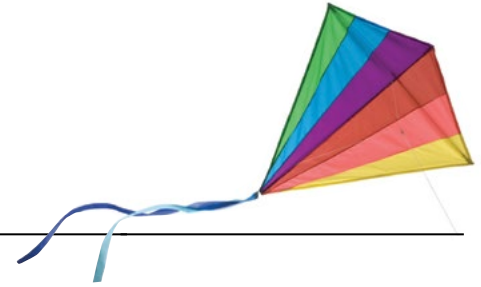




Alignment of



GOLD[®]

Objectives for Development & Learning:
Birth Through Third Grade



WITH

GOLD® Objectives for Development and Learning, Birth Through Third Grade

aligned to

Alabama Standards for Early Learning and Development

Adopted 2020

INFANTS: By 9-12 months, most INFANTS will:

PERFORMANCE / CONTENT STANDARD		SOCIAL EMOTIONAL DEVELOPMENT (SED) Myself, My Feelings, My Relationships
GRADE LEVEL EXPECTATION / STRAND	SED 1	MYSELF
INDICATOR	SED1a	Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.
INDICATORS		1a1-1 Explore movement of hands, feet, body, and objects 1a1-2 Show joy or smile and coo at own image in the mirror 1a1-3 Respond to name 1a1-4 Express likes and dislikes (preferences) through vocalizations or gestures 1a1-5 Recognize how actions affect others <u>GOLD® Objectives for Development and Learning</u> 1. Regulates own emotions and behaviors c. Take care of own needs appropriately 3 emerging to 4. Seeks to do things for self 29. Demonstrates knowledge about self
INDICATOR	SED1b	Self-esteem: Children will demonstrate emerging confidence in their own abilities.

INDICATORS		<p>1bl-1 Indicate needs and wants; participate as adult attends to needs 1bl-2 Show beginning awareness of own skills and expectation of results from an action 1bl-3 Explore the environment when adult is nearby 1bl-4 Show pleasure at accomplishments</p> <p><i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1c. Take care of own needs appropriately 3 emerging to 4. Seeks to do things for self</p> <p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world</p>
GRADE LEVEL EXPECTATION / STRAND	SED 2	MY FEELINGS
INDICATOR	SED2a	Manage Feelings: Children will identify, manage, and express their feelings.
INDICATORS		<p>2al-1 Respond to adult’s expression of feelings 2al-2 Express a range of emotions through body movements, crying or laughing 2al-3 Rely on familiar adults for comfort 2al-4 Attend with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions</p> <p><i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others’ emotional expressions</p>
INDICATOR	SED 2b	Self-Regulation: Children will begin to self-regulate.
INDICATORS		<p>2bl-1 Self soothe to calm 2bl-2 Regulate reaction to stressors by looking away or seeking adult attention 2bl-3 Exhibit behaviors to obtain adult help to solve a problem</p> <p><i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self 1b. Follows limits and expectations 2. Responds to change in an adult’s tone of voice and expression</p>

GRADE LEVEL EXPECTATION / STRAND	SED 3	MY RELATIONSHIPS
INDICATOR	SED 3a	Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.
		<p>3a1-1 Show secure attachment or seek to be near familiar adult 3a1-2 Communicate needs to familiar adults through vocalizations and gestures 3a1-3 Initiate simple back and forth play with adult</p> <p><i>GOLD</i>® Objectives for Development and Learning 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others</p>
INDICATOR	SED3b	Relationships with Peers: Children will develop ways to interact and build relationships with peers.
		<p>3b1-1 Show interest in other children, and notice their actions or faces 3b1-2 Imitate the sounds and actions of others</p> <p><i>GOLD</i>® Objectives for Development and Learning 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions</p>
PERFORMANCE / CONTENT STANDARD		SOCIAL STUDIES (SST) Learning about Myself, My Family, and My Community
GRADE LEVEL EXPECTATION / STRAND	SST 1	SOCIAL SYSTEMS
INDICATOR	SST 1a	Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.
INDICATORS		<p>1a1-1 Respond to immediate family/adults 1a1-2 Show affection for familiar adults and children</p> <p><i>GOLD</i>® Objectives for Development and Learning 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults</p>

INDICATOR	SST 1b	Community Belonging: Children will build a sense of belonging to a group and follow its rules.
INDICATORS		1bl-1 Seek comfort from familiar adult 1bl-2 Show anticipation of daily events GOLD® Objectives for Development and Learning 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
INDICATOR	SST 1c	Diversity and Culture: Children will show understanding of how people and customs are alike and different.
INDICATORS		1cl-1 Show enjoyment when adult names or plays games like “peekaboo” or “This Little Piggy” 1cl-2 Shows interest in others’ differences in appearance 1cl-3 Explore culturally diverse music and books, with adult support GOLD® Objectives for Development and Learning 30. Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION / STRAND	SST 2	SOCIAL STUDIES CONCEPTS
INDICATOR	SST 2a	Economics: Children will understand about supply and demand, why people work, money, and community helpers.
INDICATORS		2al-1 Depend on others to meet needs and wants 2al-2 Explore costumes and props that represent community helpers GOLD® Objectives for Development and Learning 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs 30. Shows basic understanding of people and how they live
INDICATOR	SST 2b	Geography: Children will identify basic concepts of location and features in the community.
INDICATORS		2bl-1 Explore surroundings and materials in the environment GOLD® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
INDICATOR	SST 2c	History: Children will demonstrate an understanding of events and people from the past and present.

INDICATORS		<p>2cI-1 Show anticipation for routine activities 2cI-2 Demonstrate beginning understanding of object permanence</p> <p><i>GOLD® Objectives for Development and Learning</i> 12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen 12b. Makes connections 1 emerging to 2. Looks for familiar persons when they are named; relates objects to events</p>
PERFORMANCE / CONTENT STANDARD		<p>APPROACHES TO PLAY AND LEARNING (APL) Developing Skills and Attitudes for Success</p>
GRADE LEVEL EXPECTATION / STRAND	APL 1	PLAY
INDICATOR	APL 1a	Imaginative Play: Children will use their imaginations to learn about the world around them.
INDICATORS		<p>1aI-1 Use a familiar object for a different purpose or in a different way 1aI-2 Imitate observed actions</p> <p><i>GOLD® Objectives for Development and Learning</i> 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others using objects in new and/or unexpected ways</p>
INDICATOR	APL 1b	Collaborative Play: Children will learn to work and play together to achieve a common goal.
INDICATORS		<p>1bI-1 Observe and seek to be nearby another baby or child 1bI-2 Engage in simple turn-taking 1bI-3 Engage in imitative play actions with adults</p> <p><i>GOLD® Objectives for Development and Learning</i> 2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions 3. Participates cooperatively and constructively in group situations 3a. Balances need and rights of self and others 1 emerging to 2. Responds appropriately to others' expressions of wants</p>
GRADE LEVEL EXPECTATION / STRAND	APL 2	CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE

INDICATOR	APL 2a	Persistence, Engagement and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.
INDICATORS		<p>2a1-1 Focus attention on people or objects nearby 2a1-2 Deliberately try to make things happen 2a1-3 Attend to different sights, sounds or people in the environment 2a1-4 Repeat action multiple times for enjoyment</p> <p>GOLD® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds 11b. Persists 2. Repeats actions to obtain similar results</p>
INDICATOR	APL 2b	Task Analysis: Children will identify the steps needed to achieve a goal.
INDICATORS		<p>2ba1-1 Demonstrate familiarity with routines, objects, and materials</p> <p>GOLD® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal</p>
INDICATOR	APL 2c	Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.
INDICATORS		<p>2c1-1 Notice effect of own actions when interacting with a variety of objects and people 2c1-2 Use an object in more than one way 2c1-3 Purposely complete actions to make something happen 2c1-4 Uses an object, action, or adult to accomplish tasks, such as pulling a blanket to reach a toy or pushing a button to hear a sound.</p> <p>GOLD® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal</p>
GRADE LEVEL EXPECTATION / STRAND	APL 3	WONDERMENT AND INVESTIGATION
INDICATOR	APL 3a	Curiosity, Invention and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.

INDICATORS		<p>3a-1 Show interest and excitement while exploring new experiences in familiar settings</p> <p>3a-1 Explore materials by using their senses</p> <p>3a-1 Reach for the same objects or toys repeatedly</p> <p>3a-1 Try a new action with a familiar object</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>2. Uses senses to explore the immediate environment</p>
INDICATOR	APL 3b	Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.
INDICATORS		<p>3bl-1 Looks to adults for reassurance when trying new things</p> <p>3bl-2 Notice changes in the environment</p> <p>3bl-3 Try to do things that are hard (such as crawl or walk) looking to adults for reassurance</p> <p>3bl-4 Seek to discover where something was and where it might be (object permanence)</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>2. Uses senses to explore the immediate environment</p>
PERFORMANCE / CONTENT STANDARD		SCIENCE EXPLORATION AND KNOWLEDGE (SEK) Exploring the World Around Me
GRADE LEVEL EXPECTATION / STRAND	SEK 1	SCIENCE CONCEPTS
INDICATOR	SEK 1a	Scientific Inquiry: Children will gain knowledge through exploration and discovery.
INDICATORS		<p>1a-1 Use senses to explore objects</p> <p>1a-2 Show interest in a variety of objects, materials and activities</p> <p>1a-3 Handle and manipulate objects to learn about them</p> <p>1a-4 Repeat action to learn about its impact</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>2. Uses senses to explore the immediate environment</p>
INDICATOR	SEK 1b	Biological Science: Child will differentiate between living and non-living things and their characteristics.

INDICATORS		<p>1bl-1 Show interest and curiosity in the world 1bl-2 Indicate basic needs through crying 1bl-3 Explore and discover different body parts 1bl-4 Respond to characteristics of living things</p> <p><i>GOLD</i>® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p>
INDICATOR	SEK 1c	Physical Science: Children will demonstrate emerging understanding of matter and energy.
INDICATORS		<p>1cl-1 Explore and discover the motion of objects 1cl-2 Handle objects to learn about their characteristics or properties</p> <p><i>GOLD</i>® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p>
INDICATOR	SEK 1d	Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.
INDICATORS		<p>1dl-1 Explore textures and sounds found in nature 1dl-2 Enjoy water play 1dl-3 Show interest in the earth and sky 1bl-4 Respond to changes in the temperature (weather)</p> <p><i>GOLD</i>® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p>
INDICATOR	SEK 1e	Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.
INDICATORS		<p>1el-1 Demonstrate joy in being outside</p> <p><i>GOLD</i>® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p>
GRADE LEVEL EXPECTATION / STRAND	SEK 2	TECHNOLOGY
INDICATOR	SEK 2a	Use of Tools: Children will use simple and more complex tools to accomplish a task.

INDICATORS		2a1-1 Manipulate toys, often with a purpose <i>GOLD® Objectives for Development and Learning</i> 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
GRADE LEVEL EXPECTATION / STRAND	SEK 3	ENGINEERING PROCESSES
INDICATOR	SEK 3	Engineering Processes: Children will use emerging understanding of design processes for problem solving.
INDICATORS		3I-1 Explore toys that move 3I-1 Stack objects <i>GOLD® Objectives for Development and Learning</i> 11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
PERFORMANCE / CONTENT STANDARD		MATHEMATICAL THINKING (MAT) Exploring, Processing, and Logical Reasoning
GRADE LEVEL EXPECTATION / STRAND	MAT 1	NUMBERS AND QUANTITY
INDICATOR	MAT 1a	Number Relationships : Children will understand the concept of number and the relationships between numbers and quantities.
INDICATORS		1a1-1 Ask for “more” through gestures or respond to adults’ questions about wanting more 1a1-2 Give an adult two or more objects when asked for them by name 1a1-3 Line up objects in one hand with another object in another hand <i>GOLD® Objectives for Development and Learning</i> 20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of <i>one, two, and more</i>
INDICATOR	MAT 1b	Counting and Number Sense: Children will connect number names to quantities.
INDICATORS		1b1-1 Show interest in adult’s counting movements and songs <i>GOLD® Objectives for Development and Learning</i> 20. Uses number concepts and operations 20a. Counts 1 emerging to 2. Verbally counts (not always in the correct order)

GRADE LEVEL EXPECTATION / STRAND	MAT 2	ALGEBRAIC THINKING
INDICATOR	MAT 2a	Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.
INDICATORS		2a1-1 Hold one object and reach for another at the same time <i>GOLD</i> [®] Objectives for Development and Learning 20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of <i>one, two, and more</i>
INDICATOR	MAT 2b	Sets: Children will classify and organize objects according to properties and attributes.
INDICATORS		2b1-1 Explore the characteristics of objects 2b1-2 Identify likes and dislikes in foods, sounds, and toys 2b1-3 Touch and explore objects of different sizes and textures <i>GOLD</i> [®] Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
INDICATOR	MAT 2c	Patterns: Children will recognize simple patterns in daily life and play experiences.
INDICATORS		2c1-1 Respond with regularity to a daily routine 2c1-2 Explore objects with different characteristics <i>GOLD</i> [®] Objectives for Development and Learning 23. Demonstrates knowledge of patterns 1 emerging to 2. Shows interest in simple patterns in everyday life
GRADE LEVEL EXPECTATION / STRAND	MAT 3	SPATIAL REASONING AND GEOMETRY
INDICATOR	MAT 3a	Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.
INDICATORS		3a1-1 Watch how objects move 3a1-2 Explore how to make objects move or fit together 3a1-3 Explore space with body by rolling, crawling or climbing <i>GOLD</i> [®] Objectives for Development and Learning 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 1 emerging to 2. Follows simple directions related to position (in, on, under, up, down)
INDICATOR	MAT 3b	Shapes: Children will explore, visualize and analyze shapes and shape attributes.

INDICATORS		3bl-1 Explore objects of different 2 dimensional (2D) and 3 dimensional (3D) shapes <i>GOLD® Objectives for Development and Learning</i> 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 1 emerging to 2. Matches two identical shapes
GRADE LEVEL EXPECTATION / STRAND	MAT 4	MEASUREMENT AND DATA ANALYSIS
INDICATOR	MAT 4a	Measurement and Time: Children will explore and communicate about distance, weight, length, height and time.
INDICATORS		4al-1 Engage with adult in measurement games 4al-2 Play with toys of various shapes and sizes <i>GOLD® Objectives for Development and Learning</i> 22. Compares and measures 22a. Measures objects 1 emerging to 2. Makes simple comparisons between two objects
INDICATOR	MAT 4b	Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.
INDICATORS		4bl-1 Explore objects in the natural world to observe reaction 4bl-2 Seek objects that have disappeared or are out of reach <i>GOLD® Objectives for Development and Learning</i> 11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
PERFORMANCE / CONTENT STANDARD		LANGUAGE AND LITERACY (LLT) Understanding and expressing by speaking, listening, reading, and writing
GRADE LEVEL EXPECTATION / STRAND	LLT 1	ORAL LANGUAGE
INDICATOR	LLT 1a	Receptive Language: Children will gain information by understanding the meaning of words and gestures.

INDICATORS		<p>1a1-1 Respond to facial expressions and tones of voice 1a1-2 Recognize the spoken name of familiar objects 1a1-3 Turn head in response to hearing name called</p> <p><i>GOLD® Objectives for Development and Learning</i> 8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others</p>
INDICATOR	LLT 1b	Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.
INDICATORS		<p>1b1-1 Coo/gurgle/babble/use jargon in vocal play 1b1-2 Communicate needs and feelings through non-verbal actions or basic sign language 1b1-3 Use sounds to indicate needs or wants 1b1-4 Mimic adult speech intonations</p> <p><i>GOLD® Objectives for Development and Learning</i> 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p>
INDICATOR	LLT 1c	Social Rules of Language: Children will use, adapt and follow the rules of language.
INDICATORS		<p>1c1-1 Respond differently to different tones and voices 1c1-2 Use eye contact to engage in joint attention 1c1-3 Engage in vocal play turn-taking with others</p> <p><i>GOLD® Objectives for Development and Learning</i> 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others 10b. Uses social rules of language 1 emerging to 2. Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
GRADE LEVEL EXPECTATION / STRAND	LLT 2	EMERGENT READING
INDICATOR	LLT 2a	Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.

