

**Benchmarks for 18 to 24 month-olds**  
aligned with *Teaching Strategies GOLD*  
**Objectives for Development & Learning**

**\* Curriculum benchmarks are provided to give teachers and parents guidelines of what children of this age range could achieve over the course of the school year. Children will exhibit individual differences in the skills they acquire each year.**

לא עָלֶיךָ הַמְלָאָה לְגַמּוֹר, וְלֹא אֶתָּה בְּךָ חוֹרִין לְהִבָּטֵל מִמֶּנָּה

*You are not required to complete the task, but neither are you free to desist from it.*

**Social-Emotional:**

1. Regulates own emotions and behaviors
  - a. Uses adult support to comfort and calm self
  - b. Responds to changes in adults tone of voice and expression indicating encouragement or redirection
  - c. Indicates needs and wants and begins to participate in meeting needs (e.g. arms up to change shirt or hands out for washing)
2. Establishes and sustains positive relationships
  - a. Forms positive relationships with adults (Looks to trusted adult for encouragement when trying new experience)
  - b. Reacts to peers and adults emotional expressions (e.g. peer crying or laughing or adult using loud voice)
  - c. Plays near other children; uses similar materials or actions
  - d. Begins to make friends (seeks a preferred playmate and shows pleasure when seeing a friend)
3. Participates cooperatively and constructively in group situations
  - a. Begins to share or trade toys (e.g. gives another child a toy when prompted)
  - b. Expresses feelings by calling out for adult support and beginning to use words during a conflict (e.g. someone takes his toy and with adult prompting he says “my turn now”; or someone pushes and with adult prompting he says “No. That hurts me. I don’t like that.”)

**Physical:**

4. Demonstrates traveling skills
  - a. Walks across room
  - b. Pushes toy around obstacles on floor
  - c. Uses feet to scoot riding toy
  - d. Walks up and down stairs holding adult hand
5. Demonstrates balancing skills
  - a. Stands on tiptoes to reach something
  - b. Sidesteps along balance beam watching feet
  - c. Kneels while playing
  - d. Gets in and out of chair
6. Demonstrates gross-motor manipulative skills
  - a. Carries a large ball while moving
  - b. Rolls a ball by pushing it
  - c. Kicks stationary ball
  - d. Catches a large ball against body
  - e. Throws a ball by pushing it with 2 hands
7. Demonstrates fine-motor strength and coordination
  - a. Uses fingers and whole-arm movements to manipulate and explore objects (e.g. shapes into shape sorter, pokes bubbles in air, uses spoon with some spillage, dumps sand and water, rotates door knobs)

- b. Grasps drawing and writing tools with hand and jabs at paper using whole-arm movement

**Language:**

8. Listens to and understands increasingly complex language
  - a. Shows comprehension of language by responding to own name
  - b. Begins to identify familiar people, animals and objects when prompted.
  - c. Responds to simple verbal requests (e.g. put all the balls in this basket or please throw the cup away)
9. Uses language to express thoughts and needs
  - a. Names familiar people, animals and objects
  - b. Begins to use 1 to 3 word utterances understood by most familiar people
  - c. Makes simple statements about recent events (e.g. “daddy go work” or “got shoes”)
10. Uses appropriate conversational and other communication skills
  - a. Joins in brief conversations with adult expansion (e.g. child says “ball” and teacher says “Oh you see a ball. It is a red ball” and the child says “red ball” and then the teacher says “Catch the red ball!”)
  - b. Responds to speech by looking towards speaker
  - c. Looks to adult for signs of being understood (e.g. Child says “muk” and the child looks at adult until adult says “Oh, do you want some milk? and the child nods”)

**Cognitive:**

11. Demonstrates positive approaches to learning
  - a. Attends to sights and sounds in environment
  - b. Repeats actions many times until successful
  - c. Reacts to a problem and seeks to achieve a positive change with adult support (e.g. is upset when something is stuck and with adult prompting pulls until it comes out; blows on food (after adult modeling) when it is too hot and then eats it when it is cool)
  - d. Explores environment with their 5 senses
  - e. Imitates others in using objects in new and different ways
12. Remembers and connects experiences
  - a. Recognizes familiar people, places and objects
  - b. Shows knowledge of objects which are no longer visible at this time (e.g. a toy truck that is no longer in the center or an object removed from the table)
13. Uses classification skills
  - a. Matches similar objects (e.g. picks up all of the balls on the floor)
  - b. Begins to sort objects by color (e.g. you pick up the blue blocks and I will pick up the red blocks)
14. Uses symbols and images to represent something not present
  - a. Points to people, objects and animals in pictures
  - b. Imitates actions of others during play (e.g. holds a phone to ear)
  - c. Uses real objects as props (e.g. wraps a baby doll in a blanket)

