

The Creative Curriculum® for Infants, Toddlers & Twos

Scope and Sequence for 12- to 24-Month-Olds

This chart shows how Luminous teachers plan experiences thoughtfully and intentionally on the basis of your child's current levels of development and learning in the following areas: social-emotional, physical, language, cognitive, literacy, and mathematics.

Area of Development and Learning: Social–Emotional

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-ATL 1, 2 • Goal IT-SE 6, 9, 10, 12, 13 • Goal IT-PMP 9, 11 	Self-regulation	<ul style="list-style-type: none"> • Uses adult support to calm self • Responds to changes in adult's tone of voice and expression • Begins to seek to do things for self 	<ul style="list-style-type: none"> • Begins to comfort self by seeking out special object or person • Begins to accept redirection from adults • Seeks to do things for self 	<ul style="list-style-type: none"> • Comforts self by seeking out special object or person • Accepts redirection from adult • Begins to demonstrate confidence in meeting own needs 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE01–SE03, SE11 • <i>Mighty Minutes®</i>: 04, 08, 12, 40, 45 • <i>LearningGames®</i>: 29, 34, 70 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 4

Area of Development and Learning: Social–Emotional, *continued*

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-SE 1, 2, 3, 4, 5, 7, 8 	Positive relationships	<ul style="list-style-type: none"> • Begins to use trusted adult as a secure base from which to explore the world • Begins to react to others' emotional expressions • Begins to play near other children; use similar materials or actions 	<ul style="list-style-type: none"> • Uses trusted adult as a secure base from which to explore the world • Reacts to others' emotional expressions • Plays near other children; uses similar materials or actions • Begins to seek a preferred playmate; show pleasure when seeing a friend 	<ul style="list-style-type: none"> • Begins to manage separations without distress and engages with trusted adults • Begins to demonstrate concern about the feelings of others • Plays near other children; uses similar materials or actions • Seeks a preferred playmate; shows pleasure when seeing a friend 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE04–SE05, SE08–SE10, SE15–SE16 • <i>Mighty Minutes®</i>: 17, 29, 36, 41, 43 • <i>LearningGames®</i>: 07, 20, 22, 26, 50, 59 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 4
	Group participation	<ul style="list-style-type: none"> • Begins to respond appropriately to others' expressions of wants • Begins to express feelings during a conflict 	<ul style="list-style-type: none"> • Responds appropriately to others' expressions of wants • Expresses feelings during a conflict 	<ul style="list-style-type: none"> • Responds appropriately to others' expressions of wants • Begins to seek adult help to resolve social problems 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE20, SE24, SE26 • <i>Mighty Minutes®</i>: 06, 11, 19, 86–89 • <i>LearningGames®</i>: 14, 56, 82 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 4

Area of Development and Learning: Physical

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
• Goal IT-PMP 3, 4, 5	Traveling skills	• Begins to experiment with different ways of moving	• Experiments with different ways of moving	• Experiments with different ways of moving	<ul style="list-style-type: none"> • Physical <i>Intentional Teaching Cards™</i>: P03, P20, P24–P25, P28, P34–P35 • <i>Mighty Minutes®</i>: 02, 11, 37, 48, 76 • <i>LearningGames®</i>: 13, 27, 54, 86, 90, 98 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; <i>Volume 2: Routines and Experiences</i>
• Goal IT-PMP 4	Balancing skills	• Begins to experiment with different ways of balancing	• Experiments with different ways of balancing	• Experiments with different ways of balancing	<ul style="list-style-type: none"> • Physical <i>Intentional Teaching Cards™</i>: P05, P06, P09, P27, P33 • <i>Mighty Minutes®</i>: 07, 10, 24, 31, 49, 51, 53, 56, 58, 64 • <i>LearningGames®</i>: 16, 17, 27, 47, 64 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; <i>Volume 2: Routines and Experiences</i>
• Goal IT-PMP 6	Gross-motor manipulative skills	• Begins to manipulate balls or similar objects with stiff body movements	• Manipulates balls or similar objects with stiff body movements	• Manipulates balls or similar objects with stiff body movements	<ul style="list-style-type: none"> • Physical <i>Intentional Teaching Cards™</i>: P04, P08, P18, P19 • <i>Mighty Minutes®</i>: 12, 18, 20, 23, 26, 71 • <i>LearningGames®</i>: 40, 41, 86 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; <i>Volume 2: Routines and Experiences</i>
• Goal IT-PMP 6, 7, 8	Fine-motor skills	• Begins to use fingers and whole-arm movements to manipulate and explore objects	<ul style="list-style-type: none"> • Uses fingers and whole-arm movements to manipulate and explore objects • Begins to grasp drawing and writing tools, jabbing at paper 	<ul style="list-style-type: none"> • Begins to use refined wrist and finger movements • Grasps drawing and writing tools, jabbing at paper 	<ul style="list-style-type: none"> • Physical <i>Intentional Teaching Cards™</i>: P01–P03, P08, P30–P32 • <i>Mighty Minutes®</i>: 42, 50, 84 • <i>LearningGames®</i>: 6, 40, 45, 58, 66, 98 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Language

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-SE 11 • Goal IT-LC 1, 2, 7 	Listening to and understanding language	<ul style="list-style-type: none"> • Shows an interest in the speech of others • Responds to simple verbal requests accompanied by gestures or tone of voice 	<ul style="list-style-type: none"> • Begins to identify familiar people, animals, and objects when prompted • Begins to follow simple requests not accompanied by gestures 	<ul style="list-style-type: none"> • Identifies familiar people, animals, and objects when prompted • Follows simple requests not accompanied by gestures 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL04, LL13, LL19, LL32, LL50, LL56, LL61 • <i>Mighty Minutes®</i>: 03, 19, 20, 73 • <i>LearningGames®</i>: 12, 33, 36, 46, 70, 73, 97 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; <i>Volume 2: Routines and Experiences</i>
<ul style="list-style-type: none"> • Goal IT-LC 3, 8 	Expressive language	<ul style="list-style-type: none"> • Begins to name familiar people, animals, and objects • Begins to use some words and word-like sounds and is understood by most familiar people • Begins to use one- or two-word sentences or phrases 	<ul style="list-style-type: none"> • Names familiar people, animals, and objects • Uses some words and word-like sounds and is understood by most familiar people • Uses one- or two-word sentences or phrases • Begins to make simple statements about recent events and familiar people and objects that are not present 	<ul style="list-style-type: none"> • Names familiar people, animals, and objects • Uses some words and word-like sounds and is understood by most familiar people • Begins to use three- or four-word sentences; may omit words or use some words incorrectly • Makes simple statements about recent events and familiar people and objects that are not present 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL06, LL12, LL18, LL20, LL24, LL33, LL40, LL57 • <i>Mighty Minutes®</i>: 33, 82, 88, 94, 99 • <i>LearningGames®</i>: 18, 39, 61, 71, 77, 93, 95, 96 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; <i>Volume 2: Routines and Experiences</i>
<ul style="list-style-type: none"> • Goal IT-LC 4, 5, 6 	Conversational and other communication skills	<ul style="list-style-type: none"> • Engages in simple back-and-forth exchanges with others • Begins to respond to speech by looking toward the speaker; watch for signs of being understood when communicating 	<ul style="list-style-type: none"> • Begins to initiate and attend to brief conversations • Responds to speech by looking toward the speaker; watches for signs of being understood when communicating 	<ul style="list-style-type: none"> • Initiates and attends to brief conversations • Uses appropriate eye contact, pauses, and simple verbal prompts when communicating 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL07, LL11, LL15, LL23, LL30, LL46, LL52, LL60 • <i>Mighty Minutes®</i>: 09, 15, 26, 40, 57, 77 • <i>LearningGames®</i>: 5, 42, 45, 65, 84, 99, 100 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Cognitive

