Division of Early Childhood Development
Comprehensive/Individual Curriculum Review for Infant and Toddlers
Technical Report Appendix A – Infant and Toddlers
Maryland State Department of Education
Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
Fine Arts Standards For Early Learners 0-3

	<ul style="list-style-type: none"> • Coordinate eyes and hands while exploring or holding objects 	
--	--	--

Age	Indicator	A. Coordinating Movements	Citations or examples and corresponding page numbers (Maximum of 3 page numbers for each indicator)
Twelve to Eighteen Months		<ul style="list-style-type: none"> • Move constantly showing increasing large muscle control • Use hands in various ways 	
Eighteen to Twenty-Four Months		<ul style="list-style-type: none"> • Show increased balance and coordination in play activities • Have increased eye-hand coordination • Be able to do more things for herself 	

Age	Indicator	A. Coordinating Large and Small Muscle Groups B. Improving Self-Help Abilities	Citations or examples and corresponding page numbers (Maximum of 3 page numbers for each indicator)

Maryland State Department of Education
Division of Early Childhood Development
Comprehensive/Individual Curriculum Review for Infant and Toddlers
Technical Report Appendix A – Infant and Toddlers
Maryland State Department of Education
Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
Fine Arts Standards For Early Learners 0-3

Twenty-Four to Thirty Months	<ul style="list-style-type: none"> • Use his whole body to develop spatial awareness • Use improved eye-hand coordination to explore and manipulate objects • Enjoy doing for himself whatever he thinks he can do • Perform more complex movements with his arms and legs 	
Age	Indicator A. Using Large Muscle Groups B. Using Small Muscle Groups C. Caring for self/others	Citations or examples and corresponding page numbers in Teacher’s Guide (Maximum of 3 page numbers for each indicator)
Thirty Months to Thirty-Six Months (3 years old)	<ul style="list-style-type: none"> • Use riding toys easily • Move her body through space with more balance and control • Explore art materials • Use smaller manipulative and finger plays to develop small muscle strength and coordination • Depend on routines to practice self-help skills and feel confident 	

FINE ARTS

Maryland State Department of Education
Division of Early Childhood Development
Comprehensive/Individual Curriculum Review for Infant and Toddlers
Technical Report Appendix A – Infant and Toddlers
Maryland State Department of Education
Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
Fine Arts Standards For Early Learners 0-3

		Citations or examples and corresponding page numbers (Maximum of 3 page numbers for each age range)
12-24 months(20-24 months) 24-36 months (3yrs old)	Media Arts (Creating, Producing, Responding, Connecting)	
Birth-12months 12-24 months 24months-3yrs	Music (Creating, Performing, Responding, Connecting)	

Maryland State Department of Education
Division of Early Childhood Development
Comprehensive/Individual Curriculum Review for Infant and Toddlers
Technical Report Appendix A – Infant and Toddlers
Maryland State Department of Education
Healthy Beginnings: Supporting Development and Learning Birth through Three Years of Age
Fine Arts Standards For Early Learners 0-3

Birth-12months 12-24 months 24-36 months (3yrs old)	Theatre (Creating, Performing, Responding, Connecting)	
Birth-12months 12-24 months 24-36 months (3yrs old)	Visual Arts (Creating, Presenting. Responding, Connecting)	