



Alignment of



Teaching Strategies GOLD®
Objectives for Development & Learning:
Birth *Through* Kindergarten



WITH

**Alignment of the *Teaching Strategies GOLD*[®] Objectives for Development & Learning: Birth Through Kindergarten
With
*Delaware Early Learning Foundations: Preschool for School Success***

This document aligns the content in the *Delaware Early Learning Foundations: Preschool for School Success* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

References

Delaware Department of Education. (2010). *Delaware early learning foundations: preschool for school success*. Dover, DE: Author. Retrieved April 10, 2013 from http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/files/PresscELFFinalJul2010.pdf

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD*[®] objectives for development & learning: Birth through kindergarten. Bethesda, MD: Teaching Strategies, LLC.

Social Emotional Development	
Self-Concept	
SE31. Be with adults who are consistent, responsive, and caring	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
SE32. Make meaningful choices and experience the outcomes of those choices in a safe and supportive environment	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
SE33. Participate in activities that are challenging but within their reach	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
SE34. Assume a role in determining how they will learn	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
SE35. Participate in meaningful responsibilities	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
SE36. Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
SE37. Be a part of the classroom community so that each child feels accepted and gains a sense of belonging	29. Demonstrates knowledge about self
Self-Regulation	
SE38. Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.)	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification

SE39. Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad)	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 6. Is able to look at a situation differently or delay gratification
SE40. Express feelings through play and artistic representation	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 6. Is able to look at a situation differently or delay gratification
SE41. Begin to understand that actions have consequences	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2b. Responds to emotional cues <ul style="list-style-type: none"> 6. Identifies basic emotional reactions of others and their causes accurately
SE42. Follow simple rules and routines with minimal help	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders
SE43. Experience logical and natural consequences	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders
SE44. Complete activities that he/she has started	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning <ul style="list-style-type: none"> 11a. Attends and engages <ul style="list-style-type: none"> 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
SE45. Use materials purposefully, safely, and respectfully	<ul style="list-style-type: none"> 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> 3a. Balances needs and rights of self and others <ul style="list-style-type: none"> 6. Initiates the sharing of materials in the classroom and outdoors
SE46. Attempt to solve problems in a positive manner	<ul style="list-style-type: none"> 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> 3b. Solves social problems <ul style="list-style-type: none"> 6. Suggests solutions to social problems

Social Relationships and Cooperation	
SE47. Develop trust in familiar adults and close peers	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults 2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
SE48. Receive guidance, support and directions from a range of familiar adults	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
SE49. Develop and maintain friendships with peers	2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while
SE50. Develop awareness of other’s perspectives and to gain an understanding of how their actions impact those around them	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
SE51. Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.)	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
SE52. Develop ability to initiate and sustain play with peers	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

SE53. Be a helpful member of a group or household through sharing tasks or chores	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
SE54. Develop turn taking and negotiation skills	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
Approaches to Learning	
Initiative and Curiosity	
AL31. Participate in a variety of tasks and activities using all five senses	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
AL32. Make independent choices during play and throughout the daily routine	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
AL33. Approach tasks and activities with flexibility, imagination, inventiveness, and confidence	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
AL34. Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Engagement and Persistence	
AL35. Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
AL36. Begin to develop and follow through with plan for play and other activities	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks

<p>AL37. Begin to demonstrate the ability to follow a sequence of steps to create a finished project</p>	<p>11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks</p>
<p>Reasoning and Problem Solving</p>	
<p>AL38. Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults</p>	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility</p>
<p>AL39. Develop the ability to classify, compare, and contrast objects, events, and experiences</p>	<p>13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p> <p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>AL40. Demonstrate the ability to sequence events</p>	<p>12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p> <p>12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support</p>
<p>AL41. Begin to develop the ability to explain and demonstrate strategies to solve problems</p>	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility</p>

Language and Literacy	
Receptive Communication	
LL31. Respond to their names, requests for action, or information	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
LL32. Develop listening, watching, attention, and comprehension skills	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
LL33. Follow two- or three-step directions	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
LL34. Identify particular sounds in the environment through different media	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
LL35. Respond to questions	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
LL36. Increase vocabulary to include prepositions and basic concepts	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Expressive Communication	
LL37. Be aware that people communicate in a variety of ways (verbal and non-verbal)	30. Shows basic understanding of people and how they live