INDICATORS		2a1-1 Attend to stories that have been read previously 2a1-2 Show interest in pictures in books <i>GOLD® Objectives for Development and Learning</i> 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 2. Shows interest in books
INDICATOR	LLT 2b	Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.
INDICATORS		2b1-1 Listen to simple nursery rhymes, chants and songs 2b1-2 Experiment with sounds <i>GOLD® Objectives for Development and Learning</i> 15. Demonstrates phonological awareness, phonics skills, and word recognition 15a. Notices and discriminates rhyme 1 emerging to 2. Joins in rhyming songs and games
INDICATOR	LLT 2d	Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.
INDICATORS		2d1-1 Show interest in books by touching, mouthing 2d1-2 Attend to shared book reading 2d1-3 Imitate adults' reading by pointing to pictures and trying to turn pages <i>GOLD® Objectives for Development and Learning</i> 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 2. Shows interest in books
GRADE LEVEL EXPECTATION / STRAND	LLT 3	EMERGENT WRITING
INDICATOR	LLT 3	Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.
INDICATORS		3I-1 Grasp and manipulate object when placed in hand <i>GOLD® Objectives for Development and Learning</i> 7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 1 emerging to 2. Grasps drawing and writing tools, jabbing at paper
PERFORMANCE / CONTENT STANDARD		CREATIVE ARTS (CRA) Expressing Feelings and Ideas through Art, Music, Movement and Drama
GRADE LEVEL EXPECTATION / STRAND	CRA 1	Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.

INDICATORS		<p>1I-1 Show interest in visual stimuli 1I-2 Attend to bright and contrasting colors 1I-3 Hold, touch and experience different textures 1I-4 Use fingers, hands and mouth to explore mediums</p> <p><i>GOLD</i>® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p>
GRADE LEVEL EXPECTATION / STRAND	CRA 2	Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.
INDICATORS		<p>2I-1 Imitate adult sounds by babbling or making other vocalizations 2I-2 Make sounds with toys or objects, creating instruments 2I-3 Show interest and respond to different songs and chants</p> <p><i>GOLD</i>® Objectives for Development and Learning 34. Explores musical concepts and expression</p>
GRADE LEVEL EXPECTATION / STRAND	CRA 3	Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.
INDICATORS		<p>3I-1 Respond to music by moving body 3I-2 Indicate enjoyment of music through body movements</p> <p><i>GOLD</i>® Objectives for Development and Learning 35. Explores dance and movement concepts</p>
GRADE LEVEL EXPECTATION / STRAND	CRA 4	Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.
INDICATORS		<p>4I-1 Imitate familiar actions, behaviors or sounds of others</p> <p><i>GOLD</i>® Objectives for Development and Learning 36. Explores drama through actions and language</p>
PERFORMANCE / CONTENT STANDARD		PHYSICAL DEVELOPMENT AND HEALTH (PDH) Growing Strong, Healthy and Resilient
GRADE LEVEL EXPECTATION / STRAND	PDH 1	MOTOR DEVELOPMENT
GRADE LEVEL EXPECTATION / STRAND	PDH 1a	Gross Motor Development: Child will demonstrate increasing body awareness, control, strength and coordination of large muscles.

INDICATORS		<p>1a1-1 Demonstrate control and strength of basic body movements such as rolling, reaching and pulling up to standing</p> <p>1a1-2 Show increasing stability in non-locomotor skills through reaching, stretching and turning over</p> <p>1a1-3 Master beginning movement skills such as creeping, crawling, scooting</p> <p>1a1-4 Show beginning body awareness by exploring new positions and movements</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>4. Demonstrates traveling skills</p> <p> 2. Moves to explore immediate environment</p> <p>5. Demonstrates balancing skills</p> <p> 2. Balances while exploring immediate environment</p> <p>6. Demonstrates gross-motor manipulative skills</p> <p> 2. Reaches, grasps, and releases objects</p>
GRADE LEVEL EXPECTATION / STRAND	PDH 1b	Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles.
INDICATORS		<p>1b1-1 Examine objects and transfer them from one hand to another</p> <p>1b1-1 Grasp object using the whole hand</p> <p>1b1-1 Use hand to pat or shake objects</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p> 2. Reaches for, touches, and holds objects purposefully</p>
GRADE LEVEL EXPECTATION / STRAND	PDH 2	HEALTHY LIVING
GRADE LEVEL EXPECTATION / STRAND	PDH 2a	Healthy Habits: Children will show increasing independence in performing self care tasks.
INDICATORS		<p>2a1-1 Tolerate hands and face being washed teeth being brushed</p> <p>2a1-2 Fuss to indicate a wet or soiled diaper</p> <p>2a1-3 Cooperate in dressing activities such as raising arm to put on shirt</p> <p>2a1-4 Show engagement while adult exercises arms, legs and body in a variety of ways</p> <p>2a1-5 Participate in feeding routines</p> <p>2a1-6 Try new foods</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p> 2. Indicates needs and wants; participates as adult attends to needs</p>
GRADE LEVEL EXPECTATION / STRAND	PDH 2b	Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.

INDICATORS		<p>2bl-1 Show discomfort when feeling unstable (afraid of being dropped) 2bl-2 Depend on adult for safety 2bl-3 Show separation and stranger anxiety</p> <p><u>GOLD® Objectives for Development and Learning</u> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression</p>
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YOUNG TODDLERS: By 18-24 months, most YOUNG TODDLERS will:

PERFORMANCE / CONTENT STANDARD		SOCIAL EMOTIONAL DEVELOPMENT (SED) Myself, My Feelings, My Relationships
GRADE LEVEL EXPECTATION / STRAND	SED 1	MYSELF
INDICATOR	SED1a	Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.
INDICATORS		1aYT-1 Show awareness of specific body parts; point to ears, mouth, nose, etc. 1aYT-2 Recognize self in the mirror 1aYT-3 Say name 1aYT-4 Indicate likes or dislikes (preferences) through willingness to participate or complete activities or actions 1aYT-5 Express self as individual through gestures and actions <i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1c. Take care of own needs appropriately 4. Seeks to do things for self 29. Demonstrates knowledge about self
INDICATOR	SED1b	Self-esteem: Children will demonstrate emerging confidence in their own abilities.
INDICATORS		1bYT-1 Alternate between doing things independently and wanting help or comfort 1bYT-2 Demonstrate confidence in the ability to make things happen 1bYT-3 Explore the environment on own, but check back with a familiar adult occasionally 1bYT-4 Show others something that's been completed <i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1c. Take care of own needs appropriately 4. Seeks to do things for self 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
GRADE LEVEL EXPECTATION / STRAND	SED 2	MY FEELINGS
INDICATOR	SED2a	Manage Feelings: Children will identify, manage, and express their feelings.

INDICATORS		<p>2aYT-1 Imitate adult’s expression of feelings 2aYT-2 Communicate feelings through gestures, actions, or basic words 2aYT-3 Stay near or cling to familiar adult during times of distress or discomfort 2aYT-4 Show awareness of others’ expressed feelings</p> <p><i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person</p>
INDICATOR	SED 2b	Self-Regulation: Children will begin to self-regulate.
INDICATORS		<p>2bYT-1 Find comfort in a familiar setting or calm with familiar adult or object 2bYT-2 Adjust behavior in response to adult cues and reactions 2bYT-3 Imitate other children’s problem-solving techniques 2bYT-4 Use temper tantrums to express distress or displeasure</p> <p><i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person 1b. Follows limits and expectations 4. Accepts redirection from adults</p>
GRADE LEVEL EXPECTATION / STRAND	SED 3	MY RELATIONSHIPS
INDICATOR	SED 3a	Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.
		<p>3aYT-1 Rely on adult as a safe base for exploring the environment 3aYT-2 Look to familiar adult for help 3aYT-3 Participate in back and forth activities with adults</p> <p><i>GOLD® Objectives for Development and Learning</i> 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations</p>
INDICATOR	SED3b	Relationships with Peers: Children will develop ways to interact and build relationships with peers.

		<p>3bYT-1 Show interest in other children when near 3bYT-2 Respond to other children’s emotional expressions</p> <p><i>GOLD® Objectives for Development and Learning</i> 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others’ emotional expressions 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions</p>
PERFORMANCE / CONTENT STANDARD		SOCIAL STUDIES (SST) Learning about Myself, My Family, and My Community
GRADE LEVEL EXPECTATION / STRAND	SST 1	SOCIAL SYSTEMS
INDICATOR	SST 1a	Family Structure: Children will develop a sense of belonging to a family group, articulate family members’ roles, and identify how families are alike and different.
INDICATORS		<p>1aYT-1 Recognize immediate family members 1aYT-2 Seek out family members to have needs met</p> <p><i>GOLD® Objectives for Development and Learning</i> 29. Demonstrates knowledge about self</p>
INDICATOR	SST 1b	Community Belonging: Children will build a sense of belonging to a group and follow its rules.
INDICATORS		<p>1bYT-1 Separate from caregiver in familiar settings 1bYT-2 Participate in simple routines with adult support 1bYT-3 Look to adult for assistance</p> <p><i>GOLD® Objectives for Development and Learning</i> 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world</p>
INDICATOR	SST 1c	Diversity and Culture: Children will show understanding of how people and customs are alike and different.
INDICATORS		<p>1cYT-1 Gaze at self in the mirror 1cYT-2 Show curiosity and explore characteristics of others 1cYT-3 Participate in music, literature, etc. surrounding holiday, cultural and/or birthday celebrations</p> <p><i>GOLD® Objectives for Development and Learning</i> 30. Shows basic understanding of people and how they live</p>

GRADE LEVEL EXPECTATION / STRAND	SST 2	SOCIAL STUDIES CONCEPTS
INDICATOR	SST 2a	Economics: Children will understand about supply and demand, why people work, money, and community helpers.
INDICATORS		2aYT-1 Express wants and needs with simple phrases or gestures 2aYT-2 Engage with costumes and props that represent community helpers <i>GOLD</i>® Objectives for Development and Learning 30. Shows basic understanding of people and how they
INDICATOR	SST 2b	Geography: Children will identify basic concepts of location and features in the community.
INDICATORS		2bYT-1 Locate familiar objects when given basic directions 2bYT-2 Recognize familiar locations <i>GOLD</i>® Objectives for Development and Learning 32. Demonstrates simple geographic knowledge
INDICATOR	SST 2c	History: Children will demonstrate an understanding of events and people from the past and present.
INDICATORS		2cYT-1 Show anticipation for scheduled activities 2cYT-2 Respond to familiar sequences and routines 2cYT-3 Recognize the end of an activity <i>GOLD</i>® Objectives for Development and Learning 12. Remembers and connects experiences 12a. Recognizes and recalls 3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view 12b. Makes connections 3 emerging to 4. Remembers the sequence of personal routines and experiences with teacher support
PERFORMANCE / CONTENT STANDARD		APPROACHES TO PLAY AND LEARNING (APL) Developing Skills and Attitudes for Success
GRADE LEVEL EXPECTATION / STRAND	APL 1	PLAY
INDICATOR	APL 1a	Imaginative Play: Children will use their imaginations to learn about the world around them.

INDICATORS		<p>1aYT-1 Use objects for a real or imagined purpose 1aYT-2 Imitate or act out real life events</p> <p><i>GOLD® Objectives for Development and Learning</i> 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props</p>
INDICATOR	APL 1b	Collaborative Play: Children will learn to work and play together to achieve a common goal.
INDICATORS		<p>1bYT-1 Play near another child with different toys or activities 1bYT-2 Seek adult or peer audience during play 1bYT-3 Initiate imitative play games</p> <p><i>GOLD® Objectives for Development and Learning</i> 2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions</p>
GRADE LEVEL EXPECTATION / STRAND	APL 2	CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE
INDICATOR	APL 2a	Persistence, Engagement and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.
INDICATORS		<p>2aYT-1 Focus attention on activities or people for a short period of time 2aYT-2 Repeat tasks and activities over and over again to achieve a goal 2aYT-3 Show interest in activities going on in the environment 2aYT-4 Show delight after a completed activity or act 2aYT-5 Demonstrate desire to complete tasks by self</p> <p><i>GOLD® Objectives for Development and Learning</i> 11. Demonstrates positive approaches to learning 11a. Attends and engages 3 emerging to 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments 11b. Persists 4. Practices and activity many times until successful</p>
INDICATOR	APL 2b	Task Analysis: Children will identify the steps needed to achieve a goal.

INDICATORS		<p>2bYT-1 Observe another’s actions and replicate 2bYT-2 Anticipate the next step of a familiar routine or activity 2bYT-3 Use a variety of ways to meet a goal</p> <p><i>GOLD® Objectives for Development and Learning</i> 11. Demonstrates positive approaches to learning 11c. Solves problems 3 emerging to 4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
INDICATOR	APL 2c	Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.
INDICATORS		<p>2cYT-1 Observe others’ actions with objects and materials 2cYT-2 Use trial and error to complete a task 2cYT-3 Repeat action to produce an effect or response 2cYT-4 Experiment to find a solution to a problem</p> <p><i>GOLD® Objectives for Development and Learning</i> 11. Demonstrates positive approaches to learning 11c. Solves problems 3 emerging to 4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
GRADE LEVEL EXPECTATION / STRAND	APL 3	WONDERMENT AND INVESTIGATION
INDICATOR	APL 3a	Curiosity, Invention and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.
INDICATORS		<p>3aYT-1 Delight in finding new properties and uses for familiar objects and experiences 3aYT-2 Gesture to adults to describe or name new objects or toys 3aYT-3 Indicate preferences for objects or activities 3aYT-4 Delight in finding different and unique ways to use familiar objects</p> <p><i>GOLD® Objectives for Development and Learning</i> 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2 emerging to 3. Explores and investigates ways to make something happen</p>
INDICATOR	APL 3b	Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.

INDICATORS		<p>3bYT-1 Move away from an adult to try new things but check in frequently</p> <p>3bYT-2 React to unexpected events with laughter or interest</p> <p>3bYT-3 Show interest in toys that offer a challenge and try to figure out how they work and how to use them.</p> <p>3bYT-4 Seek new experiences that create joy and excitement.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>11. Demonstrates positive approaches to learning</p> <p>11e. Shows flexibility and inventiveness in thinking</p> <p>2. Imitates others in using objects in new and/or unanticipated ways</p>
PERFORMANCE / CONTENT STANDARD		SCIENCE EXPLORATION AND KNOWLEDGE (SEK) Exploring the World Around Me
GRADE LEVEL EXPECTATION / STRAND	SEK 1	SCIENCE CONCEPTS
INDICATOR	SEK 1a	Scientific Inquiry: Children will gain knowledge through exploration and discovery.
INDICATORS		<p>1aYT-1 Use the five senses to observe and explore objects in the environment</p> <p>1aYT-2 Notice that something happens as a result of an action</p> <p>1aYT-3 Interact with materials and the environment to learn new ideas</p> <p>1aYT-4 Repeat actions to achieve a desired effect</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>24. Uses scientific inquiry skills</p>
INDICATOR	SEK 1b	Biological Science: Child will differentiate between living and non-living things and their characteristics.
INDICATORS		<p>1bYT-1 Explore a variety of living and non-living things</p> <p>1bYT-2 Verbalize needs through short phrases</p> <p>1bYT-3 Show or use specific body parts when asked by adult</p> <p>1bYT-4 Differentiate between adults and babies</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>25. Demonstrates knowledge of the characteristics of living things</p>
INDICATOR	SEK 1c	Physical Science: Children will demonstrate emerging understanding of matter and energy.
INDICATORS		<p>1cYT-1 Explore the way in which objects move</p> <p>1cYT-2 Begin to categorize objects according to their attributes</p> <p>1cYT-3 Explore the properties of liquids and solids</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p>

INDICATOR	SEK 1d	Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.
INDICATORS		<p>1dYT-1 Use basic tools to explore soil and sand 1dYT-2 Engage in water play with tools such as cups and sieves 1dYT-3 Show interest or recognize objects that are in the sky 1bYT-4 Recognize different weather types 1bYT-5 Begin to differentiate day from night</p> <p>GOLD® Objectives for Development and Learning 27. Demonstrates knowledge of Earth's environment</p>
INDICATOR	SEK 1e	Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.
INDICATORS		<p>1eYT-1 Show interest in nature 1eYT-2 Show an understanding of trash or things that need to be discarded</p> <p>GOLD® Objectives for Development and Learning 27. Demonstrates knowledge of Earth's environment</p>
GRADE LEVEL EXPECTATION / STRAND	SEK 2	TECHNOLOGY
INDICATOR	SEK 2a	Use of Tools: Children will use simple and more complex tools to accomplish a task.
INDICATORS		<p>2aYT-1 Explore the use of simple tools to get results 2aYT-2 Explore simple technology tools 2aYT-3 Observe the function of technology tools in the environment</p> <p>GOLD® Objectives for Development and Learning 28. Uses tools and other technology to perform tasks</p>
GRADE LEVEL EXPECTATION / STRAND	SEK 3	ENGINEERING PROCESSES
INDICATOR	SEK 3	Engineering Processes: Children will use emerging understanding of design processes for problem solving.
INDICATORS		<p>3YT-1 Use simple machines in play 3YT-2 Notice characteristics of structures</p> <p>GOLD® Objectives for Development and Learning 24. Uses scientific inquiry skills</p>
PERFORMANCE / CONTENT STANDARD		MATHEMATICAL THINKING (MAT) Exploring, Processing, and Logical Reasoning
GRADE LEVEL EXPECTATION / STRAND	MAT 1	NUMBERS AND QUANTITY

INDICATOR	MAT 1a	Number Relationships : Children will understand the concept of number and the relationships between numbers and quantities.
INDICATORS		1aYT-1 Use words that indicate understanding of quantity—more or all 1aYT-2 Explore quantity through dumping and filling 1aYT-3 Identify more or less with a small number of items without counting <i>GOLD</i> ® Objectives for Development and Learning 20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of <i>one, two, and more</i>
INDICATOR	MAT 1b	Counting and Number Sense: Children will connect number names to quantities.
INDICATORS		1bYT-1 Rote count, not always in sequence (1, 3, 2) <i>GOLD</i> ® Objectives for Development and Learning 20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in the correct order)
GRADE LEVEL EXPECTATION / STRAND	MAT 2	ALGEBRAIC THINKING
INDICATOR	MAT 2a	Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.
INDICATORS		2aYT-1 Notice changes in quantity of objects or look for a missing object <i>GOLD</i> ® Objectives for Development and Learning 20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of <i>one, two, and more</i>
INDICATOR	MAT 2b	Sets: Children will classify and organize objects according to properties and attributes.
INDICATORS		2bYT-1 Match two identical objects 2bYT-2 Sort objects by one attribute with adult assistance 2bYT-3 Compare simple objects <i>GOLD</i> ® Objectives for Development and Learning 13. Uses classification skills 2. Matches similar objects 22. Compares and measures 22a. Measures objects 2. Makes simple comparisons between two objects
INDICATOR	MAT 2c	Patterns: Children will recognize simple patterns in daily life and play experiences.

INDICATORS		2cYT-1 Begin to predict events in the daily schedule 2cYT-2 Notice the same characteristics in different objects <i>GOLD</i> ® Objectives for Development and Learning 23. Demonstrates knowledge of patterns 2. Shows interests in simple patterns in everyday life
GRADE LEVEL EXPECTATION / STRAND	MAT 3	SPATIAL REASONING AND GEOMETRY
INDICATOR	MAT 3a	Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.
INDICATORS		3aYT-1 Move objects in different ways to understand how they work 3aYT-2 Deliberately move objects to make them fit in spaces 3aYT-3 Move body in different ways <i>GOLD</i> ® Objectives for Development and Learning 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (<i>in, on, under, up, down</i>)
INDICATOR	MAT 3b	Shapes: Children will explore, visualize and analyze shapes and shape attributes.
INDICATORS		3bYT-1 Match 2D and 3D shapes <i>GOLD</i> ® Objectives for Development and Learning 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes
GRADE LEVEL EXPECTATION / STRAND	MAT 4	MEASUREMENT AND DATA ANALYSIS
INDICATOR	MAT 4a	Measurement and Time: Children will explore and communicate about distance, weight, length, height and time.
INDICATORS		4aYT-1 Use basic size words such as big, little 4aYT-2 Explore measuring tools 4aYT-3 Explore and identify, with adult support, the characteristics of objects <i>GOLD</i> ® Objectives for Development and Learning 22. Compares and measures 22a. Measures objects 2. Makes simple comparisons between two objects
INDICATOR	MAT 4b	Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.

INDICATORS		<p>4bYT-1 Observe and imitate others to solve a problem 4bYT-2 Act on objects to gather information</p> <p><i>GOLD</i>® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen</p>
PERFORMANCE / CONTENT STANDARD		LANGUAGE AND LITERACY (LLT) Understanding and expressing by speaking, listening, reading, and writing
GRADE LEVEL EXPECTATION / STRAND	LLT 1	ORAL LANGUAGE
INDICATOR	LLT 1a	Receptive Language: Children will gain information by understanding the meaning of words and gestures.
INDICATORS		<p>1aYT-1 Show understanding by complying with simple commands 1aYT-2 Point to characters or objects in a story when asked 1aYT-3 Respond with gestures to requests</p> <p><i>GOLD</i>® Objectives for Development and Learning 8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted 8b. Follows directions 4. Follows simple requests not accompanied by gestures</p>
INDICATOR	LLT 1b	Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.
INDICATORS		<p>1bYT-1 Combine gestures and words to communicate a thought 1bYT-2 Name familiar people and objects 1bYT-3 Answer yes/no questions 1bYT-5 Point to an object or person 1bYT-4 Speak about 10 -50 words 1bYT-6 Use appropriate vocal inflection when using true words and jargon</p> <p><i>GOLD</i>® Objectives for Development and Learning 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects</p>
INDICATOR	LLT 1c	Social Rules of Language: Children will use, adapt and follow the rules of language.

INDICATORS		<p>1cYT-1 Respond to others' communications with gestures, facial expressions and body movement</p> <p>1cYT-2 Pay attention to a speaker by pausing physical activity or shifting gaze to speaker</p> <p>1cYT-3 Initiate and engage in communications with others, either vocally or nonverbally</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p> 4. Initiates and attends to brief conversations</p> <p>10b. Uses social rules of language</p> <p> 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
GRADE LEVEL EXPECTATION / STRAND	LLT 2	EMERGENT READING
INDICATOR	LLT 2a	Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.
INDICATORS		<p>2aYT-1 With prompting and support, make sounds that relate to pictures in books</p> <p>2aYT-2 Show preference for familiar stories</p> <p>2aYT-3 Point to pictures of objects or characters when asked</p> <p>2aYT-4 Point to a picture and look to adult to label it</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during reading experiences, book conversations, and other text reflections</p> <p> 1 emerging to 2. Contributes particular language from the book at the appropriate time</p>
INDICATOR	LLT 2b	Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.
INDICATORS		<p>2bYT-1 Participate in familiar nursery rhymes, chants and sounds</p> <p>2bYT-2 Play with different sounds, using them for different purposes</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>15. Demonstrates phonological awareness, phonics skills, and word recognition</p> <p>15a. Notices and discriminates rhyme</p> <p> 2. Joins in rhyming songs and games</p> <p>15b. Notices and discriminates alliteration</p> <p> 1 emerging to 2. Sings songs and recites rhymes and refrains with repeating initial sounds</p>
INDICATOR	LLT 2d	Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.

INDICATORS		<p>2dYT-1 Select and ask for adult to read books 2dYT-2 Touch or identify pictures in books when asked 2dYT-3 Hold book and turn pages with adult assistance</p> <p><i>GOLD® Objectives for Development and Learning</i> 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 3 emerging to 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers 17b. Uses print concepts 1 emerging to 2. Shows understanding that text is meaningful and can be read</p>
GRADE LEVEL EXPECTATION / STRAND	LLT 3	EMERGENT WRITING
INDICATOR	LLT 3	Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.
INDICATORS		<p>3YT-1 Use full hand grasp (palmar grasp) to hold crayon 3YT-2 Make random scribbles on paper</p> <p><i>GOLD® Objectives for Development and Learning</i> 19. Demonstrates writing skills 19a. Writes name 2. Makes scribbles or marks 19b. Writes to convey ideas and information 2. Uses drawing, dictation, and scribbles or marks to convey a message</p>
PERFORMANCE / CONTENT STANDARD		CREATIVE ARTS (CRA) Expressing Feelings and Ideas through Art, Music, Movement and Drama
GRADE LEVEL EXPECTATION / STRAND	CRA 1	Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.
INDICATORS		<p>1YT-1 Explore art materials 1YT-2 Respond to visual arts such as photos in books and communicate preferences 1YT-3 Explore the differences in art materials, textures, and processes 1YT-4 Make marks with crayons, markers, and paints</p> <p><i>GOLD® Objectives for Development and Learning</i> 33. Explores the visual arts</p>
GRADE LEVEL EXPECTATION / STRAND	CRA 2	Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.

INDICATORS		<p>2YT-1 Imitate sounds and movements to favorite songs or music 2YT-2 Use musical toys to intentionally produce sounds or music 2YT-3 Recognize and associate a particular song or sound with a particular meaning</p> <p><i>GOLD</i>® Objectives for Development and Learning 34. Explores musical concepts and expression</p>
GRADE LEVEL EXPECTATION / STRAND	CRA 3	Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.
INDICATORS		<p>3YT-1 Spontaneously move body in response to music or sounds 3YT-2 Respond in creative ways when hearing music 3YT-3 Attempt to move body according to instructions in a song</p> <p><i>GOLD</i>® Objectives for Development and Learning 35. Explores dance and movement concepts</p>
GRADE LEVEL EXPECTATION / STRAND	CRA 4	Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.
INDICATORS		<p>4YT-1 Experiment with voice inflections and sounds to indicate something else 4YT-2 Role play familiar events and routines, every day situations during play 4YT-3 Use hats, pocketbooks, clothes for dress-up and simple role playing</p> <p><i>GOLD</i>® Objectives for Development and Learning 36. Explores drama through actions and language</p>
PERFORMANCE / CONTENT STANDARD		PHYSICAL DEVELOPMENT AND HEALTH (PDH) Growing Strong, Healthy and Resilient
GRADE LEVEL EXPECTATION / STRAND	PDH 1	MOTOR DEVELOPMENT
GRADE LEVEL EXPECTATION / STRAND	PDH 1a	Gross Motor Development: Child will demonstrate increasing body awareness, control, strength and coordination of large muscles.

INDICATORS		<p>1aYT-1 Show coordination and control of large muscle movements by throwing or kicking a large ball</p> <p>1aYT-2 Demonstrate non-locomotor body movements such as shaking, wiggling and turning</p> <p>1aYT-3 Show control of simple body movements and postures such as walking or climbing stairs with help</p> <p>1aYT-4 Show awareness of where their body is in relation to other objects and people in the environment</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>4. Demonstrates traveling skills</p> <p>4. Experiments with different ways of moving</p> <p>5. Demonstrates balancing skills</p> <p>4. Experiments with different ways of balancing</p> <p>6. Demonstrates gross-motor manipulative skills</p> <p>4. Manipulates balls or similar objects with stiff body movements</p>
GRADE LEVEL EXPECTATION / STRAND	PDH 1b	Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles.
INDICATORS		<p>1bYT-1 Use eye-hand coordination to manipulate objects, feed self, or fill containers</p> <p>1bYT-2 Pick up small objects with index finger and thumb</p> <p>1bYT-3 Stack 2-3 blocks or objects</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>5 emerging to 6. Uses refined wrist and finger movements</p> <p>7b. Uses writing and drawing tools</p> <p>2. Grasps drawing and writing tools, jabbing at paper</p>
GRADE LEVEL EXPECTATION / STRAND	PDH 2	HEALTHY LIVING
GRADE LEVEL EXPECTATION / STRAND	PDH 2a	Healthy Habits: Children will show increasing independence in performing self care tasks.
INDICATORS		<p>2aYT-1 Cooperate for hand and face washing and tooth brushing</p> <p>2aYT-2 Begin to communicate toileting needs</p> <p>2aYT-3 Show interest in self-dressing</p> <p>2aYT-4 Interact with adults in a variety of physical activities</p> <p>2aYT-5 Use utensils and cup to self-feed</p> <p>2aYT-6 Show interest in new foods as they are presented</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>1. Regulates own emotions and behaviors</p>

		1c. Take care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION / STRAND	PDH 2b	Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.
INDICATORS		2bYT-1 Accept redirection from adult about safe behaviors 2bYT-2 Rely on adult to follow safety rules 2bYT-3 Show strong response to separation from familiar adult <i>GOLD</i> ® Objectives for Development and Learning 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults

OLDER TODDLERS: By 36 months (3 years), most OLDER TODDLERS will:

PERFORMANCE / CONTENT STANDARD		SOCIAL EMOTIONAL DEVELOPMENT (SED) Myself, My Feelings, My Relationships
GRADE LEVEL EXPECTATION / STRAND	SED 1	MYSELF
INDICATOR	SE1a	Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.
INDICATORS		<p>1aOT-1 Name own physical characteristics or body parts 1aOT-2 Begin to show self-consciousness or embarrassment during some social situations 1aOT-3 Use first person pronouns to refer to self 1aOT-4 Name likes and dislikes (preferences) when asked 1aOT-5 Display assertiveness</p> <p><i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs 29. Demonstrates knowledge about self</p>
INDICATOR	SE1b	Self-esteem: Children will demonstrate emerging confidence in their own abilities.
INDICATORS		<p>1bOT-1 Show pride in attempting to complete self-help or personal care tasks independently 1bOT-2 Attempt new tasks or activities with interest 1bOT-3 Participate in varied and new experiences with adult encouragement 1bOT-4 Show joy in accomplishments</p> <p><i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION / STRAND	SED 2	MY FEELINGS
INDICATOR	SED2a	Manage Feelings: Children will identify, manage, and express their feelings.

INDICATORS		<p>2aOT-1 Recognize feelings when named by adult 2aOT-2 Label basic emotions 2aOT-3 Seek out adult or use a comfort item during times of distress 2aOT-4 Respond in caring ways to others' expressions of feelings</p> <p><i>GOLD</i>® Objectives for Development and Learning 1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person</p>
INDICATOR	SED 2b	Self-Regulation: Children will begin to self-regulate.
INDICATORS		<p>2bOT-1 Imitate self-regulation strategies when guided by an adult 2bOT-2 Manage behaviors with adult help 2bOT-3 Seek help from adult to solve a problem 2bOT-4 Show defiance</p> <p><i>GOLD</i>® Objectives for Development and Learning 1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person</p>
GRADE LEVEL EXPECTATION / STRAND	SED 3	MY RELATIONSHIPS
INDICATOR	SED 3a	Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.
		<p>3aOT-1 Separate from adult for play but check back often for support 3aOT-2 Ask familiar adult for help 3aOT-3 Initiate interactions and play with adults</p> <p><i>GOLD</i>® Objectives for Development and Learning 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults</p>
INDICATOR	SED3b	Relationships with Peers: Children will develop ways to interact and build relationships with peers.

		<p>3bOT-1 Play alongside others, occasionally sharing or interacting with others 3bOT-2 Recognize and respond to that other children’s expression of feelings</p> <p><i>GOLD® Objectives for Development and Learning</i> 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others 2c. Interacts with peers 3 emerging to 4. Uses successful strategies for entering groups</p>
PERFORMANCE / CONTENT STANDARD		SOCIAL STUDIES (SST) Learning about Myself, My Family, and My Community
GRADE LEVEL EXPECTATION / STRAND	SST 1	SOCIAL SYSTEMS
INDICATOR	SST 1a	Family Structure: Children will develop a sense of belonging to a family group, articulate family members’ roles, and identify how families are alike and different.
INDICATORS		<p>1aOT-1 Identify immediate family members 1aOT-2 Imitate role of family member 1aOT-3 Recognize known versus unknown adults in child’s life</p> <p><i>GOLD® Objectives for Development and Learning</i> 29. Demonstrates knowledge about self</p>
INDICATOR	SST 1b	Community Belonging: Children will build a sense of belonging to a group and follow its rules.
INDICATORS		<p>1bOT-1 Identify self as part of a group 1bOT-2 Participate in an adult led routine with adult support 1bOT-3 Follow simple rules, with adult reminders</p> <p><i>GOLD® Objectives for Development and Learning</i> 30. Shows basic understanding of people and how they live</p>
INDICATOR	SST 1c	Diversity and Culture: Children will show understanding of how people and customs are alike and different.
INDICATORS		<p>1cOT-1 Identify own traits and characteristics 1cOT-2 Recognize the way self is the same or different than others 1cOT-3 Recognize that people celebrate different events or have different customs</p> <p><i>GOLD® Objectives for Development and Learning</i> 29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION / STRAND	SST 2	SOCIAL STUDIES CONCEPTS

INDICATOR	SST 2a	Economics: Children will understand about supply and demand, why people work, money, and community helpers.
INDICATORS		2aOT-1 Request specific strategies to alleviate needs and wants 2aOT-2 Recognize community helpers through uniforms and equipment 2aOT-3 Show understanding of community helper's roles 2aOT-4 Show an emerging understanding of the purpose of money <i>GOLD</i> ® Objectives for Development and Learning 30. Shows basic understanding of people and how they live
INDICATOR	SST 2b	Geography: Children will identify basic concepts of location and features in the community.
INDICATORS		2bOT-1 Follow requests or instructions that involve direction words or prepositions 2bOT-2 Point out familiar places in the neighborhood 2bOT-3 Use different materials that represent geographical features <i>GOLD</i> ® Objectives for Development and Learning 32. Demonstrates simple geographic knowledge
INDICATOR	SST 2c	History: Children will demonstrate an understanding of events and people from the past and present.
INDICATORS		2cOT-1 Describe what happens next in a routine 2cOT-2 Begin to connect past and present experiences 2cOT-3 Recognize the beginning and end of an activity 2cOT-4 Imitate a sequence for a routine during play 2cOT-5 Show understanding of words that describe time <i>GOLD</i> ® Objectives for Development and Learning 12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support 31. Explores change related to familiar people or places
PERFORMANCE / CONTENT STANDARD		APPROACHES TO PLAY AND LEARNING (APL) Developing Skills and Attitudes for Success
GRADE LEVEL EXPECTATION / STRAND	APL 1	PLAY
INDICATOR	APL 1a	Imaginative Play: Children will use their imaginations to learn about the world around them.

INDICATORS		<p>1aOT-1 Use objects to represent something different 1aOT-2 Pretend to be somebody or something other than self</p> <p><i>GOLD® Objectives for Development and Learning</i> 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
INDICATOR	APL 1b	Collaborative Play: Children will learn to work and play together to achieve a common goal.
INDICATORS		<p>1bOT-1 Play alongside other children 1bOT-2 Share toys or materials with adult support 1bOT-3 Help a friend during a play experience</p> <p><i>GOLD® Objectives for Development and Learning</i> 2. Establishes and sustains positive relationships 2c. Interacts with peers 3 emerging to 4. Uses successful strategies for entering groups 3a. Balance needs and rights of self and others 3 emerging to 4. Takes turns</p>
GRADE LEVEL EXPECTATION / STRAND	APL 2	CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE
INDICATOR	APL 2a	Persistence, Engagement and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.
INDICATORS		<p>2aOT-1 Focus on a task but may lose interest 2aOT-2 Repeat actions or events to gain mastery 2aOT-3 Attend to a selected activity in the environment 2aOT-4 Show delight in accomplishing a challenging task 2aOT-5 Complete a task from start to finish with adult support</p> <p><i>GOLD® Objectives for Development and Learning</i> 11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments 11b. Persists 5 emerging to 6. Plans and pursues a variety of appropriately challenging tasks</p>
INDICATOR	APL 2b	Task Analysis: Children will identify the steps needed to achieve a goal.

INDICATORS		<p>2bOT-1 Notice similarities and differences between tasks 2bOT-2 Describe the sequence of a familiar routine 2bOT-3 Make choices to achieve a goal</p> <p><i>GOLD® Objectives for Development and Learning</i> 11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to problem; seeks to achieve a specific goal</p>
INDICATOR	APL 2c	Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.
INDICATORS		<p>2cOT-1 Repeat action to obtain a specific effect 2cOT-2 Try a new way to solve a problem 2cOT-3 Purposely complete actions to make something happen 2cOT-4 Imitate others' actions to complete a task or activities</p> <p><i>GOLD® Objectives for Development and Learning</i> 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
GRADE LEVEL EXPECTATION / STRAND	APL 3	WONDERMENT AND INVESTIGATION
INDICATOR	APL 3a	Curiosity, Invention and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.
INDICATORS		<p>3aOT-1 Invent new uses for materials other than what they are originally intended 3aOT-2 Ask short questions to learn new information and show interest in routines and daily activities 3aOT-3 Be insistent about preferences 3aOT-4 Express joy or satisfaction through simple, actions, gestures, and words</p> <p><i>GOLD® Objectives for Development and Learning</i> 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 5 emerging to 6. Shows eagerness to learn about a variety of topics and ideas</p>
INDICATOR	APL 3b	Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.

INDICATORS		<p>3bOT-1 Explore environment freely with an adult nearby 3bOT-2 Transition to new activities with adult encouragement 3bOT-3 Demonstrate a willingness to participate in new experiences. 3bOT-4 Accept changes in plans and schedules with minimal opposition.</p> <p>GOLD® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p>
PERFORMANCE / CONTENT STANDARD		SCIENCE EXPLORATION AND KNOWLEDGE (SEK) Exploring the World Around Me
GRADE LEVEL EXPECTATION / STRAND	SEK 1	SCIENCE CONCEPTS
INDICATOR	SEK 1a	Scientific Inquiry: Children will gain knowledge through exploration and discovery.
INDICATORS		<p>1aOT-1 Use the senses to describe objects, people, or actions 1aOT-2 Use observation and experimentation to answer questions 1aOT-3 Ask questions to find out why 1aOT-4 Show understanding of cause and effect</p> <p>GOLD® Objectives for Development and Learning 24. Uses scientific inquiry skills</p>
INDICATOR	SEK 1b	Biological Science: Child will differentiate between living and non-living things and their characteristics.
INDICATORS		<p>1bOT-1 Explore the characteristics of living and non-living things 1bOT-2 Show understanding that plants and animals have basic needs 1bOT-3 Name body parts 1bOT-4 Observe plants' and animals' growth and change over time</p> <p>GOLD® Objectives for Development and Learning 25. Demonstrates knowledge of the characteristics of living things</p>
INDICATOR	SEK 1c	Physical Science: Children will demonstrate emerging understanding of matter and energy.
INDICATORS		<p>1cOT-1 Explore different ways that familiar objects can move or be moved 1cOT-2 Describe the physical attributes of objects 1cOT-3 Categorize objects as liquid or solid</p> <p>GOLD® Objectives for Development and Learning 26. Demonstrates knowledge of the physical properties of objects and materials</p>
INDICATOR	SEK 1d	Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.

INDICATORS		<p>1dOT-1 Explore the properties of soil and sand 1dOT-2 Begin to explore the properties of water through play 1dOT-3 Name objects in the sky: stars, sun, moon, clouds 1bOT-4 Match clothing needs to appropriate season or weather with adult assistance 1bOT-5 Draw pictures that represent day or night</p> <p><i>GOLD</i>® Objectives for Development and Learning 27. Demonstrates knowledge of Earth’s environment</p>
INDICATOR	SEK 1e	Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.
INDICATORS		<p>1eOT-1 Respond to changes in the natural environment 1eOT-2 Participate in daily clean-up activities with adult direction 1eOT-3 Participate in simple activities to protect the environment</p> <p><i>GOLD</i>® Objectives for Development and Learning 27. Demonstrates knowledge of Earth’s environment</p>
GRADE LEVEL EXPECTATION / STRAND	SEK 2	TECHNOLOGY
INDICATOR	SEK 2a	Use of Tools: Children will use simple and more complex tools to accomplish a task.
INDICATORS		<p>2aOT-1 Use simple tools to build knowledge and obtain a result 2aOT-2 Include technology tools or toys during play 2aOT-3 Identify different types of technology</p> <p><i>GOLD</i>® Objectives for Development and Learning 28. Uses tools and other technology to perform tasks</p>
INDICATOR	SEK 2b	Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.
INDICATORS		<p>2bOT-1 Begin to differentiate real and pretend 2bOT-2 Answer questions about whether events or ideas would really happen</p> <p><i>GOLD</i>® Objectives for Development and Learning 28. Uses tools and other technology to perform tasks</p>
INDICATOR	SEK 2c	Digital Citizenship: Children will demonstrate safe use of technology.
INDICATORS		<p>2cOT-1 Use the computer or other digital media with adults’ permission and guidance</p> <p><i>GOLD</i>® Objectives for Development and Learning 28. Uses tools and other technology to perform tasks</p>
INDICATOR	SEK 2d	Computational Thinking: The child will use emerging technological skills, concepts and behaviors to solve problems or complete projects.

INDICATORS		<p>2dOT-1 Follow adult-directed steps to solve a simple problem</p> <p>2dOT-2 Identify similarities patterns in the way things are designed, how they look or what they represent, with adult guidance</p> <p><i>GOLD</i>® Objectives for Development and Learning 28. Uses tools and other technology to perform tasks</p>
GRADE LEVEL EXPECTATION / STRAND	SEK 3	ENGINEERING PROCESSES
INDICATOR	SEK 3	Engineering Processes: Children will use emerging understanding of design processes for problem solving.
INDICATORS		<p>3OT-1 Explore the way simple machines operate during play</p> <p>3OT-2 Build structures that involve stability and motion</p> <p>3OT-3 Create representations of structures</p> <p><i>GOLD</i>® Objectives for Development and Learning 28. Uses tools and other technology to perform tasks</p>
PERFORMANCE / CONTENT STANDARD		MATHEMATICAL THINKING (MAT) Exploring, Processing, and Logical Reasoning
GRADE LEVEL EXPECTATION / STRAND	MAT 1	NUMBERS AND QUANTITY
INDICATOR	MAT 1a	Number Relationships : Children will understand the concept of number and the relationships between numbers and quantities.
INDICATORS		<p>1aOT-1 Use language to refer to amount and quantity, such as some, more, another, nothing (zero)</p> <p>1aOT-2 Compare 2 groups of objects and tell which has more</p> <p>1aOT-3 Subitize (immediately recognize without counting) up to two objects</p> <p><i>GOLD</i>® Objectives for Development and Learning 20. Uses number concepts and operations 20b. Quantifies 3 emerging to 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
INDICATOR	MAT 1b	Counting and Number Sense: Children will connect number names to quantities.

INDICATORS		<p>1bOT-1 Rote count up to 5 in sequence 1bOT-2 Count backwards from 3 with assistance 1bOT-3 Place objects in one-to-one correspondence relationships during play 1bOT-4 Count out 1 or 2 objects when asked</p> <p><i>GOLD</i>® Objectives for Development and Learning 20. Uses number concepts and operations 20a. Counts 3 emerging to 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
GRADE LEVEL EXPECTATION / STRAND	MAT 2	ALGEBRAIC THINKING
INDICATOR	MAT 2a	Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.
INDICATORS		<p>2aOT-1 Demonstrate an understanding that ‘adding to’ increases quantity 2aOT-2 With adult guidance, change the size of a set of objects by “adding to” or “subtracting from” during child-led play</p> <p><i>GOLD</i>® Objectives for Development and Learning 20. Uses number concepts and operations 20b. Quantifies 3 emerging to 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
INDICATOR	MAT 2b	Sets: Children will classify and organize objects according to properties and attributes.
INDICATORS		<p>2bOT-1 Match two similar objects with one attribute 2bOT-2 Sort objects by one characteristic during child-led play 2bOT-3 Order objects according to size or shape</p> <p><i>GOLD</i>® Objectives for Development and Learning 13. Uses classification skills 3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
INDICATOR	MAT 2c	Patterns: Children will recognize simple patterns in daily life and play experiences.
INDICATORS		<p>2cOT-1 Identify what comes next in the daily schedule or steps within a daily routine 2cOT-2 Recognize a simple pattern in the environment 2cOT-3 Repeat a simple 2-part pattern, clap-clap or clap-snap 2cOT-4 Understand the concept of “first”</p> <p><i>GOLD</i>® Objectives for Development and Learning 23. Demonstrates knowledge of patterns 3 emerging to 4. Copies simple repeating patterns</p>

GRADE LEVEL EXPECTATION / STRAND	MAT 3	SPATIAL REASONING AND GEOMETRY
INDICATOR	MAT 3a	Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.
INDICATORS		<p>3aOT-1 Manipulate objects by moving them in different ways and directions 3aOT-2 Stack and build with objects intentionally to create something new 3aOT-3 Move body to show understanding of basic directionality</p> <p><i>GOLD</i>[®] Objectives for Development and Learning 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (<i>beside, between, next to</i>)</p>
INDICATOR	MAT 3b	Shapes: Children will explore, visualize and analyze shapes and shape attributes.
INDICATORS		<p>3bOT-1 Recognize and name shapes: circle, triangle square, cone, sphere 3bOT-2 Notice basic shapes in the environment</p> <p><i>GOLD</i>[®] Objectives for Development and Learning 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 3 emerging to 4. Identifies a few basic shapes (circle, square, triangle)</p>
GRADE LEVEL EXPECTATION / STRAND	MAT 4	MEASUREMENT AND DATA ANALYSIS
INDICATOR	MAT 4a	Measurement and Time: Children will explore and communicate about distance, weight, length, height and time.
INDICATORS		<p>4aOT-1 Describe the length, weight, and height of objects 4aOT-2 Pretend to use measurement tools in play 4aOT-3 Make simple comparisons about two objects' size</p> <p><i>GOLD</i>[®] Objectives for Development and Learning 22. Compares and measures 22a. Measures objects 3 emerging to 4. Compares and orders a small set of objects as appropriate to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
INDICATOR	MAT 4b	Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.

INDICATORS		<p>4bOT-1 Try multiple approaches to solve a problem 4bOT-2 Take things apart and put back together</p> <p><i>GOLD</i>® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
PERFORMANCE / CONTENT STANDARD		LANGUAGE AND LITERACY (LLT) Understanding and expressing by speaking, listening, reading, and writing
GRADE LEVEL EXPECTATION / STRAND	LLT 1	ORAL LANGUAGE
INDICATOR	LLT 1a	Receptive Language: Children will gain information by understanding the meaning of words and gestures.
INDICATORS		<p>1aOT-1 Understand and follow simple 1-step directions 1aOT-2 Respond to repeated words and phrases with gestures and body movements 1aOT-3 Respond to yes/no questions and recognize action words</p> <p><i>GOLD</i>® Objectives for Development and Learning 8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures</p>
INDICATOR	LLT 1b	Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.

INDICATORS		<p>1bOT-1 Use phrases and sentences of 2-3 words 1bOT-2 Repeat parts of songs 1bOT-3 Answer simple questions 1bOT-4 Use descriptive words when speaking 1bOT-5 Have a vocabulary of about 200 words 1bOT-6 Use simple questions to ask for things or gain information 1bOT-7 Speech is becoming more clear, familiar adults understand</p> <p><i>GOLD</i>® Objectives for Development and Learning 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items 9b. Speaks clearly 5 emerging to 6. Is understood by most people; may mispronounce new, long, or unusual words 9c. Uses conventional grammar 3 emerging to 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
INDICATOR	LLT 1c	Social Rules of Language: Children will use, adapt and follow the rules of language.
INDICATORS		<p>1cOT-1 Use pauses and prompts to maintain a conversation 1cOT-2 Listen and pay attention to speaker by using eye contact and by asking questions 1cOT-3 Take turns in conversation by initiating and sustaining a simple conversation for at least 2 turns</p> <p><i>GOLD</i>® Objectives for Development and Learning 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 5 emerging to 6. Engages in conversations of at least three exchanges 10b. Uses social rules of language 5 emerging to 6. Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
GRADE LEVEL EXPECTATION / STRAND	LLT 2	EMERGENT READING
INDICATOR	LLT 2a	Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.

INDICATORS		<p>2aOT-1 Answer simple questions about the story 2aOT-2 Participate in shared reading experiences by asking questions and making comments 2aOT-3 Retell some events in a familiar story with modeling and assistance 2aOT-4 Use words to describe or name pictures when reading 2aOT-5 Recite simple phrases or words from a story 2aOT-6 Attend when an adult describes a new word or concept</p> <p><i>GOLD</i>® Objectives for Development and Learning 18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 2. Contributes particular language from the book at the appropriate time 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues 18c. Retells stories and recounts details from informational texts 2. Retells some events or information from a familiar story or other text with close adult prompting</p>
INDICATOR	LLT 2b	Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.
INDICATORS		<p>2bOT-1 Imitate sounds in nursery rhymes and songs 2bOT-2 Engage in word play with adults, such as using nonsense words or beginning rhymes 2bOT-3 Distinguish between words that sound alike 2bOT-4 Fill in words of familiar songs and finger plays</p> <p><i>GOLD</i>® Objectives for Development and Learning 15. Demonstrates phonological awareness, phonics skills, and word recognition 15a. Notices and discriminates rhyme 3 emerging to 4. Fills in the missing rhyming word; generates rhyming words spontaneously 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds</p>
INDICATOR	LLT 2c	Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.

INDICATORS		<p>2cOT-1 Understand that letters can be individually named 2cOT-2 Recognize the first or some letters in name 2cOT-3 Recognize logos or symbols in environmental print</p> <p><i>GOLD® Objectives for Development and Learning</i> 16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 2. Recognizes and names a few letters in own name</p>
INDICATOR	LLT 2d	Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.
INDICATORS		<p>2dOT-1 Select familiar books to begin to self-read 2dOT-2 With help, discriminate words from pictures on a page 2dOT-3 Hold book with two hands and turns pages 2dOT-4 Recognize familiar environmental print</p> <p><i>GOLD® Objectives for Development and Learning</i> 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read</p>
GRADE LEVEL EXPECTATION / STRAND	LLT 3	EMERGENT WRITING
INDICATOR	LLT 3	Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.
INDICATORS		<p>3OT-1 Begin to grasp writing tool with thumb and fingers 3OT-2 Scribble with intent to represent something observed and/or convey a message 3OT-3 Make repeated marks on paper to represent lines and circles 3OT-4 Show interest in writing for a purpose</p> <p><i>GOLD® Objectives for Development and Learning</i> 19. Demonstrates emergent writing skills 19a. Writes name 4. Makes controlled linear scribbles 19b. Writes to convey ideas and information 4. Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
PERFORMANCE / CONTENT STANDARD		CREATIVE ARTS (CRA) Expressing Feelings and Ideas through Art, Music, Movement and Drama
GRADE LEVEL EXPECTATION / STRAND	CRA 1	Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.

INDICATORS		<p>1OT-1 Use a variety of different types of visual art materials</p> <p>1OT-2 Demonstrate preference for favorite colors</p> <p>1OT-3 Use different types of materials and tools to mold and create products</p> <p>1OT-4 Describe shapes or marks as a product or idea</p> <p>1OT-4 Label ideas or objects within own drawing</p> <p>1OT-6 Communicate preference for one piece of art over another</p> <p><i>GOLD® Objectives for Development and Learning</i> 33. Explores the visual arts</p>
GRADE LEVEL EXPECTATION / STRAND	CRA 2	Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.
INDICATORS		<p>2OT-1 Use sounds/words or their bodies to imitate sounds, beat or rhythm</p> <p>2OT-2 Use rhythm instruments to experiment with rhythm and sound</p> <p>2OT-3 Participate in simple songs and fingerplays</p> <p>2OT-4 Respond to change in tone or melody</p> <p><i>GOLD® Objectives for Development and Learning</i> 34. Explores musical concepts and expression</p>
GRADE LEVEL EXPECTATION / STRAND	CRA 3	Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.
INDICATORS		<p>3OT-1 Move body in different ways to different music and sounds</p> <p>3OT-2 Move and dance to favorite songs and music</p> <p>3OT-3 Follow simple movement directions while listening to music</p> <p>3OT-4 Explore different ways to move with or without music</p> <p><i>GOLD® Objectives for Development and Learning</i> 35. Explores dance and movement concepts</p>
GRADE LEVEL EXPECTATION / STRAND	CRA 4	Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.
INDICATORS		<p>4OT-1 Pretend to be a person or an animal through movement, language, and/ or sounds</p> <p>4OT-2 Create dramatic play scenarios based on real-life experiences</p> <p>4OT-3 Use random objects to represent other object during play (e.g., block becomes a cell phone)</p> <p>4OT-4 Participate in pretend play with other children</p> <p><i>GOLD® Objectives for Development and Learning</i> 36. Explores drama through actions and language</p>
PERFORMANCE / CONTENT STANDARD		PHYSICAL DEVELOPMENT AND HEALTH (PDH) Growing Strong, Healthy and Resilient

GRADE LEVEL EXPECTATION / STRAND	PDH 1	MOTOR DEVELOPMENT
GRADE LEVEL EXPECTATION / STRAND	PDH 1a	Gross Motor Development: Child will demonstrate increasing body awareness, control, strength and coordination of large muscles.
INDICATORS		<p>1aOT-1 Use strength and control of large muscles to throw a large ball or to climb on playground equipment</p> <p>1aOT-2 Participate in non-locomotor or activities that require stability such as swaying, stretching and twisting</p> <p>1aOT-3 Demonstrate increasing control of more complex body movements and postures such as climbing, running, moving in/out/ under objects</p> <p>1aOT-4 Demonstrate body and spatial awareness by negotiating and moving around objects and people</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 5 emerging to 6. Manipulates balls or similar objects with flexible body movements</p>
GRADE LEVEL EXPECTATION / STRAND	PDH 1b	Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles.
INDICATORS		<p>1bOT-1 Show moderate control of hand-eye coordination by stringing large beads, putting together simple puzzles or using simple shape sorters</p> <p>1bOT-2 Use tools that require finger and hand control such as a large paintbrush or shovel</p> <p>1bOT-3 Stack small blocks or put large pegs in pegboard</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p> <p>7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
GRADE LEVEL EXPECTATION / STRAND	PDH 2	HEALTHY LIVING
GRADE LEVEL EXPECTATION / STRAND	PDH 2a	Healthy Habits: Children will show increasing independence in performing self care tasks.

INDICATORS		<p>2aOT-1 Attempt to wash own hands and face and begins self-tooth brushing 2aOT-2 Attempt toileting with adult help 2aOT-3 Begin to dress and undress self by pulling up pants, removing socks and shoes 2aOT-4 Participate in physical activity that engages the arms and legs 2aOT-5 Show increasing proficiency in self-feeding 2aOT-6 Show preferences for foods</p> <p><i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION / STRAND	PDH 2b	<p>Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.</p>
INDICATORS		<p>2bOT-1 Differentiate between harmful and safe situations 2bOT-2 Use adult support to follow basic safety rules 2bOT-3 Differentiate between familiar people and strangers</p> <p><i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders</p>

YOUNG PRESCHOOLERS: By 48 months (4 years), most YOUNG PRESCHOOLERS will:

PERFORMANCE / CONTENT STANDARD		SOCIAL EMOTIONAL DEVELOPMENT (SED) Myself, My Feelings, My Relationships
GRADE LEVEL EXPECTATION / STRAND	SED 1	MYSELF
INDICATOR	SE1a	Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.
INDICATORS		<p>1aYP-1 Recognize similarities and differences in own and others' personal characteristics 1aYP-2 Call attention to self in photos or videos 1aYP-3 Demonstrate knowledge of personal information 1aYP-4 Use words to demonstrate knowledge of own preferences 1aYP-5 Stand up for own rights</p> <p><i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs 29. Demonstrates knowledge about self</p>
INDICATOR	SE1b	Self-esteem: Children will demonstrate emerging confidence in their own abilities.
INDICATORS		<p>1bYP-1 Show confidence in ability to complete routines independently 1bYP-2 Select more challenging activities with confidence 1bYP-3 Independently seek out play areas or activities 1bYP-4 Demonstrate one's accomplishments to others with pride</p> <p><i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION / STRAND	SED 2	MY FEELINGS
INDICATOR	SED2a	Manage Feelings: Children will identify, manage, and express their feelings.

INDICATORS		<p>2aYP-1 Name basic emotions when demonstrated by others or represented in books 2aYP-2 Express own feelings through actions or words 2aYP-3 Seek reassurance from adult in anticipation of a difficult task 2aYP-4 Express concern or interest for others' needs or feelings</p> <p><i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others</p>
INDICATOR	SED 2b	Self-Regulation: Children will begin to self-regulate.
INDICATORS		<p>2bYP-1 Use self-regulation strategies to calm down with adult guidance 2bYP-2 Show awareness of how actions and behavior affect others 2bYP-3 Identify a solution for a problem with adult support 2bYP-4 Start and stop activities with warnings and cues</p> <p><i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification 1b. Follows limits and regulations 6. Manages classroom, rules, routines, and transitions with occasional reminders</p>
GRADE LEVEL EXPECTATION / STRAND	SED 3	MY RELATIONSHIPS
INDICATOR	SED 3a	Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.
		<p>3aYP-1 Separate from trusted adult without distress 3aYP-2 Accept guidance and information from trusted adults 3aYP-3 Interact with adults in varied ways</p> <p><i>GOLD® Objectives for Development and Learning</i> 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults</p>
INDICATOR	SED3b	Relationships with Peers: Children will develop ways to interact and build relationships with peers.

		<p>3bYP-1 Form relationships with a few children 3bYP-2 Use comforting words or actions to respond to another child’s distress 3bYP-3 Demonstrate strategies for entry into social play with peers 3bYP-4 Show beginning prosocial behavior when interacting with other children (cooperating, turn-taking, sharing)</p> <p><i>GOLD</i>® Objectives for Development and Learning 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others 2c. Interacts with peers 4. Uses successful strategies for entering groups 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns</p>
PERFORMANCE / CONTENT STANDARD		SOCIAL STUDIES (SST) Learning about Myself, My Family, and My Community
GRADE LEVEL EXPECTATION / STRAND	SST 1	SOCIAL SYSTEMS
INDICATOR	SST 1a	Family Structure: Children will develop a sense of belonging to a family group, articulate family members’ roles, and identify how families are alike and different.
INDICATORS		<p>1aYP-1 Name immediate family members 1aYP-2 Describe actions or roles of specific family member 1aYP-3 Identify personal relationships with significant adults</p> <p><i>GOLD</i>® Objectives for Development and Learning 29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live</p>
INDICATOR	SST 1b	Community Belonging: Children will build a sense of belonging to a group and follow its rules.
INDICATORS		<p>1bYP-1 Identify a group they belong to 1bYP-2 Comply with schedules and routines throughout the child’s environment 1bYP-3 Understand that rules may be different in different places or situations 1bYP-4 Display interest in helping others</p> <p><i>GOLD</i>® Objectives for Development and Learning 30. Shows basic understanding of people and how they live</p>
INDICATOR	SST 1c	Diversity and Culture: Children will show understanding of how people and customs are alike and different.

INDICATORS		<p>1cYP-1 Describe own traits and characteristics 1cYP-2 Identify differences and similarities in physical characteristics of self and others 1cYP-3 Identify traditions of family and other cultures</p> <p><i>GOLD® Objectives for Development and Learning</i> 30. Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION / STRAND	SST 2	SOCIAL STUDIES CONCEPTS
INDICATOR	SST 2a	Economics: Children will understand about supply and demand, why people work, money, and community helpers.
INDICATORS		<p>2aYP-1 Begin to recognize the difference between wants and needs 2aYP-2 Identify various community helpers through their uniforms and equipment 2aYP-3 Express understanding of occupations through dramatic play 2aYP-4 Demonstrate awareness of the purpose of jobs, money and its exchange</p> <p><i>GOLD® Objectives for Development and Learning</i> 30. Shows basic understanding of people and how they live</p>
INDICATOR	SST 2b	Geography: Children will identify basic concepts of location and features in the community.
INDICATORS		<p>2bYP-1 Talk about the location of objects, such as near and far 2bYP-2 Identify landmarks or places through their logos and signs 2bYP-3 Draw pictures of geographical features in the neighborhood 2bYP-4 Show interest in geographic tools, such as globes, GPS, or maps</p> <p><i>GOLD® Objectives for Development and Learning</i> 32. Demonstrates simple geographic knowledge</p>
INDICATOR	SST 2c	History: Children will demonstrate an understanding of events and people from the past and present.
INDICATORS		<p>2cYP-1 Describe the steps of a routine 2cYP-1 Recognize how past events relate to their circumstances 2cYP-1 Talk about past experiences/events 2cYP-1 Recall parts of a story or what happened during the day 2cYP-1 Use words that indicate time, but they may be inaccurate</p> <p><i>GOLD® Objectives for Development and Learning</i> 31. Explores change related to familiar people or places</p>
PERFORMANCE / CONTENT STANDARD		APPROACHES TO PLAY AND LEARNING (APL) Developing Skills and Attitudes for Success

GRADE LEVEL EXPECTATION / STRAND	APL 1	PLAY
INDICATOR	APL 1a	Imaginative Play: Children will use their imaginations to learn about the world around them.
INDICATORS		<p>1aYP-1 Engage in make-believe play that mimics real-life experiences 1aYP-2 Coordinate play with another, beginning to assign roles 1aYP-3 Invent an imaginary friend</p> <p><i>GOLD</i>® Objectives for Development and Learning 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
INDICATOR	APL 1b	Collaborative Play: Children will learn to work and play together to achieve a common goal.
INDICATORS		<p>1bYP-1 Interact with others to create play scenarios 1bYP-2 Begin to develop friendships, showing preferences for specific children 1bYP-3 Communicate interest in other's ideas through verbal and nonverbal means 1bYP-4 Express knowledge of everyday lives and culture through play</p> <p><i>GOLD</i>® Objectives for Development and Learning 2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups 2d. Makes friends 4. Plays with one or two preferred playmates 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns</p>
GRADE LEVEL EXPECTATION / STRAND	APL 2	CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE
INDICATOR	APL 2a	Persistence, Engagement and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.

INDICATORS		<p>2aYP-1 Maintain focus in a project over a period of time with adult support</p> <p>2aYP-2 Try different ways to complete a task when something doesn't work</p> <p>2aYP-3 Stay engaged in an activity or task while other activities are occurring in the environment</p> <p>2aYP-4 Express satisfaction in a completed task</p> <p>2aYP-5 Express goals and follow through with them.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>5 emerging to 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <p>11b. Persists</p> <p>5 emerging to 6. Plans and pursues a variety of appropriately challenging tasks</p>
INDICATOR	APL 2b	Task Analysis: Children will identify the steps needed to achieve a goal.
INDICATORS		<p>2bYP-1 Consider different ways to approach the same task with adult help</p> <p>2bYP-2 With adult support, develop the steps needed to complete a simple task</p> <p>2bYP-3 Express short term goals or plans and follow through with them</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>11. Demonstrates positive approaches to learning</p> <p>11b. Persists</p> <p>5 emerging to 6. Plans and pursues a variety of tasks</p>
INDICATOR	APL 2c	Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.
INDICATORS		<p>2cYP-1 Experiment with similar actions on different objects</p> <p>2cYP-2 Experiment with a variety of strategies to solve a problem</p> <p>2cYP-3 Apply previously-successful strategies to complete a task</p> <p>2cYP-4 Seek and make use of ideas and help from adults and peers to solve problems</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems</p> <p>5 emerging to 6. Solves problems without having to try every possibility</p>
GRADE LEVEL EXPECTATION / STRAND	APL 3	WONDERMENT AND INVESTIGATION
INDICATOR	APL 3a	Curiosity, Invention and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.
INDICATORS		<p>3aYP-1 Demonstrate willingness to participate in both familiar and new experiences</p> <p>3aYP-2 Ask questions to obtain clarification</p> <p>3aYP-3 Make choices and complete some independent activities</p>

		<p>3aYP-4 Discover things that amaze them and seek to share them with others</p> <p><i>GOLD® Objectives for Development and Learning</i> 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas</p>
INDICATOR	APL 3b	Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.
INDICATORS		<p>3bYP-1 Choose to participate in an increasing variety of familiar and new experiences 3bYP-2 Ask to participate in new experiences they have observed or heard about 3bYP-3 With support and guidance, differentiate between appropriate and inappropriate risk taking 3bYP-4 Try different roles or play approaches with adult support</p> <p><i>GOLD® Objectives for Development and Learning</i> 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed</p>
PERFORMANCE / CONTENT STANDARD		SCIENCE EXPLORATION AND KNOWLEDGE (SEK) Exploring the World Around Me
GRADE LEVEL EXPECTATION / STRAND	SEK 1	SCIENCE CONCEPTS
INDICATOR	SEK 1a	Scientific Inquiry: Children will gain knowledge through exploration and discovery.
INDICATORS		<p>1aYP-1 Identify and differentiate the five senses 1aYP-2 Make predictions based on past experiences 1aYP-3 Participate in experiments to learn new information 1aYP-4 Discuss potential cause and effect relationships</p> <p><i>GOLD® Objectives for Development and Learning</i> 24. Uses scientific inquiry skills</p>
INDICATOR	SEK 1b	Biological Science: Child will differentiate between living and non-living things and their characteristics.
INDICATORS		<p>1bYP-1 Sort living and non-living things by one or more basic characteristics 1bYP-2 With adult support, describe how living things depend on other non-living and living things to survive 1bYP-3 Explore the function of body parts 1bYP-4 Explain how plants and animals change over time</p> <p><i>GOLD® Objectives for Development and Learning</i> 25. Demonstrates knowledge of the characteristics of living things</p>

INDICATOR	SEK 1c	Physical Science: Children will demonstrate emerging understanding of matter and energy.
INDICATORS		<p>1cYP-1 Notice strategies that impact how balls, cars, and other objects can change speed</p> <p>1cYP-2 Sort and describe objects according to their physical properties, including size, shape, texture, and color</p> <p>1cYP-3 Investigate and identify the differences between liquids and solids</p> <p>1cYP-4 Explore the properties of light and sound, with adult guidance</p> <p><i>GOLD</i>® Objectives for Development and Learning 26. Demonstrates knowledge of the physical properties of objects and materials</p>
INDICATOR	SEK 1d	Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.
INDICATORS		<p>1dYP-1 Describe the properties of earth materials, soil and sand</p> <p>1dYP-2 Investigate the properties of water through experimentation</p> <p>1dYP-3 Differentiate day and nighttime objects in the sky</p> <p>1bYP-4 Describe changes in weather or seasons over time</p> <p>1bYP-5 Describe daytime and nighttime activities</p> <p><i>GOLD</i>® Objectives for Development and Learning 27. Demonstrates knowledge of Earth's environment</p>
INDICATOR	SEK 1e	Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.
INDICATORS		<p>1eYP-1 Recognize unique features in the environment</p> <p>1eYP-2 Participate in activities that keep the environment clean</p> <p>1eYP-3 Describe ways to protect the environment</p> <p>1eYP-4 Differentiate the habitats where species live</p> <p><i>GOLD</i>® Objectives for Development and Learning 27. Demonstrates knowledge of Earth's environment</p>
GRADE LEVEL EXPECTATION / STRAND	SEK 2	TECHNOLOGY
INDICATOR	SEK 2a	Use of Tools: Children will use simple and more complex tools to accomplish a task.
INDICATORS		<p>2aYP-1 Use tools to solve problems</p> <p>2aYP-2 Use a variety of simple technology tools with purpose</p> <p>2aYP-3 Talk about the ways in which specific technology tools are used</p> <p><i>GOLD</i>® Objectives for Development and Learning 28. Uses tools and other technology to perform tasks</p>
INDICATOR	SEK 2b	Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.

INDICATORS		<p>2bYP-1 Identify real and pretend in stories or movies</p> <p>2bYP-2 Relate events or characters in a story to ones in real life</p> <p>2bYP-3 Identify the way technology tools can be used for both entertainment and to acquire information</p> <p>2bYP-4 Predict what might be inside a package or a story based on pictures or appearance</p> <p>2bYP-5 Ask questions about a story to gain more information or clarity</p> <p><i>GOLD</i>® Objectives for Development and Learning 28. Uses tools and other technology to perform tasks</p>
INDICATOR	SEK 2c	Digital Citizenship: Children will demonstrate safe use of technology.
INDICATORS		<p>2cYP-1 Follow rules for safe use of digital media</p> <p>2cYP-2 Share use of technology to play a game or find out information</p> <p>2cYP-3 Demonstrate familiarity and understanding of the meaning of technology terms</p> <p><i>GOLD</i>® Objectives for Development and Learning 28. Uses tools and other technology to perform tasks</p>
INDICATOR	SEK 2d	Computational Thinking: The child will use emerging technological skills, concepts and behaviors to solve problems or complete projects.
INDICATORS		<p>2dYP-1 Accept adult support to identify the steps of a problem solution</p> <p>2dYP-2 Find patterns or similarities in the environment or in objects</p> <p>2dYP-3 Predict what comes next in a problem-solving situation (or the sequence of a problem)</p> <p><i>GOLD</i>® Objectives for Development and Learning 28. Uses tools and other technology to perform tasks</p>
GRADE LEVEL EXPECTATION / STRAND	SEK 3	ENGINEERING PROCESSES
INDICATOR	SEK 3	Engineering Processes: Children will use emerging understanding of design processes for problem solving.
INDICATORS		<p>3YP-1 Explain how a machine operates to complete a task</p> <p>3YP-2 Build structures that deliberately experiment with stability and motion</p> <p>3YP-3 Draw or illustrate objects or experiences based on observations or interactions</p> <p>3YP-4 Follow a set of sequential instructions to arrive at an answer (coding)</p> <p><i>GOLD</i>® Objectives for Development and Learning 24. Uses scientific inquiry skills</p>
PERFORMANCE / CONTENT STANDARD		MATHEMATICAL THINKING (MAT) Exploring, Processing, and Logical Reasoning

GRADE LEVEL EXPECTATION / STRAND	MAT 1	NUMBERS AND QUANTITY
INDICATOR	MAT 1a	Number Relationships : Children will understand the concept of number and the relationships between numbers and quantities.
INDICATORS		<p>1aYP-1 Understand that written numerals represent quantity, including zero (up to 5) 1aYP-2 Compare groups of objects and determine which has more or less when asked 1aYP-3 Subitize (immediately recognize without counting) the number of objects in a set of four objects 1aYP-4 Identify some written numerals in the environment</p> <p><i>GOLD</i>® Objectives for Development and Learning 20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts 20c. Connects numerals to their quantities 4. Identifies numerals to 5 by names and connects each to counted objects</p>
INDICATOR	MAT 1b	Counting and Number Sense: Children will connect number names to quantities.
INDICATORS		<p>1bYP-1 Rote count to 10 in sequence 1bYP-2 Count backwards from 5 1bYP-3 Begins to demonstrate one-to-one correspondence up to 10 during daily routines 1bYP-4 Count out a specified number of objects up to 5</p> <p><i>GOLD</i>® Objectives for Development and Learning 20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
GRADE LEVEL EXPECTATION / STRAND	MAT 2	ALGEBRAIC THINKING
INDICATOR	MAT 2a	Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.
INDICATORS		<p>2aYP-1 Demonstrate an understanding of addition or subtraction concepts during play or daily life 2aYP-2 Notice the size of a set by combining or taking away with adult support 2aYP-3 Understand that each successive number is one more</p> <p><i>GOLD</i>® Objectives for Development and Learning 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>

INDICATOR	MAT 2b	Sets: Children will classify and organize objects according to properties and attributes.
INDICATORS		<p>2bYP-1 Match many objects according to one attribute 2bYP-2 Sort and place a group of objects with one attribute 2bYP-3 Order up to 5 objects according to an attribute</p> <p><i>GOLD</i>® Objectives for Development and Learning 13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g.; color, size, or shape</p>
INDICATOR	MAT 2c	Patterns: Children will recognize simple patterns in daily life and play experiences.
INDICATORS		<p>2cYP-1 Recognize that the daily schedule repeats and is the same each day 2cYP-2 Notice a missing or different element in a pattern 2cYP-3 Create with adult support a simple A-B pattern (blue car, red car, blue car) 2cYP-4 Identify first and last</p> <p><i>GOLD</i>® Objectives for Development and Learning 23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns</p>
GRADE LEVEL EXPECTATION / STRAND	MAT 3	SPATIAL REASONING AND GEOMETRY
INDICATOR	MAT 3a	Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.
INDICATORS		<p>3aYP-1 Manipulate objects by moving them to solve problems 3aYP-2 Manipulate objects to make them fit together, or inside another, or to create something new 3aYP-3 Follow basic directions about directionality and positioning self in relation to objects</p> <p><i>GOLD</i>® Objectives for Development and Learning 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)</p>
INDICATOR	MAT 3b	Shapes: Children will explore, visualize and analyze shapes and shape attributes.

INDICATORS		<p>3bYP-1 Recognize and name more complex 2-D and 3-D shapes: oval, rectangle, sphere, cone</p> <p>3bYP-2 Identify and name shapes in play</p> <p>3bYP-3 Combine shapes to make new shapes</p> <p><i>GOLD® Objectives for Development and Learning</i></p> <p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>5 emerging to 6. Describes basic two-and three- dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
GRADE LEVEL EXPECTATION / STRAND	MAT 4	MEASUREMENT AND DATA ANALYSIS
INDICATOR	MAT 4a	Measurement and Time: Children will explore and communicate about distance, weight, length, height and time.
INDICATORS		<p>4aYP-1 Order objects by an attribute</p> <p>4aYP-2 Use a variety of standard and non-standard tools to measure, with assistance</p> <p>4aYP-3 Compare objects based on more than one attribute</p> <p>4aYP-4 Demonstrate an awareness of simple concepts of time that occur within daily life and routines</p> <p><i>GOLD® Objectives for Development and Learning</i></p> <p>22. Compares and measures</p> <p>22a. Measures objects</p> <p>5 emerging to 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
INDICATOR	MAT 4b	Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.
INDICATORS		<p>4bYP-1 Plan ways to solve problems with adult support</p> <p>4bYP-2 Ask or why, who, what, where questions</p> <p>4bYP-3 With adult help, draw a conclusion based on data</p> <p>4bYP-4 Participate in creating charts or graphs to represent data collection</p> <p><i>GOLD® Objectives for Development and Learning</i></p> <p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems</p> <p>6. Solves problems without having to try every possibility</p>
PERFORMANCE / CONTENT STANDARD		LANGUAGE AND LITERACY (LLT) Understanding and expressing by speaking, listening, reading, and writing
GRADE LEVEL EXPECTATION / STRAND	LLT 1	ORAL LANGUAGE

INDICATOR	LLT 1a	Receptive Language: Children will gain information by understanding the meaning of words and gestures.
INDICATORS		<p>1aYP-1 Understand and follow two-step directions 1aYP-2 Listen attentively to stories and answer simple questions about the plot or characters 1aYP-3 Respond to what and where questions 1aYP-4 Listen attentively and participate in discussions in back and forth exchange</p> <p><i>GOLD</i>® Objectives for Development and Learning 8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences</p>
INDICATOR	LLT 1b	Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.
INDICATORS		<p>1bYP-1 Use phrases and sentences of 4-5 words 1bYP-2 Imitate songs and finger plays 1bYP-3 Respond to questions with detail 1bYP-4 Use common form of verbs and plurals most of the time (saw, men, were) 1bYP-5 Have a vocabulary of about 500 words 1bYP-6 Use questions to ask for things or gain information. 1bYP-7 Produce developmentally appropriate phonemes/sounds in words using mostly clear speech</p> <p><i>GOLD</i>® Objectives for Development and Learning 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words 9c. Uses conventional grammar 6. Uses complete, four-to six-word sentences</p>
INDICATOR	LLT 1c	Social Rules of Language: Children will use, adapt and follow the rules of language.

INDICATORS		<p>1cYP-1 Use nonverbal cues during conversations according to personal cultural norms (physical proximity, eye contact)</p> <p>1cYP-2 Use socially acceptable communication rules (volume, tone, turn-taking)</p> <p>1cYP-3 Engage in turn-taking conversation for at least 4 exchanges</p> <p>1cYP-4 Know to use simpler language and tone with younger children</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p> 6. Engages in conversations of at least three exchanges</p> <p>10b. Uses social rules of language</p> <p> 6. Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
GRADE LEVEL EXPECTATION / STRAND	LLT 2	EMERGENT READING
INDICATOR	LLT 2a	Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.
INDICATORS		<p>2aYP-1 Use pictures to predict content</p> <p>2aYP-2 Use storybook language, forms and conventions (once upon a time, that's the end)</p> <p>2aYP-3 Retell or act out a familiar story with prompting</p> <p>2aYP-4 Share likes and dislikes about a book</p> <p>2aYP-5 Listen to and discuss informational text and literature</p> <p>2aYP-6 Relate to concept or new word</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during reading experiences, book conversations, and text reflections</p> <p> 4. Asks and answers questions about the text; refers to pictures</p> <p>18b. Uses emergent reading skills</p> <p> 3 emerging to 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p> <p>18c. Retells stories and recounts details from informational texts</p> <p> 4. Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
INDICATOR	LLT 2b	Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.

INDICATORS		<p>2bYP-1 Listen and match rhythm, volume and pitch of rhymes, songs and chants 2bYP-2 Decide whether or not words rhyme 2bYP-3 Substitute different beginning sounds in words 2bYP-4 Segment sentences into individual words with adult guidance 2bYP-5 Segment compound words with modeling and guidance</p> <p><i>GOLD</i>® Objectives for Development and Learning 15. Demonstrates phonological awareness, phonics skills, and word recognition 15a. Notices and discriminates rhyme 5 emerging to 6. Decides whether two words rhyme 15b. Notices and discriminates alliteration 3 emerging to 4. Shows awareness that some words begin the same way 15c. Notices and discriminates discrete units of sound 2. Shows awareness of separate words in sentences</p>
INDICATOR	LLT 2c	Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.
INDICATORS		<p>2cYP-1 Identify some alphabet letter names, especially those in name 2cYP-2 Point out own name in print 2cYP-3 Recognize words that start with the same letter as name or familiar word</p> <p><i>GOLD</i>® Objectives for Development and Learning 16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes and names as many as 10 letters, especially those in own name 16b. Identifies letter-sound correspondences 2. Identifies the sounds of a few letters</p>
INDICATOR	LLT 2d	Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.
INDICATORS		<p>2dYP-1 Attend to different kinds of book genres 2dYP-2 Recognize that print represents written words and has meaning 2dYP-3 Hold book right side up and turn pages from right to left 2dYP-4 Show awareness of the function of environmental print 2dYP-5 Know where to begin reading a story; point to title</p> <p><i>GOLD</i>® Objectives for Development and Learning 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 5 emerging to 6. Knows some features of a book (e.g.; title, author, illustrator, front and back covers); connects specific books to authors 17b. Uses print concepts 3 emerging to 4. Indicates where to start reading and the direction to follow</p>

GRADE LEVEL EXPECTATION / STRAND	LLT 3	EMERGENT WRITING
INDICATOR	LLT 3	Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.
INDICATORS		<p>3YP-1 Use a 3-finger grasp 3YP-1 Create letter-like symbols to represent a word or idea 3YP-1 Write some letters 3YP-1 Experiment with a variety of writing tools and materials</p> <p><i>GOLD</i>[®] Objectives for Development and Learning 19. Demonstrates emergent writing skills 19a. Writes name 8. Writes letter strings 19b. Writes to convey ideas and information 8. Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
PERFORMANCE / CONTENT STANDARD		CREATIVE ARTS (CRA) Expressing Feelings and Ideas through Art, Music, Movement and Drama
GRADE LEVEL EXPECTATION / STRAND	CRA 1	Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.
INDICATORS		<p>1YP-1 Use a variety of different types of art materials to create an end product 1YP-2 Explore the favorite color through art representation 1YP-3 Describe general features of artwork: color, shape, texture, lines 1YP-4 Create art that expresses individual creativity 1YP-5 Discuss own artistic creations 1YP-6 Comment on another’s artwork when asked a specific question about the work</p> <p><i>GOLD</i>[®] Objectives for Development and Learning 33. Explore the visual arts</p>
GRADE LEVEL EXPECTATION / STRAND	CRA 2	Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.
INDICATORS		<p>2YP-1 Listen to different types of music (jazz, classical, country lullaby, etc.) 2YP-2 Identify musical instruments by sight and sound 2YP-3 Repeat a short melody 2YP-4 Identify changes in tempo or tone when listening to music</p> <p><i>GOLD</i>[®] Objectives for Development and Learning 34. Explores musical concepts and expression</p>
GRADE LEVEL EXPECTATION / STRAND	CRA 3	Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.

INDICATORS		<p>3YP-1 Move body to match different types of tempos and rhythms</p> <p>3YP-2 Express feelings through dance or movement</p> <p>3YP-3 Participate in guided movement games or songs</p> <p>3YP-4 Make up simple dances or movement sequences</p> <p>3YP-5 Indicate preferences for certain kinds of movement songs or music</p> <p><i>GOLD® Objectives for Development and Learning</i> 35. Explores dance and movement concepts</p>
GRADE LEVEL EXPECTATION / STRAND	CRA 4	Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.
INDICATORS		<p>4YP-1 Create various facial expressions and voice inflections when in character</p> <p>4YP-2 Put together a set of pretend behaviors to represent an action or event</p> <p>4YP-3 Use materials in creative and imaginative ways as part of dramatic play</p> <p>4YP-4 Demonstrate an awareness of audience (e.g., ask others to watch performance)</p> <p><i>GOLD® Objectives for Development and Learning</i> 36. Explores drama through actions and language</p>
PERFORMANCE / CONTENT STANDARD		PHYSICAL DEVELOPMENT AND HEALTH (PDH) Growing Strong, Healthy and Resilient
GRADE LEVEL EXPECTATION / STRAND	PDH 1	MOTOR DEVELOPMENT
GRADE LEVEL EXPECTATION / STRAND	PDH 1a	Gross Motor Development: Child will demonstrate increasing body awareness, control, strength and coordination of large muscles.
INDICATORS		<p>1aYP-1 Use arms and legs in a coordinated manner to jump, pedal a bike, bounce a ball</p> <p>1aYP-2 Gain increasing stability through practicing movements such as balancing, bending, shaking, flexing, and turning</p> <p>1aYP-3 Gain control of simple traveling skills such as galloping, running or hopping</p> <p>1aYP-4 Understand the position or orientation of their bodies to other objects and people</p> <p><i>GOLD® Objectives for Development and Learning</i> 4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 7 emerging to 8. Sustains balance during complex movement experiences 6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
GRADE LEVEL EXPECTATION / STRAND	PDH 1b	Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles.

INDICATORS		<p>1bYP-1 Show control of hand-eye coordination by stringing small beads or pushing keys on a keyboard</p> <p>1bYP-2 Use simple tools that combine dexterity, strength, and control such as markers or silverware</p> <p>1bYP-3 Move puzzle pieces in different ways to fit, or mold with play dough</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands 7 emerging to 8. Uses small, precise finger and hand movements</p> <p>7b. Uses writing and drawing tools</p> <p>6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>
GRADE LEVEL EXPECTATION / STRAND	PDH 2	HEALTHY LIVING
GRADE LEVEL EXPECTATION / STRAND	PDH 2a	Healthy Habits: Children will show increasing independence in performing self care tasks.
INDICATORS		<p>2aYP-1 Wash hands and face and toothbrushes with adult guidance</p> <p>2aYP-2 Use bathroom for toileting needs with adult help</p> <p>2aYP-3 Manage most dressing activities with adult support</p> <p>2aYP-4 Engage in physical activity that requires strength and stamina for at least brief periods.</p> <p>2aYP-5 Feed self independently; begin to pour and spread</p> <p>2aYP-6 Differentiate between healthy and non-healthy foods</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>6. Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION / STRAND	PDH 2b	Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.
INDICATORS		<p>2bYP-1 Exhibit increasing independence in following personal safety practices and routines</p> <p>2bYP-2 Identify and follow basic safety rules with adult reminders</p> <p>2bYP-3 Seek out trusted adults when feeling unsafe</p> <p>2bYP-4 Identify body parts that are “no touch”</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p>6. Manages classroom rules, routines, and transitions with occasional reminders</p>

OLDER PRESCHOOLERS: By 60 months (5 years), most OLDER PRESCHOOLERS will:

PERFORMANCE / CONTENT STANDARD		SOCIAL EMOTIONAL DEVELOPMENT (SED) Myself, My Feelings, My Relationships
GRADE LEVEL EXPECTATION / STRAND	SED 1	MYSELF
INDICATOR	SE1a	Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.
INDICATORS		<p>1aOP-1 Differentiate themselves by physical characteristics 1aOP-2 Show increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities 1aOP-3 Connect adult’s actions to own accomplishments or actions 1aOP-4 Make choices based on likes and dislikes (preferences) 1aOP-5 Stand up for rights of others</p> <p><i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 29. Demonstrates knowledge about self</p>
INDICATOR	SE1b	Self-esteem: Children will demonstrate emerging confidence in their own abilities.
INDICATORS		<p>1bOP-1 Show confidence in ability by taking on new tasks 1bOP-2 Show pride in completion of challenging tasks and activities 1bOP-3 Invite peers to join play or activity 1bOP-4 Describe accomplishments with detail</p> <p><i>GOLD® Objectives for Development and Learning</i> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 29. Demonstrates knowledge about self</p>
GRADE LEVEL EXPECTATION / STRAND	SED 2	MY FEELINGS
INDICATOR	SED2a	Manage Feelings: Children will identify, manage, and express their feelings.

INDICATORS		<p>2aOP-1 Associate basic emotions with words, expressions or gestures or actions 2aOP-2 Communicate feelings or emotions in socially-acceptable ways 2aOP-3 Seek reassurance or recognition from adults when attempting to resolve distress or challenging situation 2aOP-4 Respond with empathy and compassion at others' expression of emotion</p> <p><u>GOLD® Objectives for Development and Learning</u> 1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately</p>
INDICATOR	SED 2b	Self-Regulation: Children will begin to self-regulate.
INDICATORS		<p>2bOP-1 Independently use self-regulation strategies to solve simple problems 2bOP-2 Adapt behavior to accommodate situation or adult response 2bOP-3 Independently solve simple problems 2bOP-4 Transition to new activities independently when asked</p> <p><u>GOLD® Objectives for Development and Learning</u> 1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time 1b. Follows limits and expectations 7 emerging to 8. Applies basic rules in new but similar situations</p>
GRADE LEVEL EXPECTATION / STRAND	SED 3	MY RELATIONSHIPS
INDICATOR	SED 3a	Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.
		<p>3aOP-1 Separate and easily accept explanation for parting with trusted adult 3aOP-2 Cooperate with adult guidance to achieve adult approval 3aOP-3 Initiate and engage with familiar adults to share mutual interests</p> <p><u>GOLD® Objectives for Development and Learning</u> 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests</p>
INDICATOR	SED3b	Relationships with Peers: Children will develop ways to interact and build relationships with peers.

		<p>3bOP-1 Sustain relationships with other children for an extended period of time</p> <p>3bOP-2 Take the perspective of another child and respond in a manner that is supportive</p> <p>3bOP-3 Play with peers in a coordinated manner including assigning roles, materials and actions</p> <p>3bOP-4 Engage in prosocial behavior during play (cooperating, turn-taking, sharing)</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p>6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</p> <p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others</p> <p>6. Initiates the sharing of materials in the classroom and outdoors</p>
PERFORMANCE / CONTENT STANDARD		SOCIAL STUDIES (SST) Learning about Myself, My Family, and My Community
GRADE LEVEL EXPECTATION / STRAND	SST 1	SOCIAL SYSTEMS
INDICATOR	SST 1a	Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.
INDICATORS		<p>1aOP-1 Name extended family members (aunts, grandparents, etc)</p> <p>1aOP-2 Talk about relationships with other family members</p> <p>1aOP-3 Discuss how families differ and how they are the same</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>29. Demonstrates knowledge about self</p> <p>30. Shows basic understanding of people and how they live</p>
INDICATOR	SST 1b	Community Belonging: Children will build a sense of belonging to a group and follow its rules.
INDICATORS		<p>1bOP-1 Differentiate groups they belong to</p> <p>1bOP-2 Follow routines and schedules</p> <p>1bOP-3 Understand natural and logical consequences for not following rules</p> <p>1bOP-4 Seek out opportunities for leadership</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>30. Shows basic understanding of people and how they live</p>
INDICATOR	SST 1c	Diversity and Culture: Children will show understanding of how people and customs are alike and different.

INDICATORS		<p>1cOP-1 Compare traits and characteristics of self with others 1cOP-2 Discuss differences and similarities between themselves and others 1cOP-3 Show appreciation of own culture or customs</p> <p><i>GOLD® Objectives for Development and Learning</i> 30. Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION / STRAND	SST 2	SOCIAL STUDIES CONCEPTS
INDICATOR	SST 2a	Economics: Children will understand about supply and demand, why people work, money, and community helpers.
INDICATORS		<p>2aOP-1 Realize that people depend on others to have needs met 2aOP-2 Describe roles of various community helpers and workers 2aOP-3 Describe occupations' roles and purposes 2aOP-4 Understand the purpose of saving for tomorrow</p> <p><i>GOLD® Objectives for Development and Learning</i> 30. Shows basic understanding of people and how they live</p>
INDICATOR	SST 2b	Geography: Children will identify basic concepts of location and features in the community.
INDICATORS		<p>2bOP-1 Use directional terms such as turn left, straight ahead 2bOP-1 Name own street, town and/or neighborhood 2bOP-1 Create representations of different landforms and landmarks during play 2bOP-1 Use geographic tools to identify landmarks a specific location</p> <p><i>GOLD® Objectives for Development and Learning</i> 32. Demonstrates simple geographic knowledge</p>
INDICATOR	SST 2c	History: Children will demonstrate an understanding of events and people from the past and present.
INDICATORS		<p>2cOP-1 Use the posted schedule to describe the day's activities 2cOP-2 Distinguish between events that happened in the past, present or future 2cOP-3 Talk about an event that happened or will happen 2cOP-4 Discuss past experiences or events in the correct sequence 2cOP-5 Use time vocabulary with some accuracy</p> <p><i>GOLD® Objectives for Development and Learning</i> 31. Explores change related to familiar people or places</p>
PERFORMANCE / CONTENT STANDARD		APPROACHES TO PLAY AND LEARNING (APL) Developing Skills and Attitudes for Success

GRADE LEVEL EXPECTATION / STRAND	APL 1	PLAY
INDICATOR	APL 1a	Imaginative Play: Children will use their imaginations to learn about the world around them.
INDICATORS		<p>1aOP-1 Use props and create characters as part of pretend play 1aOP-2 Engage in elaborate and sustained imaginative play 1aOP-3 Distinguish between real life and fantasy</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
INDICATOR	APL 1b	Collaborative Play: Children will learn to work and play together to achieve a common goal.
INDICATORS		<p>1bOP-1 Develop and sustain complex play themes and roles in cooperation with peers 1bOP-2 Seek out specific children to engage in play experiences 1bOP-3 Take another’s perspective 1bOP-4 Articulate values and “rules” through play</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
GRADE LEVEL EXPECTATION / STRAND	APL 2	CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE
INDICATOR	APL 2a	Persistence, Engagement and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.

INDICATORS		<p>2aOP-1 Stay focused on activities and tasks until completion 2aOP-2 Persist with task completion even after previous efforts have failed 2aOP-3 Stay engaged in an activity or task despite interruptions 2aOP-4 Generalize the success to another task 2aOP-5 Set simple goals that extend over time, make plans and follow through</p> <p><i>GOLD</i>® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11a. Attends and engages 7 emerging to 8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks</p>
INDICATOR	APL 2b	Task Analysis: Children will identify the steps needed to achieve a goal.
INDICATORS		<p>2bOP-1 Demonstrate understanding that a task can be achieved in multiple ways 2bOP-2 Break down multi-part task into steps 2bOP-3 Independently identify and seek things needed to complete activities or tasks</p> <p><i>GOLD</i>® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks</p>
INDICATOR	APL 2c	Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.
INDICATORS		<p>2cOP-1 Apply prior knowledge and experiences to new ideas and activities 2cOP-2 Describe the steps they will use to solve a problem. 2cOP-3 Evaluate different strategies for problem solving and select the strategy they feel will work without trying it 2cOP-4 Ask specific questions of adult or peer to solve a problem</p> <p><i>GOLD</i>® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11c. Solves problems 7 emerging to 8. Thinks problems through, considering several possibilities and analyzing results</p>
GRADE LEVEL EXPECTATION / STRAND	APL 3	WONDERMENT AND INVESTIGATION
INDICATOR	APL 3a	Curiosity, Invention and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.

INDICATORS		<p>3aOP-1 Show eagerness to learn about and discuss new topics, ideas and tasks 3aOP-2 Ask questions to understand a new concept 3aOP-3 Show independence and purpose when making choices. 3aOP-4 Use complex and varied language to share ideas and influence others during play 3aOP-5 Select and carry out activities without adult prompting</p> <p><i>GOLD</i>® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 7 emerging to 8. Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
INDICATOR	APL 3b	Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.
INDICATORS		<p>3bOP-1 Approach new experiences , topics, and ideas with interest 3bOP-2 Children express a belief that they can do things that are hard 3bOP-3 Try things they are not sure they can do while avoiding dangerous risks 3bOP-4 Take on new roles in a group setting</p> <p><i>GOLD</i>® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 7 emerging to 8. Thinks through possible long-term solutions and tasks on more abstract challenges</p>
PERFORMANCE / CONTENT STANDARD		SCIENCE EXPLORATION AND KNOWLEDGE (SEK) Exploring the World Around Me
GRADE LEVEL EXPECTATION / STRAND	SEK 1	SCIENCE CONCEPTS
INDICATOR	SEK 1a	Scientific Inquiry: Children will gain knowledge through exploration and discovery.
INDICATORS		<p>1aOP-1 Uses the five senses to collect information 1aOP-2 Try new approaches when results differ from what is expected 1aOP-3 Form conclusions based on observable actions or results 1aOP-4 Predict outcomes based on cause and effect, “If I...., then I....”</p> <p><i>GOLD</i>® Objectives for Development and Learning 24. Uses scientific inquiry skills</p>
INDICATOR	SEK 1b	Biological Science: Child will differentiate between living and non-living things and their characteristics.

INDICATORS		<p>1bOP-1 Describe differences between living and non-living things</p> <p>1bOP-2 Describe how living things interact with the environment and its conditions to survive</p> <p>1bOP-3 Describe the functions of body parts</p> <p>1bOP-4 Describe the predictable patterns for life cycles of plants and animals</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>25. Demonstrates knowledge of the characteristics of living things</p>
INDICATOR	SEK 1c	Physical Science: Children will demonstrate emerging understanding of matter and energy.
INDICATORS		<p>1cOP-1 Experiment with cars, balls, and other objects to determine which is faster</p> <p>1cOP-2 Notice and explain changes in physical properties of objects as a result of outside influences</p> <p>1cOP-3 Describe characteristics of solids and liquids</p> <p>1cOP-4 Investigate the properties of light and sound</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
INDICATOR	SEK 1d	Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.
INDICATORS		<p>1dOP-1 Compare and contrast the properties of natural materials, soil and sand</p> <p>1dOP-2 Describe the properties and changes of water</p> <p>1dOP-3 Explore the characteristics of the sun and shadows, moon, clouds and stars</p> <p>1bOP-4 Explain how weather and its changes impact daily life</p> <p>1bOP-5 Describe the day and night cycle</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>27. Demonstrates knowledge of Earth's environment</p>
INDICATOR	SEK 1e	Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.
INDICATORS		<p>1eOP-1 Describe how changes to the environment occur</p> <p>1eOP-2 Discuss how actions positively and negatively impact the environment</p> <p>1eOP-3 Demonstrate conservation as part of daily routines</p> <p>1eOP-4 Describe the features of habitats that species need for life</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>27. Demonstrates knowledge of Earth's environment</p>
GRADE LEVEL EXPECTATION / STRAND	SEK 2	TECHNOLOGY
INDICATOR	SEK 2a	Use of Tools: Children will use simple and more complex tools to accomplish a task.

INDICATORS		<p>2aOP-1 Use or adapt appropriate tools and materials to create or solve problems 2aOP-2 Use technology tools to seek out information or an answer to a problem 2aOP-3 Explain the purposes of specific technology tools</p> <p><i>GOLD</i>® Objectives for Development and Learning 28. Uses tools and other technology to perform tasks</p>
INDICATOR	SEK 2b	Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.
INDICATORS		<p>2bOP-1 Differentiate between real or pretend objects or situations 2bOP-2 Discuss if information is realistic or could actually happen 2bOP-3 Describe the specific uses for technology tools 2bOP-4 Identify differences between packaging and what’s inside 2bOP-5 Discuss the ways one can find out more information</p> <p><i>GOLD</i>® Objectives for Development and Learning 28. Uses tools and other technology to perform tasks</p>
INDICATOR	SEK 2c	Digital Citizenship: Children will demonstrate safe use of technology.
INDICATORS		<p>2cOP-1 Identify appropriate and inappropriate use of digital media 2cOP-2 Collaborate with others to create a product or investigate information 2cOP-3 Use technology terms such as mouse, keyboard, printer as part of daily conversation</p> <p><i>GOLD</i>® Objectives for Development and Learning 28. Uses tools and other technology to perform tasks</p>
INDICATOR	SEK 2d	Computational Thinking: The child will use emerging technological skills, concepts and behaviors to solve problems or complete projects.
INDICATORS		<p>2dOP-1 Break down the steps of a problem or activity (Decomposition) 2dOP-2 Extend and create design patterns (Pattern Recognition) 2dOP-3 Attempt to solve a problem by working through the sequence of steps (Algorithms) 2dOP-4 Assist teacher in sorting needed and unneeded information</p> <p><i>GOLD</i>® Objectives for Development and Learning 28. Uses tools and other technology to perform tasks</p>
GRADE LEVEL EXPECTATION / STRAND	SEK 3	ENGINEERING PROCESSES
INDICATOR	SEK 3	Engineering Processes: Children will use emerging understanding of design processes for problem solving.

INDICATORS		<p>3OP-1 Use unique materials to create a simple machine</p> <p>3OP-2 Follow a visual plan to create a structure</p> <p>3OP-3 Create detailed observational drawings that represent objects</p> <p>3OP-4 Follow directional cues to accomplish a task</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>24. Uses scientific inquiry skills</p>
PERFORMANCE / CONTENT STANDARD		MATHEMATICAL THINKING (MAT) Exploring, Processing, and Logical Reasoning
GRADE LEVEL EXPECTATION / STRAND	MAT 1	NUMBERS AND QUANTITY
INDICATOR	MAT 1a	Number Relationships : Children will understand the concept of number and the relationships between numbers and quantities.
INDICATORS		<p>1aOP-1 Understand that written numerals represent quantities of objects (up to 10)</p> <p>1aOP-2 Compare groups of objects and tell which is same or different, more, less or fewer</p> <p>1aOP-3 Subitize (immediately recognize without counting) five or more objects</p> <p>1aOP-4 Identify written numerals from zero (0) up to 10</p> <p>1aOP-5 Match numerals with the correct number of objects, with assistance</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>20. Uses number concepts and operations</p> <p>20b. Quantifies</p> <p>6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p> <p>20c. Connects numerals with their quantities</p> <p>6. Identifies numerals to 10 by name and connects each to counted objects</p>
INDICATOR	MAT 1b	Counting and Number Sense: Children will connect number names to quantities.
INDICATORS		<p>1bOP-1 Rote count up to 20 in sequence</p> <p>1bOP-2 Count backwards from 10 to 0</p> <p>1bOP-3 Demonstrate one-to one correspondence when counting objects placed in a row (one to 15 and beyond)</p> <p>1bOP-4 Count out a specified number of objects up to 10</p> <p>1bOP-5 Understand that the last number represents how many objects are in a group</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>20. Uses number concepts and operations</p> <p>20a. Counts</p> <p>6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting</p>

GRADE LEVEL EXPECTATION / STRAND	MAT 2	ALGEBRAIC THINKING
INDICATOR	MAT 2a	Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.
INDICATORS		<p>2aOP-1 Use addition and subtraction concepts while playing with sets of objects (0-10). 2aOP-2 Independently change size of sets by combining or taking away 2aOP-3 Understand that each successive number name refers to a quantity that is one larger</p> <p><i>GOLD</i>® Objectives for Development and Learning 20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
INDICATOR	MAT 2b	Sets: Children will classify and organize objects according to properties and attributes.
INDICATORS		<p>2bOP-1 Match objects according to two or more attributes 2bOP-2 Sort and place in a series objects according to more than attribute 2bOP-3 Put up to 10 objects in order according to an attribute 2bOP-4 Demonstrate knowledge that the same set can be sorted in different ways</p> <p><i>GOLD</i>® Objectives for Development and Learning 13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p>
INDICATOR	MAT 2c	Patterns: Children will recognize simple patterns in daily life and play experiences.
INDICATORS		<p>2cOP-1 Identify differences in the daily schedule or routine 2cOP-2 Identify a pattern, and duplicate or extend 2cOP-3 Create more complex pattern that includes different attributes 2cOP-4 Identify more complex ordinals, such as second, third, or next,</p> <p><i>GOLD</i>® Objectives for Development and Learning 23. Demonstrates knowledge of patterns 7 emerging to 8. Recognizes, creates, and explain more complex repeating and simple growing patterns</p>
GRADE LEVEL EXPECTATION / STRAND	MAT 3	SPATIAL REASONING AND GEOMETRY
INDICATOR	MAT 3a	Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.

INDICATORS		<p>3aOP-1 Visualize a spatial transformation</p> <p>3aOP-2 Describe the way in which objects fit together or verbally share plans with how to fit objects together</p> <p>3aOP-3 Move body in different ways independently or following directions in response to music or song</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>21. Explores and describes spatial relationships and shapes</p> <p>21a. Understands spatial relationships</p> <p>7 emerging to 8. Uses and makes simple sketches, models, or pictorial maps to locate objects</p>
INDICATOR	MAT 3b	Shapes: Children will explore, visualize and analyze shapes and shape attributes.
INDICATORS		<p>3bOP-1 Identify and classify 2-D and 3-D shapes by their attributes)</p> <p>3bOP-2 Visualize shapes by description and find them in the environment</p> <p>3bOP-3 Complete complex shape puzzles</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>6. Describes basic two-and three- dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
GRADE LEVEL EXPECTATION / STRAND	MAT 4	MEASUREMENT AND DATA ANALYSIS
INDICATOR	MAT 4a	Measurement and Time: Children will explore and communicate about distance, weight, length, height and time.
INDICATORS		<p>4aOP-1 Order objects in a series according to size</p> <p>4aOP-2 Use a variety of techniques with standard and non-standard tools to measure and compare objects</p> <p>4aOP-3 Compare objects by two or more attributes</p> <p>4aOP-4 Show a beginning awareness of the concept of time as a sequence of events</p> <p>4aOP-5 Use beginning skills of estimation in solving everyday measurement problems</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>22. Compares and measures</p> <p>22a. Measures objects</p> <p>7 emerging to 8. Uses measurement words and some standard measurement tools accurately</p> <p>22b. Measures time and money</p> <p>2. Relates time to daily routines and schedule</p>
INDICATOR	MAT 4b	Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.

INDICATORS		<p>4bOP-1 Use trial and error to reach a solution to a problem 4bOP-2 Gather data to answer questions to problems 4bOP-3 Make a prediction based on data 4bOP-4 Interpret a chart or graph to explain data findings</p> <p><i>GOLD</i>® Objectives for Development and Learning 22. Compares and measures 22c. Represents and analyzes data 1 emerging to 2. Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</p>
PERFORMANCE / CONTENT STANDARD		LANGUAGE AND LITERACY (LLT) Understanding and expressing by speaking, listening, reading, and writing
GRADE LEVEL EXPECTATION / STRAND	LLT 1	ORAL LANGUAGE
INDICATOR	LLT 1a	Receptive Language: Children will gain information by understanding the meaning of words and gestures.
INDICATORS		<p>1aOP-1 Understand and follow multi-step directions 1aOP-2 Recall the events described in a story 1aOP-3 Respond to questions and extend answer to convey new, but related thought 1aOP-4 Attend to conversations and group discussions and respond on topic</p> <p><i>GOLD</i>® Objectives for Development and Learning 8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs 8b. Follows directions 8. Follows detailed, instructional, multistep directions</p>
INDICATOR	LLT 1b	Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.

INDICATORS		<p>1bOP-1 Combine 5-8 words together into sentences 1bOP-2 Engage in storytelling and pretend play, using oral language 1bOP-3 Answer questions with detailed and more abstract words and ideas 1bOP-4 Use mostly grammatically complex sentence structures 1bOP-5 Have a vocabulary of over 1000 words 1bOP-6 Ask specific questions to understand and solve problems. 1bOP-7 Produce four to five word phrases using clear and understandable speech</p> <p><i>GOLD® Objectives for Development and Learning</i> 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words 9b. Speaks clearly 7 emerging to 8. Pronounces multisyllabic or unusual words correctly; speaks audibly 9c. Uses conventional grammar 7 emerging to 8. Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
INDICATOR	LLT 1c	Social Rules of Language: Children will use, adapt and follow the rules of language.
INDICATORS		<p>1cOP-1 Listen and respond on topic with individuals and during group conversations 1cOP-2 Use language to communicate with others during familiar and unfamiliar social situations 1cOP-3 Initiate conversations and stays on topic during at least 5 turn-taking exchanges 1cOP-4 Demonstrate conversational rules of language</p> <p><i>GOLD® Objectives for Development and Learning</i> 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 7 emerging to 8. Engages in complex, lengthy conversations of five or more exchanges 10b. Uses social rules of language 7 emerging to 8. Uses acceptable language and basic social rules during communication with others</p>
GRADE LEVEL EXPECTATION / STRAND	LLT 2	EMERGENT READING
INDICATOR	LLT 2a	Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.

INDICATORS		<p>2aOP-1 Identify characters and setting in a story 2aOP-2 Use title, pictures and prior knowledge to predict story content 2aOP-3 Retell or act out a story in the correct sequence 2aOP-4 Make connections between stories and real-life experiences 2aOP-5 Answer questions about the characters and events in a story 2aOP-6 Generalize idea to another situation</p> <p><i>GOLD</i>® Objectives for Development and Learning 18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 6. Identifies story- related problems, events, and resolutions during conversations with an adult 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation 18c. Retells stories and recounts details from informational texts 6. Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>
INDICATOR	LLT 2b	Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.
INDICATORS		<p>2bOP-1 Identify whether or not two words start or end with the same sound 2bOP-2 Produce rhyming words 2bOP-3 Isolate and match the initial sounds in words with adult guidance 2bOP-4 Segment words into syllables 2bOP-5 Identify words as separate units in a sentence 2bOP-6 Blend sounds with adult guidance</p> <p><i>GOLD</i>® Objectives for Development and Learning 15. Demonstrates phonological awareness, phonic skills, and word recognition 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words 15c. Notices and discriminates discrete units of sound 4. Shows awareness of separate syllables in words</p>
INDICATOR	LLT 2c	Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.

INDICATORS		<p>2cOP-1 Recognize about half of the upper and lower case letters of the alphabet 2cOP-2 Associate some letters of the alphabet with their specific sounds 2cOP-3 Identify words that start with the same letter as their name 2cOP-4 Visually discriminate letter shapes and formations 2cOP-5 Sort letters and find words that contain specified letters</p> <p><i>GOLD® Objectives for Development and Learning</i> 16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 5 emerging to 6. Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order 16b. Identifies letter-sound correspondences 5 emerging to 6. Produces at least one correct sound for each letter in the alphabet</p>
INDICATOR	LLT 2d	Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.
INDICATORS		<p>2dOP-1 Select different kinds of literature 2dOP-2 Show beginning understanding of word and sentence structure 2dOP-3 Hold book correctly and read from beginning to end 2dOP-4 Read some environmental print 2dOP-5 Track words from left to right, top to bottom, page to page 2dOP-6 Know that books have titles, authors and illustrators</p> <p><i>GOLD® Objectives for Development and Learning</i> 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 6. Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow</p>
GRADE LEVEL EXPECTATION / STRAND	LLT 3	EMERGENT WRITING
INDICATOR	LLT 3	Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.

INDICATORS		<p>3OP-1 Use a dominant hand for writing 3OP-2 Use writing for a variety of purposes 3OP-3 Write some letters of the alphabet, including name 3OP-4 Begin to use inventive spelling using a letter to represent a word</p> <p><i>GOLD® Objectives for Development and Learning</i> 19. Demonstrates emergent writing skills 19a. Writes name 11 emerging to 12. Writes accurate first name 19b. Writes to convey ideas and information 10. Uses drawing, dictation, and early invented spelling to convey a message</p>
PERFORMANCE / CONTENT STANDARD		<p>CREATIVE ARTS (CRA) Expressing Feelings and Ideas through Art, Music, Movement and Drama</p>
GRADE LEVEL EXPECTATION / STRAND	CRA 1	<p>Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.</p>
INDICATORS		<p>1OP-1 Use a variety of art materials to represent an idea, feeling, or object 1OP-2 Explore variations of the same color and other colors 1OP-3 Create an end product that integrates color, shape, texture and lines 1OP-4 Create artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge 1OP-5 Discuss own artistic creations and those of others 1OP-6 Show appreciation for different art forms and the creative work of others</p> <p><i>GOLD® Objectives for Development and Learning</i> 33. Explores the visual arts</p>
GRADE LEVEL EXPECTATION / STRAND	CRA 2	<p>Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.</p>
INDICATORS		<p>2OP-1 Describe differences in music types 2OP-2 Use musical instruments to make or replicate songs and sounds 2OP-3 Create and sing nonsense rhymes and songs 2OP-4 Replicate changes in tempo 2OP-5 Describe preferences for music types or instruments</p> <p><i>GOLD® Objectives for Development and Learning</i> 34. Explores musical concepts and expression</p>
GRADE LEVEL EXPECTATION / STRAND	CRA 3	<p>Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.</p>

INDICATORS		<p>3OP-1 Use varied movement elements in response to music (high/low, fast/slow, up/down) etc.</p> <p>3OP-2 Use creative movement to express concepts or ideas</p> <p>3OP-3 Follow choreographed movement sequences</p> <p>3OP-4 Translate ideas into movement</p> <p>3OP-5 Watch with enjoyment when others dance or move creatively</p> <p>3OP-6 Attempt or participate in dances from around the world</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>35. Explores dance and movement concepts</p>
GRADE LEVEL EXPECTATION / STRAND	CRA 4	Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.
INDICATORS		<p>4OP-1 Use various facial expressions and voice inflections when playing a character</p> <p>4OP-1 Participate in dramatic play activities to express ideas and feelings</p> <p>4OP-1 Initiate role-playing experiences and playing with props and costumes</p> <p>4OP-1 Demonstrate an interest in dramatizations of others through actions, stories, and puppetry</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>36. Explores drama through actions and language</p>
PERFORMANCE / CONTENT STANDARD		PHYSICAL DEVELOPMENT AND HEALTH (PDH) Growing Strong, Healthy and Resilient
GRADE LEVEL EXPECTATION / STRAND	PDH 1	MOTOR DEVELOPMENT
GRADE LEVEL EXPECTATION / STRAND	PDH 1a	Gross Motor Development: Child will demonstrate increasing body awareness, control, strength and coordination of large muscles.
INDICATORS		<p>1aOP-1 Coordinate movements with accuracy such as throwing, catching or kicking a ball</p> <p>1aOP-2 Demonstrate stability in body movements by walking on balance beam, twisting and turning, curling and stretching</p> <p>1aOP-3 Show increasing levels of proficiency in traveling or movement skills: walking, climbing, running, jumping, hopping, skipping, marching, and galloping</p> <p>1aOP-4 Move with an awareness of personal space</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <p>4. Demonstrates traveling skills</p> <p>8. Coordinates increasingly complex movements in play and games</p> <p>5. Demonstrates balancing skills</p> <p>8. Sustains balance during complex movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills</p> <p>8. Manipulates balls or similar objects with a full range of motion</p>

GRADE LEVEL EXPECTATION / STRAND	PDH 1b	Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles.
INDICATORS		<p>1bOP-1 Use precise control to accomplish tasks such as fastening clothes or pouring liquid from one container to another</p> <p>1bOP-2 Show increasing coordination and control of tools that require strength and dexterity such as hole punch or stapler</p> <p>1bOP-3 Build structures with small blocks or fit small objects into small holes</p> <p><i>GOLD® Objectives for Development and Learning</i></p> <p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>8. Uses small, precise finger and hand movements</p> <p>7b. Uses writing and drawing tools</p> <p>7 emerging 8. Uses three-point finger grip and efficient hand placement when writing and drawing</p>
GRADE LEVEL EXPECTATION / STRAND	PDH 2	HEALTHY LIVING
GRADE LEVEL EXPECTATION / STRAND	PDH 2a	Healthy Habits: Children will show increasing independence in performing self care tasks.
INDICATORS		<p>2aOP-1 Wash hands and face and toothbrushes independently</p> <p>2aOP-2 Complete toileting independently</p> <p>2aOP-3 Independently dress and undress self</p> <p>2aOP-4 Engage in physical activities of increasing levels of intensity for sustained periods of time</p> <p>2aOP-5 Open food items independently; cut with plastic knife</p> <p>2aOP-6 Classify foods by their food groups (e.g., fruits, vegetables, dairy).</p> <p><i>GOLD® Objectives for Development and Learning</i></p> <p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>8. Takes responsibility for own well-being</p>
GRADE LEVEL EXPECTATION / STRAND	PDH 2b	Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.

INDICATORS		<p>2bOP-1 Avoid and alert others to danger, such as keeping a safe distance from swings 2bOP-2 Articulate basic safety rules and explains why they are necessary 2bOP-3 Explain how others help keep us safe 2bOP-4 Explain what to do if someone attempts to touch private body parts 2bOP-5 Recognize signs and symbols that indicate danger</p> <p><i>GOLD</i>[®] Objectives for Development and Learning 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 7 emerging to 8. Applies basic rules in new but similar situations</p>
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