**Literacy:**

15. Demonstrates phonological awareness
  - a. Attends to rhyming games and songs
  - b. Hums along or sings some words of songs
16. Demonstrates knowledge of the alphabet
  - a. May point to some letters of alphabet in environment
  - b. Engages in A-B-C song
17. Demonstrates knowledge of print and its uses
  - a. Gazes at the pages of book during shared reading experience
  - b. Brings book to adult to read
  - c. Selects favorite books repeatedly
18. Comprehends and responds to books
  - a. Anticipates repetitive text in familiar story (e.g. Brown Bear, Brown Bear What do you see?....)
  - b. Takes book off shelf and holds (may hold in inverted direction)

19. Demonstrates emergent writing (and drawing) skills
  - a. Uses circular scribble
  - b. Makes purposeful marks on paper that appear to adults to be random

**Mathematics:**

20. Uses number concepts and operations
  - a. Counts aloud with omissions and substitutions (e.g. 1-2-5-8)
  - b. Demonstrates understanding of concepts of just one
  - c. Understands the concept of more (e.g. “want more cracker”)
21. Explores and describes spatial relationships and shapes
  - a. Follows simple directions related to position (in, on, under, up, down)
  - b. Matches identical simple shapes (circle, square, triangle)
22. Compares and measures
  - a. Engages in simple hands-on comparisons (e.g. Pouring sand or water between 2 containers to see which holds more)
23. Demonstrates knowledge of patterns
  - a. Shows interest in simple patterns in everyday life
  - b. Notices patterns in songs
  - c. Notices repetitions in routines of the day (e.g. we always wash hands, have snack, then read a story)

**Science and Technology:**

24. Uses scientific inquiry skills
  - a. Makes simple observations
  - b. Explores indoor and outdoor environments
25. Demonstrates knowledge of the characteristics of living things
  - a. Begins to learn about people, animals and plants, growing and changing, through songs and stories
26. Demonstrates knowledge of the physical properties of objects and materials
  - a. Explores variety of substances (e.g. paper, wood, plastic)
  - b. Uses appropriate vocabulary to describe physical properties of objects (e.g. hard/soft, red/yellow/blue)
27. Demonstrates knowledge of Earth’s environment
  - a. Attends to songs and stories related to the four seasons
  - b. Identifies weather of the day by selecting correct symbol (e.g. sunny, cloudy, rainy, snowy)
28. Uses tools and other technology to perform tasks
  - a. Explores with basic scientific tools such as magnifying glasses

**Social Studies:**

29. Demonstrates knowledge about self
  - a. Notices characteristics of self in mirror (with adult prompting)
  - b. Begins to express personal preferences (e.g. often chooses block center)
30. Shows basic understanding of people and how they live
  - a. Notices different people in their home and school environments
31. Explores change related to familiar people or places
  - a. Demonstrates understanding that people and things change over time (e.g. they look at their very young baby pictures and compare to their photos now)
32. Demonstrates simple geographic knowledge
  - a. Explores different cultures of the world through music, pictures and stories

**The Arts:**

33. Explores the visual arts
  - a. Experiments with art materials (soap bubbles, fingerpaint, shaving cream, sand, dough)
  - b. Notices color, shape, and texture (with adult guidance)
34. Explores musical concepts and expression
  - a. Shows awareness of different kinds of music

- b. Attends to and joins in singing songs
- c. Explores the sounds of different musical instruments
- 35. Explores dance and movement concepts
  - a. Moves body in response to music
  - b. Imitates simple actions of moving parts of body (e.g. touch your nose, touch your toes, hands up high)
- 36. Explores drama through actions and language
  - a. Uses props to enhance play scenarios (e.g. puts on fire hat)

**English Language Acquisition (as needed):**

- 37. Demonstrates progress in listening to and understanding English
  - a. Observes others as they converse in English
  - b. Responds to common English words
- 38. Demonstrates progress in speaking English
  - a. Repeats words in English
  - b. Uses a few socially interactive words in English

**Jewish Studies**

- Jewish Life
  - Provide an environment to acquire a strong Jewish identity
  - Develop a Jewish identity in a natural and enjoyable process
  - Become familiar with prayers and brachot (blessings), the pre-Shabbat and holiday activities, inclusion of Biblical stories and Hebrew
- Israel
  - Israel is a place where Jewish and non-Jewish people live
  - Degel (flag) of Israel
- Hebrew
  - Listens to, understands and incorporates simple Hebrew words in everyday use
- Ta'am Shel Shabbat
  - Become familiar with Shabbat prayers and brachot (blessings)
  - Become familiar with Bible Stories
- Tzedakah and Mitzvot
  - To understand the concept of helping others, giving charity and feeling compassion
  - To become familiar with, understand and engage in mitzvot\*, derech erez, community, tzedakah (charity), gimulat hasadim

Mitzvah (“Commandment”) however, loosely translated as “good deeds”.

Derech Eretz (the way of the world) loosely translated as “Appropriate behavior and good character”

Tzedakah (“Righteous Giving”)

Gimulat Hasadim (“Acts of Love and Kindness”)