<p>LL38. Communicate so they will be understood by peers and adults</p>	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words</p>
<p>LL39. Play with language such as rhyming</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way</p>
<p>LL40. Use language to enter play situation</p>	<p>2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups</p>
<p>LL41. Participate in turn taking in conversations</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges</p>
<p>LL42. Dictate a story to an adult</p>	<p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p>
<p>LL43. Communicate using multiple words/phrases including nouns, verbs, descriptive phrases, prepositions and/or ASL grammatical features</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p> <p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences</p>
<p>LL44. Use volume and tone or ASL facial grammar appropriate to the situation</p>	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders</p>

LL45. Respond appropriately to messages in conversation	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
LL46. Express emotions through language	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
LL47. Use language appropriately during play situations	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
LL48. Experiment with patterns in words	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
Emergent Reading	
LL49. Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures 18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
LL50. Show increasing awareness of print, familiar signs, labels, and symbols	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
LL51. Identify and name letters of the alphabet	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name

<p>LL52. Recognize their first name in print written with the first letter in upper case followed by lower-case letters</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p>LL53. Recognize common letter sounds at the beginning, middle, and ends of words</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds</p>
<p>LL54. Know the difference between upper-and lower-case letters</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p>LL55. Show comprehension by answering questions related to an age-appropriate story that has been read or told</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures</p>
<p>LL56. Understand the parts of a book and how it is used</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors</p>
<p>LL57. Hold a book upright, turn the pages starting at the front of the book, and scan pages left to right and top to bottom</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
<p>LL58. Explore different types of literature such as narrative (story) and informative (non-fiction)</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes</p>
<p>LL59. Demonstrate that print represents someone’s thoughts and ideas</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes</p>
<p>LL60. Interpret pictures</p>	<p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 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>

LL61. Hear words in a sentence and syllables in words	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
LL62. Know that print is read and pictures are not	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Emergent Writing	
LL63. Use scribbles, symbols, or drawings to share experiences	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
LL64. Use a variety of writing tools and materials	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
LL65. Trace and copy shapes and letters	19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms
LL66. Begin to print the letters of their first name	19. Demonstrates emergent writing skills 19a. Writes name 5. Partially accurate name
LL67. Express self through pretend writing	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
LL68. Write in a variety of formats	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
LL69. Practice writing left to right and top to bottom	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings

LL70. Use inventive spelling	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
LL71. Develop strength, dexterity, and control needed to use writing tools and materials	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
LL72. Develop hand-eye coordination required for written communication	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Mathematics	
Number and Operations	
MA31. Develop an awareness of numbers and counting as a means for understanding quantity	20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
MA32. Recite numbers in sequence	20. Uses number concepts and operations 20a. Counts 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
MA33. Recognize numbers	20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
MA34. Use one-to-one correspondence when counting	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
MA35. Use language to compare numbers of objects (Ex: more, less, same)	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>MA36. Determine quantity or “how many”</p>	<p>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>
<p>MA37. Understand numbers and number concepts as they relate to everyday life</p>	<p>20. Uses number concepts and operations 20a. Counts 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>
<p>MA38. Use ordinal number words to describe the position of objects (Ex: “first,” “second,” “third,” etc.)</p>	<p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>MA39. Understand the concept of how numbers relate to quantity</p>	<p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects</p>
<p>Geometry and Spatial Sense</p>	
<p>MA40. Begin to recognize, name, describe, build, and draw two and three dimensional shapes</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
<p>MA41. Put together and take apart increasingly more difficult puzzles</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
<p>MA42. Describe how shapes are the same or different (Ex: size, shape, color)</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>