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-ATL 3, 4, 5, 7, 8, 9 • Goal IT-C 1, 2, 6, 7, 9 • Goal IT-PMP 1, 2 	Approaches to learning	<ul style="list-style-type: none"> • Pays attention to sights and sounds • Repeats actions to obtain similar results • Begins to react to a problem; seek to achieve a specific goal • Begins to use senses to explore the immediate environment 	<ul style="list-style-type: none"> • Pays attention to sights and sounds • Begins to practice an activity many times until successful • Reacts to a problem; seeks to achieve a specific goal • Uses senses to explore the immediate environment • Begins to imitate others in using objects in new and/or unanticipated ways 	<ul style="list-style-type: none"> • Begins to sustain interest in working on a task, especially when adults offer suggestions, questions, and comments • Practices an activity many times until successful • Begins to observe and imitate how other people solve problems; ask for a solution and use it • Begins to explore and investigate ways to make something happen • Imitates others in using objects in new and/or unanticipated ways 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL03, LL06, M13, M14, SE06, SE09, P01, P32 • <i>Mighty Minutes®</i>: 01, 14, 34, 46, 66, 72 • <i>LearningGames®</i>: 6, 42, 45, 46, 50, 53, 63, 95 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
<ul style="list-style-type: none"> • Goal IT-ATL 6 • Goal IT-C 3, 4, 5 	Remembering and connecting experiences	<ul style="list-style-type: none"> • Begins to recognize familiar people, places, and objects; look for hidden object where it was last seen • Begins to look for familiar persons when they are named; relate objects to events 	<ul style="list-style-type: none"> • Recognizes familiar people, places, and objects; looks for hidden object where it was last seen • Looks for familiar persons when they are named; relates objects to events 	<ul style="list-style-type: none"> • Begins to recall familiar people, places, objects, and actions from the past; recalls one or two items removed from view • Begins to remember the sequence of personal routines and experiences with teacher support 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL24, LL59, M03, M13, SE14, SE21, P11, P30 • <i>Mighty Minutes®</i>: 06, 57, 63, 68 • <i>LearningGames®</i>: 18, 25, 46, 49, 50, 58, 61, 79 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Cognitive, *continued*

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-C 10 	Classification		<ul style="list-style-type: none"> • Begins to match similar objects 	<ul style="list-style-type: none"> • Matches similar objects 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL20, LL38, M05, M15 • <i>Mighty Minutes®</i>: 01, 06, 13, 18, 26, 78 • <i>LearningGames®</i>: 4, 24, 93 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
<ul style="list-style-type: none"> • Goal IT-LC 11 • Goal IT-C 11, 12, 13 • Goal IT-PMP 1 	Symbolic thinking and representation	<ul style="list-style-type: none"> • Begins to imitate actions of others during play; use real objects as props 	<ul style="list-style-type: none"> • Begins to recognize people, objects, and animals in pictures or photographs • Imitates actions of others during play; uses real objects as props 	<ul style="list-style-type: none"> • Recognizes people, objects, and animals in pictures or photographs • Imitates actions of others during play; uses real objects as props 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL07, LL53, M15, SE04, SE12, P23, P32 • <i>Mighty Minutes®</i>: 25, 28, 47, 69, 79, 100 • <i>LearningGames®</i>: 4, 6, 16, 25, 59, 63, 84 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Literacy

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
• Goal IT-LC 9	Phonological awareness		<ul style="list-style-type: none"> Begins to join in rhyming songs and games Begins to sing songs and recite rhymes and refrains with repeating initial sounds 	<ul style="list-style-type: none"> Joins in rhyming songs and games Begins to sing songs and recite rhymes and refrains with repeating initial sounds 	<ul style="list-style-type: none"> Language and Literacy <i>Intentional Teaching Cards™</i>: LL26, LL31, LL55 <i>Mighty Minutes®</i>: 21, 70 <i>LearningGames®</i>: 23, 49, 75 <i>Highlights Hello™</i> <i>Book Conversation Cards™</i> <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Alphabet knowledge	<i>This is an unreasonable expectation for children of this age. Consider using the sample resources to promote children's development and learning with regard to this objective.</i>			<ul style="list-style-type: none"> Language and Literacy <i>Intentional Teaching Cards™</i>: LL34, LL41, LL42 <i>Mighty Minutes®</i>: 10, 90 <i>LearningGames®</i>: 38, 72, 80 <i>Highlights Hello™</i> <i>Book Conversation Cards™</i> <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
• Goal IT-LC 10, 12	Print concepts	• Shows interest in books	• Shows interest in books	<ul style="list-style-type: none"> Begins to orient book correctly; turn pages from the front of book to the back; recognize familiar books by their covers Begins to show understanding that text is meaningful and can be read 	<ul style="list-style-type: none"> Language and Literacy <i>Intentional Teaching Cards™</i>: LL02, LL05, LL25, LL43–LL44, LL47–LL49 <i>Mighty Minutes®</i>: 28 <i>LearningGames®</i>: 7, 18, 19, 32, 47, 67, 89, 91 <i>Highlights Hello™</i> <i>Book Conversation Cards™</i> <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Literacy, *continued*

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
	Comprehension			<ul style="list-style-type: none"> • Begins to contribute particular language from the book at the appropriate time • Begins to pretend to read a familiar book, treating each page as a separate unit; name and describe what is on each page, using picture as cues 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL17, LL21, LL36, LL45, LL53, LL54, LL58 • <i>Mighty Minutes®</i>: 17, 25, 29, 69 • <i>LearningGames®</i>: 2, 16, 37, 39, 75, 84, 99 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
• Goal IT-LC 13	Writing		<ul style="list-style-type: none"> • Begins to make scribbles or marks • Begins to use drawing, dictation, and scribbles or marks to convey a message 	<ul style="list-style-type: none"> • Make scribbles or marks • Uses drawing, dictation, and scribbles or marks to convey a message 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL01, LL03, LL37 • <i>Mighty Minutes®</i>: 10, 90, 98 • <i>LearningGames®</i>: 31, 38, 63 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Mathematics

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
• Goal IT-C 8	Number concepts	<ul style="list-style-type: none"> Begins to demonstrate understanding of the concepts of <i>one</i>, <i>two</i>, and <i>more</i> 	<ul style="list-style-type: none"> Begins to verbally count (not always in the correct order) Demonstrates understanding of the concepts of <i>one</i>, <i>two</i>, and <i>more</i> 	<ul style="list-style-type: none"> Verbally counts (not always in the correct order) Demonstrates understanding of the concepts of <i>one</i>, <i>two</i>, and <i>more</i> 	<ul style="list-style-type: none"> Mathematics <i>Intentional Teaching Cards™</i>: M02, M09, M11, M17, M28 <i>Mighty Minutes®</i>: 30, 38, 55, 91, 96 <i>LearningGames®</i>: 21, 76, 89, 91 <i>Highlights Hello™</i> <i>Book Conversation Cards™</i> <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Spatial relationships and shapes		<ul style="list-style-type: none"> Begins to follow simple directions related to position (<i>in</i>, <i>on</i>, <i>under</i>, <i>up</i>, <i>down</i>) Begins to match two identical shapes 	<ul style="list-style-type: none"> Follows simple directions related to position (<i>in</i>, <i>on</i>, <i>under</i>, <i>up</i>, <i>down</i>) Matches two identical shapes 	<ul style="list-style-type: none"> Mathematics <i>Intentional Teaching Cards™</i>: M01, M04, M06, M12, M19–M21, M23–M24, M26–M27 <i>Mighty Minutes®</i>: 22, 23, 44, 62, 95 <i>LearningGames®</i>: 9, 15, 28, 37, 57, 60, 69, 78, 87, 88, 90 <i>Highlights Hello™</i> <i>Book Conversation Cards™</i> <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Measurement		<ul style="list-style-type: none"> Begins to make simple comparisons between two objects 	<ul style="list-style-type: none"> Makes simple comparisons between two objects 	<ul style="list-style-type: none"> Mathematics <i>Intentional Teaching Cards™</i>: M05, M10, M14–M16, M18 <i>Mighty Minutes®</i>: 68, 98 <i>LearningGames®</i>: 4, 24, 53, 60, 68, 96 <i>Highlights Hello™</i> <i>Book Conversation Cards™</i> <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Patterns	<ul style="list-style-type: none"> Begins to show interest in simple patterns in everyday life 	<ul style="list-style-type: none"> Shows interest in simple patterns in everyday life 	<ul style="list-style-type: none"> Shows interest in simple patterns in everyday life 	<ul style="list-style-type: none"> Mathematics <i>Intentional Teaching Cards™</i>: M03, M08, M23 <i>Mighty Minutes®</i>: 83, 87, 93 <i>LearningGames®</i>: 15, 25, 26 <i>Highlights Hello™</i> <i>Book Conversation Cards™</i> <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>