<p>MA43. Demonstrate and describe positions of objects</p>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance</p>
<p>Patterns</p>	
<p>MA44. Recognize, copy, and extend simple patterns with a variety of materials</p>	<p>23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns</p>
<p>MA45. Arrange objects in a series according to one attribute (Ex: shape, size, texture, or color)</p>	<p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>MA46. Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime)</p>	<p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>MA47. Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape)</p>	<p>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>
<p>Measurement</p>	
<p>MA48. Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yardstick, measuring tape) measures</p>	<p>22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
<p>MA49. Explore concepts of measurable attributes (Ex: weight, volume, length, time, and temperature)</p>	<p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>MA50. Begin to compare and sort according to measurement attributes (length, size, weight)</p>	<p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>

Data Analysis	
MA51. Begin to represent data using concrete objects, pictures, and simple graphs	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
MA52. Begin to compare and interpret data collected	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
Science	
Sensory Awareness	
SC31. Use senses in purposeful ways to gather information and explore the environment	24. Uses scientific inquiry skills
SC32. Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense	24. Uses scientific inquiry skills
Scientific Exploration	
SC33. Express their curiosity and investigate questions of interest through play and exploration	24. Uses scientific inquiry skills
SC34. Use materials and tools appropriate for problem solving and exploration	28. Uses tools and other technology to perform tasks
Scientific Inquiry	
SC35. Ask scientific questions	24. Uses scientific inquiry skills
SC36. Investigate and explore their questions using observations and previous experience to make predictions	24. Uses scientific inquiry skills
SC37. Provide their own explanations for “how” and “why” things happen	24. Uses scientific inquiry skills
SC38. Use data from an investigation or exploration to draw conclusions and communicate results	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

Scientific Knowledge – Living Things	
SC39. Observe, describe, and discuss the natural world of people, animals and	25. Demonstrates knowledge of the characteristics of living things
SC40. Recognize categories of people, plants, and animals and describe similarities and differences among them	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different
SC41. Recognize people, plants and animals grow and change over time and need certain things to survive	25. Demonstrates knowledge of the characteristics of living things
SC42. Demonstrate respect for living things	25. Demonstrates knowledge of the characteristics of living things
Scientific Knowledge – Non-Living Things	
SC43. Observe, describe, and discuss physical properties of non-living things,	26. Demonstrates knowledge of the physical properties of objects and materials
SC44. Recognize categories of non-living things and describe similarities and differences among them	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different
SC45. Explore objects, machines, technology and structures	28. Uses tools and other technology to perform tasks
SC46. Experiment with effects of their own actions on objects	26. Demonstrates knowledge of the physical properties of objects and materials
Scientific Knowledge – Earth and Sky	
SC47. Observe, describe, and discuss changes in the seasons and the weather	27. Demonstrates knowledge of Earth’s environment
SC48. Observe, describe and discuss landforms, bodies of water, and the	27. Demonstrates knowledge of Earth’s environment
SC49. Observe, describe, and discuss the characteristics of the sun, moon, stars, and sky	27. Demonstrates knowledge of Earth’s environment
Scientific Knowledge – Environment	
SC50. Explore how the environment is affected by what people do	27. Demonstrates knowledge of Earth’s environment

SC51. Describe and engage in activities that preserve the environment	27. Demonstrates knowledge of Earth’s environment
My Family, My Community, My World	
My Family and My Community Culture	
MM31. Understand the concept of belonging to a family	29. Demonstrates knowledge about self
MM32. Begin to develop an awareness of their family’s culture	29. Demonstrates knowledge about self
MM33. Begin to develop an awareness of the cultures of other children and adults in their group and community	30. Shows basic understanding of people and how they live
MM34. Build an awareness and respect for differences in people (Ex: language, skin tone, race, abilities/disabilities, family structure, age, clothing)	30. Shows basic understanding of people and how they live
MM35. Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community)	30. Shows basic understanding of people and how they live
Past, Present and Future History	
MM36. Develop emerging concept of time through daily schedule and routines	31. Explores change related to familiar people or places
MM37. Share their personal history including people, places, and events that take place in the past and the present	31. Explores change related to familiar people or places
MM38. Talk about events that may happen in the near future	31. Explores change related to familiar people or places
MM39. Begin to understand that things, people, and places change over time	31. Explores change related to familiar people or places
Places and Spaces - Geography	
MM40. Be familiar with information about where they live, including their address	29. Demonstrates knowledge about self
MM41. Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/ under, inside/outside, next to, beside, up/down, left/right)	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
MM42. Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite)	32. Demonstrates simple geographic knowledge

MM43. Develop an awareness of the natural environment surrounding them outdoors	27. Demonstrates knowledge of Earth’s environment
MM44. Begin to understand the relationship between humans and the natural environment	27. Demonstrates knowledge of Earth’s environment
Working Together - Government and Communities	
MM45. Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs	30. Shows basic understanding of people and how they live
MM46. With support begin to develop problem solving skills	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
MM47. Help to create rules	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
MM48. Develop an awareness that people living in a family, early childhood group, or community have roles, responsibilities, and rules to help each other	30. Shows basic understanding of people and how they live
MM49. Perform simple tasks within the home, early childhood group, or community	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
MM50. Participate in group decision making	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
Money and Resources - Economics	
MM51. Explore the concept of money, including what it is and how it is used	30. Shows basic understanding of people and how they live
MM52. Develop an awareness that people work for money in order to provide for basic necessities, including the concept that people can trade and barter to get goods and services	30. Shows basic understanding of people and how they live
MM53. Begin to understand how people make and consume goods and services	30. Shows basic understanding of people and how they live
MM54. Begin to understand wants versus basic necessities	30. Shows basic understanding of people and how they live

Creative Expression	
Music	
CE31. Develop awareness of different musical instruments, tones patterns/rhythms and tempos	34. Explores musical concepts and expression
CE32. Initiate and recall patterns, songs, rhythms, and rhymes	34. Explores musical concepts and expression
CE33. Be exposed to music from other cultures	34. Explores musical concepts and expression
CE34. Sing a variety of simple songs in various keys	34. Explores musical concepts and expression
Movement and Dance	
CE35. Express through movement what is felt and heard in various rhythmic patterns	35. Explores dance and movement concepts
CE36. Demonstrate an awareness of different musical tempos, patterns, and beats through movement	34. Explores musical concepts and expression 35. Explores dance and movement concepts
CE37. Gain awareness of different cultures through experiences with a variety of music and movement activities	34. Explores musical concepts and expression 35. Explores dance and movement concepts
CE38. Experience and use movement to reinforce learning in other curricular areas	35. Explores dance and movement concepts
Visual Arts	
CE39. Show interest using different art media and materials in a variety of ways for creative expression and representation	33. Explores the visual arts
CE40. Plan and create original drawings, paintings, models, and other art creations using a variety of media	33. Explores the visual arts
CE41. Share experiences, ideas, and thoughts about artistic creations	33. Explores the visual arts
CE42. Use a variety of art materials and activities for sensory experiences	33. Explores the visual arts

CE43. Express interest in and show respect for the creative work of others	33. Explores the visual arts
CE44. Express experiences and feelings through a variety of artistic processes and creations	33. Explores the visual arts
Dramatic Play	
CE45. Represent fantasy and real-life experiences through pretend play	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
CE46. Show imagination and creativity in play	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
CE47. Participate in adult-guided dramatic activities	36. Explores drama through actions and language
CE48. Engage in cooperative pretend play with another child	14. Uses symbols and images to represent something not present 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
Physical Development and Health	
Fine Motor	
PD31. Develop strength, small-motor control, and coordination through daily activities	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
PD32. Develop and use eye-hand coordination to perform a variety of tasks	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
PD33. Explore and experiment with a variety of tools	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

Gross Motor	
PD34. Increase strength, balance, coordination, flexibility, stamina, and control in motor activities	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
PD35. Demonstrate body and space awareness, to move and stop with control over speed and direction	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
PD36. Develop the ability to coordinate increasingly complex movements	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
Health Awareness and Practice	
PD37. Expand knowledge and respect for their bodies	29. Demonstrates knowledge about self
PD38. Engage in daily physical activity, both indoors and outdoors	29. Demonstrates knowledge about self
PD39. Learn about and practice health and hygiene routines	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
PD40. Experience and learn about healthy lifestyle practices	29. Demonstrates knowledge about self
PD41. Learn about and demonstrate safe behaviors and accident prevention	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders