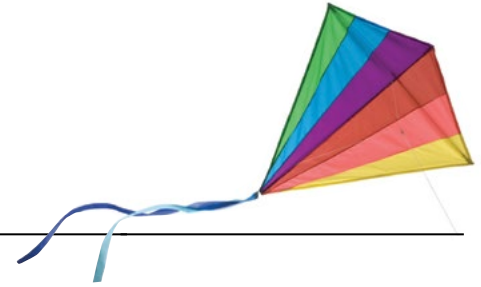**TeachingStrategies®**

Alignment of

GOLD®
Objectives for Development & Learning:
Birth *Through* Third Grade

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

aligned to

Iowa Early Learning Standards (3rd edition)

Standards adopted 2017

Ages 3-5 years

STRAND / COURSE	Area 1:	Social and Emotional Development
ESSENTIAL CONCEPT AND/OR SKILL		Self - Preschool (3 - 5 years)
DETAILED DESCRIPTOR	1.1.PS	Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.
GRADE LEVEL EXPECTATION		The child…
EXAMPLE	1.2.PS.1	expresses a positive sense of self in terms of specific abilities. *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.6 Demonstrates confidence in meeting own needs**
EXAMPLE	1.2.PS.2	expresses needs, wants, opinions, and feelings in socially appropriate ways. *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.6 Demonstrates confidence in meeting own needs**
EXAMPLE	1.2.PS.3	demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride accomplishments. *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.6 Demonstrates confidence in meeting own needs**

EXAMPLE	1.2.PS.4	recognizes own power to make choices. *GOLD*® **Objectives for Development and Learning** • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.6 Demonstrates confidence in meeting own needs**
STRAND / COURSE	**Area 1:**	**Social and Emotional Development**
ESSENTIAL CONCEPT AND/OR SKILL		**Self-Regulation - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**1.2.PS**	**Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.**
GRADE LEVEL EXPECTATION		**The child…**
EXAMPLE	1.2.PS.1	demonstrates the ability to monitor his or her own behavior and its effects on others, following and contributing to adult expectations. *GOLD*® **Objectives for Development and Learning** • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective **1a.6 Is able to look at a situation differently or delay gratification**
EXAMPLE	1.2.PS.2	persists with difficult tasks without becoming overly frustrated. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.4 Practices an activity many times until successful**
EXAMPLE	1.2.PS.3	begins to accept consequences of his or her own actions. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** Objective **1b.4 Accepts redirection from adults**
EXAMPLE	1.2.PS.4	manages transitions and changes to routines. *GOLD*® **Objectives for Development and Learning** • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective **1b.6 Manages classroom rules, routines, and transitions with occasional reminders**
EXAMPLE	1.2.PS.5	states feelings, needs, and opinions in difficult situations without harming self, others, or property. *GOLD*® **Objectives for Development and Learning** • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective **1a.6 Is able to look at a situation differently or delay gratification**

EXAMPLE	1.2.PS.6	expresses an increasing range and variety of emotions, and the transitions between feeling states become smoother. *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective **1a.6 Is able to look at a situation differently or delay gratification**
STRAND / COURSE	**Area 1:**	**Social and Emotional Development**
ESSENTIAL CONCEPT AND/OR SKILL		**Self-Regulation - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**1.3.PS**	**Children relate positively with significant adults.**
GRADE LEVEL EXPECTATION		**The child…**
EXAMPLE	1.3.PS.1	interacts comfortably with familiar adults. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.6 Manages separations without distress and engages with trusted adults**
EXAMPLE	1.3.PS.2	accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.6 Manages separations without distress and engages with trusted adults**
EXAMPLE	1.3.PS.3	expresses affection toward familiar adults. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.6 Manages separations without distress and engages with trusted adults**
EXAMPLE	1.3.PS.4	shows trust in familiar adults. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.6 Manages separations without distress and engages with trusted adults**

EXAMPLE	1.3.PS.5	seeks help, as needed, from familiar adults. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
STRAND / COURSE	**Area 1:**	**Social and Emotional Development**
ESSENTIAL CONCEPT AND/OR SKILL		**Self-Regulation - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**1.4.PS**	**Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.**
GRADE LEVEL EXPECTATION		**The child…**
EXAMPLE	1.4.PS.1	initiates and sustains positive interactions with peers, and organizes play. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children**
EXAMPLE	1.4.PS.2	wants to please and be like friends. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while**
EXAMPLE	1.4.PS.3	negotiates with others to resolve disagreements. *GOLD*® **Objectives for Development and Learning** • Objective **03 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.6 Suggest solutions to social problems**
EXAMPLE	1.4.PS.4	develops friendships with other children (peers); starts to demonstrate taking turns and sharing with others. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while** • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.4 Takes turns**

EXAMPLE	1.4.PS.5	expresses empathy to other children (peers), and demonstrates caring behaviors. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.4 Demonstrates concern about the feelings of others**
EXAMPLE	1.4.PS.6	accepts consequences of his or her actions. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.6 Identifies basic emotional reactions of others and their causes accurately**
EXAMPLE	1.4.PS.7	recognizes how behaviors can affect others. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.6 Identifies basic emotional reactions of others and their causes accurately**
EXAMPLE	1.5.PS.8	names friends. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships d. Makes friends** Objective **2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while**
STRAND / COURSE	**Area 1:**	**Social and Emotional Development**
ESSENTIAL CONCEPT AND/OR SKILL		**Healthy and Safe Living - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**2.1.PS**	**Children show increasing awareness of healthy and safe living practices.**
GRADE LEVEL EXPECTATION		**The child…**
EXAMPLE	2.1.PS.1	begins to recognize and select healthy foods. *GOLD*® Objectives for Development and Learning • Objective **01 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**

EXAMPLE	2.1.PS.2	follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom. *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXAMPLE	2.1.PS.3	develops appropriate balance between rest and physical activity as part of a healthy lifestyle. *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXAMPLE	2.1.PS.4	demonstrates safe behaviors regarding environment (stranger, tornado, fire, traffic, bodies of water), toxic substances, objects, and climbing structures. *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXAMPLE	2.1.PS.5	communicates safety rules and the reasons for the rules for indoor and outdoor environments. *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND / COURSE	**Area 1:**	**Social and Emotional Development**
ESSENTIAL CONCEPT AND/OR SKILL		**Large Motor Skills - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**2.2.PS**	**Children develop large motor skills.**
GRADE LEVEL EXPECTATION		**The child…**
EXAMPLE	2.2.PS.1	demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs. *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills **Objective 4.6 Moves purposefully from place to place with control**

EXAMPLE	2.2.PS.2	demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing. *GOLD®* Objectives for Development and Learning • Objective **6** Demonstrates gross-motor manipulative skills Objective **6.6** Manipulates balls or similar objects with flexible body movements
EXAMPLE	2.2.PS.3	expresses enjoyment in participating in physical experiences and creative movement. *GOLD®* Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.6** Moves purposefully from place to place with control
STRAND / COURSE	**Area 1:**	**Social and Emotional Development**
ESSENTIAL CONCEPT AND/OR SKILL		**Large Motor Skills - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**2.3.PS**	**Children develop small motor skills.**
GRADE LEVEL EXPECTATION		**The child…**
EXAMPLE	2.3.PS.1	uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials, such as beads, pegs, shoelaces, puzzle pieces, and musical instruments. *GOLD®* Objectives for Development and Learning • Objective **07** Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective **7a.6** Uses refined wrist and finger movements
EXAMPLE	2.3.PS.2	demonstrates increased skills using scissors and writing tools for various learning experiences. *GOLD®* Objectives for Development and Learning • Objective **07** Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective **7a.6** Uses refined wrist and finger movements • Objective **7** Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective **7b.6** Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
STRAND / COURSE	**Area 3:**	**Approaches to Learning**
ESSENTIAL CONCEPT AND/OR SKILL		**Curiosity and Initiative - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**3.1.PS**	**Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.**

GRADE LEVEL EXPECTATION		The child…
EXAMPLE	3.1.PS.1	chooses, deliberately, to explore a variety of materials and experiences, seeking out new challenges. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.6 Shows eagerness to learn about a variety of topics and ideas**
EXAMPLE	3.1.PS.2	participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.6 Shows eagerness to learn about a variety of topics and ideas**
EXAMPLE	3.1.PS.3	asks questions about a variety of topics. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.6 Shows eagerness to learn about a variety of topics and ideas**
EXAMPLE	3.1.PS.4	repeats skills and experiences to build competence and support the exploration of new ideas. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.6 Shows eagerness to learn about a variety of topics and ideas**
STRAND / COURSE	Area 3:	Approaches to Learning
ESSENTIAL CONCEPT AND/OR SKILL		Engagement and Persistence - Preschool (3 - 5 years)
DETAILED DESCRIPTOR	3.2.PS	Children purposefully choose and persist in experiences and play.
GRADE LEVEL EXPECTATION		The child…
EXAMPLE	3.2.PS.1	maintains concentration on a task, despite distractions and interruptions. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**

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EXAMPLE	3.2.PS.2	stays engaged and completes a variety of both adult-directed and self-initiated tasks, projects, and experiences of increasing degrees of difficulty. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.6 Plans and pursues a variety of appropriately challenging tasks**
EXAMPLE	3.2.PS.3	sets goals and follows a plan in order to complete a task. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.6 Plans and pursues a variety of appropriately challenging tasks**
EXAMPLE	3.2.PS.4	chooses to participate in play and learning experiences. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.6 Shows eagerness to learn about a variety of topics and ideas**
STRAND / COURSE	**Area 3:**	**Approaches to Learning**
ESSENTIAL CONCEPT AND/OR SKILL		**Engagement and Persistence - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**3.3.PS**	**Children demonstrate strategies for reasoning and problem solving.**
GRADE LEVEL EXPECTATION		**The child…**
EXAMPLE	3.3.PS.1	shows interest in and finds a variety of solutions to questions, tasks, or problems. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.6 Solves problems without having to try every possibility**
EXAMPLE	3.3.PS.2	recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.6 Solves problems without having to try every possibility**
EXAMPLE	3.3.PS.3	shares ideas or makes suggestions of how to solve a problem presented by another person. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.6 Solves problems without having to try every possibility**
STRAND / COURSE	**Area 3:**	**Approaches to Learning**

ESSENTIAL CONCEPT AND/OR SKILL		Engagement and Persistence - Preschool (3 - 5 years)
DETAILED DESCRIPTOR	3.4.PS	Children engage in play to learn.
GRADE LEVEL EXPECTATION		The child…
EXAMPLE	3.4.PS.1	engages in a variety of indoor and outdoor play experiences. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective 11e.6 Changes plans if a better idea is thought of or proposed
EXAMPLE	3.4.PS.2	uses sights, smells, sounds, textures, and tastes to discriminate between and to explore experiences, materials, and the environment. *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
EXAMPLE	3.4.PS.3	engages in self-initiated, unstructured play. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective 11e.4 Uses creativity and imagination during play and routine tasks
EXAMPLE	3.4.PS.4	plans and executes play experiences alone and with others. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective 11e.4 Uses creativity and imagination during play and routine tasks
STRAND / COURSE	Area 4:	Social Studies
ESSENTIAL CONCEPT AND/OR SKILL		Awareness of Family and Community - Preschool (3 - 5 years)
DETAILED DESCRIPTOR	4.1.PS	Children demonstrate an increasing awareness of belonging to a family and community.
GRADE LEVEL EXPECTATION		The child…
EXAMPLE	4.1.PS.1	demonstrates understanding communities are composed of groups of people who live, play, or work together. *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**

EXAMPLE	4.1.PS.2	demonstrates ability to identify communities to which they belong. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
EXAMPLE	4.1.PS.3	recognizes their family is an important group to which they belong. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
EXAMPLE	4.1.PS.4	demonstrates responsibility as a member of a family or community. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
EXAMPLE	4.1.PS.5	shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others. *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
EXAMPLE	4.1.PS.6	participates in creating and following rules and routines. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
EXAMPLE	4.1.PS.7	demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STRAND / COURSE	**Area 4:**	**Social Studies**
ESSENTIAL CONCEPT AND/OR SKILL		**Awareness of Culture - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**4.2.PS**	**Children demonstrate an increasing awareness of culture and diversity.**
GRADE LEVEL EXPECTATION		**The child…**
EXAMPLE	4.2.PS.1	demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color. *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**

EXAMPLE	4.2.PS.2	demonstrates acceptance of persons from different cultures and ethnic groups. *GOLD*® **Objectives for Development and Learning** • Objective 30 Shows basic understanding of people and how they live
EXAMPLE	4.2.PS.3	demonstrates a sense of belonging, feeling pride in his or her own culture while showing respect for others. *GOLD*® **Objectives for Development and Learning** • Objective 30 Shows basic understanding of people and how they live
EXAMPLE	4.2.PS.4	uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease and empathy with similarities and differences. *GOLD*® **Objectives for Development and Learning** • Objective **30 Shows basic understanding of people and how they live**
STRAND / COURSE	**Area 4:**	**Social Studies**
ESSENTIAL CONCEPT AND/OR SKILL		**Awareness of the Relationship Between People and the Environment in Which They Live - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**4.3.PS**	**Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.**
GRADE LEVEL EXPECTATION		**The child…**
EXAMPLE	4.3.PS.1	interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways. *GOLD*® **Objectives for Development and Learning** • Objective 30 Shows basic understanding of people and how they live
EXAMPLE	4.3.PS.2	constructs meaning about himself or herself and the world through relevant and meaningful experiences with objects and the environment. *GOLD*® **Objectives for Development and Learning** • Objective 30 Shows basic understanding of people and how they live
EXAMPLE	4.3.PS.3	recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations. *GOLD*® **Objectives for Development and Learning** • Objective 32 Demonstrates simple geographic knowledge
EXAMPLE	4.3.PS.4	recognizes that people share the environment with other people, animals, and plants. *GOLD*® **Objectives for Development and Learning** • Objective 30 Shows basic understanding of people and how they live

EXAMPLE	4.3.PS.5	understands that people can take care of the environment through activities and experiences, such as cleaning, conserving, reusing, and recycling. *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
EXAMPLE	4.3.PS.6	recognizes a variety of jobs and the work associated with them. *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STRAND / COURSE	Area 4:	Social Studies
ESSENTIAL CONCEPT AND/OR SKILL		Awareness of Past - Preschool (3 - 5 years)
DETAILED DESCRIPTOR	4.4.PS	Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.
GRADE LEVEL EXPECTATION		The child…
EXAMPLE	4.4.PS.1	differentiates between past, present, and future. *GOLD*® Objectives for Development and Learning • Objective **31 Explores change related to familiar people or places**
EXAMPLE	4.4.PS.2	represents events and experiences that occurred in the past through words, play, and art. *GOLD*® Objectives for Development and Learning • Objective **31 Explores change related to familiar people or places**
EXAMPLE	4.4.PS.3	uses past events to construct meaning of the world. *GOLD*® Objectives for Development and Learning • Objective **31 Explores change related to familiar people or places**
EXAMPLE	4.4.PS.4	understands that events happened in the past and that the events relate to oneself, family, community, and culture. *GOLD*® Objectives for Development and Learning • Objective **31 Explores change related to familiar people or places**
STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Art - Preschool (3 - 5 years)
DETAILED DESCRIPTOR	5.1.PS	Children participate in a variety of art and sensory-related experiences.
GRADE LEVEL EXPECTATION		The child…

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EXAMPLE	5.1.PS.1	uses a variety of drawing and art materials, such as drawing utensils, paint, clay, and wood to create original works, form, and meaning. *GOLD*® Objectives for Development and Learning • Objective **33** Explores the visual arts
EXAMPLE	5.1.PS.2	expresses ideas about his or her own artwork and the artwork of others, relating artwork to what is happening in the environment or life experiences. *GOLD*® Objectives for Development and Learning • Objective **33** Explores the visual arts
EXAMPLE	5.1.PS.3	demonstrates care and persistence when involved in art projects. *GOLD*® Objectives for Development and Learning • Objective **33** Explores the visual arts
EXAMPLE	5.1.PS.4	plans and works cooperatively to create drawings, paintings, sculptures, and other art projects. *GOLD*® Objectives for Development and Learning • Objective **33** Explores the visual arts
STRAND / COURSE	**Area 5:**	**Creative Arts**
ESSENTIAL CONCEPT AND/OR SKILL		**Music, Rhythm, and Movement - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**5.2.PS**	**Children participate in a variety of music and movement experiences.**
GRADE LEVEL EXPECTATION		**The child…**
EXAMPLE	5.2.PS.1	participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and pitched instruments, and creating and singing chants, rhymes, and finger plays from diverse cultures. *GOLD*® Objectives for Development and Learning • Objective **34** Explores musical concepts and expression • Objective **35** Explores dance and movement concepts
EXAMPLE	5.2.PS.2	demonstrates meaningful creative and imaginative responses, including taking on pretend roles, when listening to music to reflect the expressive elements of music. *GOLD*® Objectives for Development and Learning • Objective **34** Explores musical concepts and expression • Objective **36** Explores drama through actions and language

EXAMPLE	5.2.PS.3	notices differences in high and low sounds (pitch), long and short sounds (rhythm), loud and quiet sounds (dynamics), fast and slow sounds (tempo), and differences between instruments or sounds (timbre). *GOLD*® Objectives for Development and Learning • Objective **34 Explores musical concepts and expression**
EXAMPLE	5.2.PS.4	recognizes patterns in songs and rhymes and repeats them, using songs, chants or instruments, including the development of ability to keep beat. *GOLD*® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
EXAMPLE	5.2.PS.5	demonstrates an awareness of music and sound as part of daily life indoors and outdoors. *GOLD*® Objectives for Development and Learning • Objective **34 Explores musical concepts and expression**
STRAND / COURSE	**Area 5:**	**Creative Arts**
ESSENTIAL CONCEPT AND/OR SKILL		**Dramatic Play - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**5.3.PS**	**Children engage in dramatic play experiences.**
GRADE LEVEL EXPECTATION		**The child…**
EXAMPLE	5.3.PS.1	shows creativity and imagination when using materials. *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
EXAMPLE	5.3.PS.2	assumes different roles in dramatic play situations. *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
EXAMPLE	5.3.PS.3	interacts with peers in dramatic play experiences that become more extended and complex. *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
STRAND / COURSE	**Area 6:**	**Communication, Language, and Literacy**
ESSENTIAL CONCEPT AND/OR SKILL		**Language Understanding and Use - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**6.1.PS**	**Children understand and use communication and language for a variety of purposes.**
GRADE LEVEL EXPECTATION		**The child…**

EXAMPLE	6.1.PS.1	demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary. *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.6 Describes and tells the use of many familiar items**
EXAMPLE	6.1.PS.2	initiates, listens, and responds in relationship to the topics of conversations with other children (peers) and adults. *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
EXAMPLE	6.1.PS.3	speaks in phrases and sentences of increasing length and complexity. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective **9c.6 Uses complete, four- to six-word sentences**
EXAMPLE	6.1.PS.4	follows oral directions that involve several actions. *GOLD*® Objectives for Development and Learning • Objective **08 Listens to and understands increasingly complex language b. Follows directions** Objective **8b.6 Follows directions of two or more steps that relate to familiar objects and experiences**
EXAMPLE	6.1.PS.5	asks and answers a variety of questions. *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**

EXAMPLE	6.1.PS.6	demonstrates knowledge of the rules of conversations such as taking turns while speaking. *GOLD*® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills b. Uses social rules of language** Objective **10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders**
STRAND / COURSE	Area 6:	**Communication, Language, and Literacy**
ESSENTIAL CONCEPT AND/OR SKILL		**Language Understanding and Use - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	6.1.PS	**Children understand and use communication and language for a variety of purposes.**
GRADE LEVEL EXPECTATION		**The child, who is an English language learner, also…**
EXAMPLE	6.1.PS.7	uses her or his home language, sometimes in combination with English, to communicate with people. *GOLD*® Objectives for Development and Learning • Objective **38 Demonstrates progress in speaking English** Objective **38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea**
EXAMPLE	6.1.PS.8	demonstrates ongoing development and improvement in vocabulary and complexity in use of home language. *GOLD*® Objectives for Development and Learning • Objective **38 Demonstrates progress in speaking English** Objective **38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea**
EXAMPLE	6.1.PS.9	demonstrates engagement at home or the classroom in literacy activities to relate to her or his home language. *GOLD*® Objectives for Development and Learning • Objective **38 Demonstrates progress in speaking English** Objective **38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea**

EXAMPLE	6.1.PS.10	demonstrates receptive (listening) and expressive (speaking) English language skills to be able to comprehend the English language. *GOLD*® Objectives for Development and Learning • Objective 37 Demonstrates progress in listening to and understanding English Objective **37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids** • Objective 38 Demonstrates progress in speaking English Objective **38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea**
EXAMPLE	6.1.PS.11	demonstrates engagement in English literacy activities to understand and respond to books, storytelling, and songs presented in English. *GOLD*® Objectives for Development and Learning • Objective 37 Demonstrates progress in listening to and understanding English Objective **37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids** • Objective 38 Demonstrates progress in speaking English Objective **38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea**
STRAND / COURSE	**Area 6:**	**Communication, Language, and Literacy**
ESSENTIAL CONCEPT AND/OR SKILL		**Early Literacy - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**6.2.PS**	**Children engage in early reading experiences.**
GRADE LEVEL EXPECTATION		**The child…**
EXAMPLE	6.2.PS.1	expresses an interest and enjoyment in listening to books and attempts to read familiar books (print motivation). *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.4 Asks and answers questions about the text; refers to pictures** • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** Objective **18b.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**

EXAMPLE	6.2.PS.2	displays book handling knowledge by turning the book right side up, turning one page at a time, recognizing familiar books by the cover, pointing to words as they talk about or retell stories using books, and using left to right sweep (print awareness). *GOLD®* Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
EXAMPLE	6.2.PS.3	shows an awareness of print such as pointing to familiar words or letters (print awareness). *GOLD®* Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.4 Indicates where to start reading and the direction to follow**
EXAMPLE	6.2.PS.4	understands sentences are made of words and words are made of individual letters (concepts of print). *GOLD®* Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts **Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation**
EXAMPLE	6.2.PS.5	understands increasingly and uses a variety of words (vocabulary). *GOLD®* Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.6 Describes and tells the use of many familiar items**
EXAMPLE	6.2.PS.6	shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters (comprehension and story retelling). *GOLD®* Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**

EXAMPLE	6.2.PS.7	recognizes increasingly and names more of the letters in their first and last name and letters they see frequently (letter knowledge). *GOLD*® Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
EXAMPLE	6.2.PS.8	recognizes most upper and lower case letters (letter knowledge). *GOLD*® Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.6 Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
EXAMPLE	6.2.PS.9	produces the sound of some of the letters she or he knows (phonics). *GOLD*® Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
EXAMPLE	6.2.PS.10	identifies words that rhyme from a group of three words: cat, rug, hat (phonological awareness - rhyme). *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.6 Decides whether two words rhyme
EXAMPLE	6.2.PS.11	identifies the beginning sound in words, such as identifying two words that start with the same sound (phonological awareness – alliteration). *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.6 Matches beginning sounds of some words
EXAMPLE	6.2.PS.12	identifies the syllables in his or her name and in familiar objects or words by clapping and segmenting the syllables (phonological awareness – segmenting syllables). *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words

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EXAMPLE	6.2.PS.13	blends syllables to identify a word, object, or picture (phonological awareness – blending syllables). *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words
STRAND / COURSE	**Area 6:**	**Communication, Language, and Literacy**
ESSENTIAL CONCEPT AND/OR SKILL		**Early Literacy - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**6.3.PS**	**Children engage in early writing experiences.**
GRADE LEVEL EXPECTATION		**The child…**
EXAMPLE	6.3.PS.1	attempts to communicate with others using scribbles, shapes, pictures, letter-like forms and/or letters in writing. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
EXAMPLE	6.3.PS.2	experiments with a variety of writing tools such as pencils, crayons, brushes, markers, and digital tools. *GOLD*® Objectives for Development and Learning • Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
EXAMPLE	6.3.PS.3	uses expressive (speaking) language to share intended meaning of drawings and writing. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
EXAMPLE	6.3.PS.4	starts to demonstrate interest in learning to write letters, especially the letters in his or her name. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.6 Writes mock letters or letter-like forms

EXAMPLE	6.3.PS.5	uses invented spelling consisting of beginning sounds to represent a whole word. *GOLD® Objectives for Development and Learning* • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message**
STRAND / COURSE	**Area 7:**	**Mathematics**
ESSENTIAL CONCEPT AND/OR SKILL		**Numbers and Operations - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**7.1.PS**	**Children understand counting, ways of representing numbers, and relationships between quantities and numerals.**
GRADE LEVEL EXPECTATION		**The child…**
EXAMPLE	7.1.PS.1	recognizes small quantities (1 to 5) without counting them (subitizing). *GOLD® Objectives for Development and Learning* • Objective **20 Uses number concepts and operations b. Quantifies** **Objective 20b.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**
EXAMPLE	7.1.PS.2	counts to 20 verbally. *GOLD® Objectives for Development and Learning* • Objective **20 Uses number concepts and operations a. Counts** **Objective 20a.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**
EXAMPLE	7.1.PS.3	points and counts 10-20 objects accurately. *GOLD® Objectives for Development and Learning* • Objective **20 Uses number concepts and operations a. Counts** **Objective 20a.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**
EXAMPLE	7.1.PS.4	makes sets of 6-10 objects and describes parts. *GOLD® Objectives for Development and Learning* • Objective **20 Uses number concepts and operations b. Quantifies** **Objective 20b.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**

EXAMPLE	7.1.PS.5	uses language such as more, less or the same amount to compare quantities.
		GOLD® Objectives for Development and Learning • Objective **20** Uses number concepts and operations b. Quantifies Objective 20b.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
EXAMPLE	7.1.PS.6	identifies numerals to 10 by name. *GOLD*® Objectives for Development and Learning • Objective **20** Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
STRAND / COURSE	Area 7:	Mathematics
ESSENTIAL CONCEPT AND/OR SKILL		Patterns - Preschool (3 - 5 years)
DETAILED DESCRIPTOR	7.2.PS	Children understand patterns.
GRADE LEVEL EXPECTATION		The child…
EXAMPLE	7.2.PS.1	recognizes, reproduces and creates patterns moving from simple to complex. *GOLD*® Objectives for Development and Learning • Objective **23** Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
EXAMPLE	7.2.PS.2	extends patterns by predicting what comes next. *GOLD*® Objectives for Development and Learning • Objective **23** Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
EXAMPLE	7.2.PS.3	describes patterns seen in natural and designed settings. *GOLD*® Objectives for Development and Learning • Objective **23** Demonstrates knowledge of patterns Objective 23.7 Emerging to 23.8 Recognizes, creates, and explains more complex repeating and simple growing patterns
STRAND / COURSE	Area 7:	Mathematics
ESSENTIAL CONCEPT AND/OR SKILL		Shapes and Spatial Relationships - Preschool (3 - 5 years)
DETAILED DESCRIPTOR	7.3.PS	Children understand shapes and spatial relationships
GRADE LEVEL EXPECTATION		Benchmarks: The child…

EXAMPLE	7.3.PS.1	demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. *GOLD*® Objectives for Development and Learning • Objective **21** Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective **21a.6** Uses and responds appropriately to positional words indicating location, direction, and distance
EXAMPLE	7.3.PS.2	identifies and describes two- and three-dimensional shapes. *GOLD*® Objectives for Development and Learning • Objective **21** Explores and describes spatial relationships and shapes b. Understands shapes Objective **21b.6** Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
EXAMPLE	7.3.PS.3	notices characteristics, similarities, and differences among shapes such as corners, points, edges, and sides. *GOLD*® Objectives for Development and Learning • Objective **21** Explores and describes spatial relationships and shapes b. Understands shapes Objective **21b.6** Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
EXAMPLE	7.3.PS.4	notices how shapes fit together and can be taken apart to form other shapes. *GOLD*® Objectives for Development and Learning • Objective **21** Explores and describes spatial relationships and shapes b. Understands shapes Objective **21b.8** Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
STRAND / COURSE	**Area 7:**	**Mathematics**
ESSENTIAL CONCEPT AND/OR SKILL		**Measurements - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**7.4.PS**	**Children understand comparisons and measurements**
GRADE LEVEL EXPECTATION		**The child…**
EXAMPLE	7.4.PS.1	sorts, classifies, and puts objects in series using a variety of properties. *GOLD*® Objectives for Development and Learning • Objective **13** Uses classification skills Objective **13.4** Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape

EXAMPLE	7.4.PS.2	makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight. Objective **22 Compares and measures a. Measures objects** Objective **22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume**
EXAMPLE	7.4.PS.3	measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is. *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** Objective **22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools**
EXAMPLE	7.4.PS.4	explores objects using standard measuring tools such as rulers, measuring cups, and balance scales. *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** Objective **22a.8 Uses measurement words and some standard measurement tools accurately**
EXAMPLE	7.4.PS.5	begins to demonstrate knowledge that measurement requires a 'fair' comparison starting at the same baseline or measuring the same property such as length, height, and volume. *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** Objective **22a.8 Uses measurement words and some standard measurement tools accurately**
EXAMPLE	7.4.PS.6	develops an awareness of simple time concepts within his or her daily life such as day, night; and sequence of usual daily events, such as breakfast, lunch, dinner, bedtime; outdoor time follows snack; and brushing teeth after a meal. *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures b. Measures time and money** Objective **22b.4 Relates time to daily routines and schedule**
STRAND / COURSE	**Area 7:**	**Mathematics**
ESSENTIAL CONCEPT AND/OR SKILL		**Data Analysis - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**7.5.PS**	**Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.**
GRADE LEVEL EXPECTATION		**The child…**

EXAMPLE	7.5.PS.1	sorts collections of objects into sets such as lines, piles, or groups by color, size, shape, or kind. *GOLD®* Objectives for Development and Learning • Objective **13** Uses classification skills Objective **13.4** Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
EXAMPLE	7.5.PS.2	sorts and resorts sets in a variety of ways. *GOLD®* Objectives for Development and Learning • Objective **13** Uses classification skills Objective **13.6** Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
EXAMPLE	7.5.PS.3	compares and orders such as most to least, same amount as, and least to most. *GOLD®* Objectives for Development and Learning • Objective **20** Uses number concepts and operations b. Quantifies Objective **20b.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
EXAMPLE	7.5.PS.4	sorts data into two groups such as big and not big, green and not green, and pets and not pets. *GOLD®* Objectives for Development and Learning • Objective **13** Uses classification skills Objective **13.4** Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
EXAMPLE	7.5.PS.5	asks questions, collects, records, and organizes data to find answers to questions. *GOLD®* Objectives for Development and Learning • Objective **22** Compares and measures c. Represents and analyzes data Objective **22c.4** Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
STRAND / COURSE	**Area 8:**	**Science**
ESSENTIAL CONCEPT AND/OR SKILL		**Scientific Investigations - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**8.1.PS**	**Children gather information and conduct investigations to address their wonderings and test solutions to problems.**
GRADE LEVEL EXPECTATION		**The child…**

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EXAMPLE	8.1.PS.1	asks questions about his or her environment, and begins to identify and look for information that will help answer those questions or solve problems. *GOLD®* Objectives for Development and Learning • **Objective 24 Uses scientific inquiry skills**
EXAMPLE	8.1.PS.2	plans and conducts simple investigations alone or in collaboration with other children to answer questions or to design solutions to scientific or engineering problems. *GOLD®* Objectives for Development and Learning • **Objective 24 Uses scientific inquiry skills**
EXAMPLE	8.1.PS.3	begins to use appropriate scientific tools and technology to conduct investigations, including scales, tape measure, magnifying glass, tweezers, and eye dropper. *GOLD®* Objectives for Development and Learning • **Objective 28 Uses tools and other technology to perform tasks**
EXAMPLE	8.1.PS.4	observes, investigates, and describes objects, materials, and other physical science phenomena in the classroom and outdoor environments such as shadows or reflections. *GOLD®* Objectives for Development and Learning • **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**
EXAMPLE	8.1.PS.5	observes, investigates, and describes the characteristics, behavior, and habitats of living things. *GOLD®* Objectives for Development and Learning • **Objective 25 Demonstrates knowledge of the characteristics of living things**
EXAMPLE	8.1.PS.6	asks questions based on observations of weather-related phenomena and begins to notice relationships and patterns over time, such as it is warmer in the summer and colder in the winter. *GOLD®* Objectives for Development and Learning • **Objective 27 Demonstrates knowledge of Earth's environment**
EXAMPLE	8.1.PS.7	develops an awareness of nature through the exploration of natural environments and materials or through caring for animals or plants. *GOLD®* Objectives for Development and Learning • **Objective 25 Demonstrates knowledge of the characteristics of living things**
STRAND / COURSE	**Area 8:**	**Science**
ESSENTIAL CONCEPT AND/OR SKILL		**Scientific Reasoning - Preschool (3 - 5 years)**

DETAILED DESCRIPTOR	8.2.PS	Children use reasoning to make sense of information and design solutions to problems in their environment.
GRADE LEVEL EXPECTATION		The child…
EXAMPLE	8.2.PS.1	begins to make comparisons and to categorize nonliving things based on characteristics she or he can observe, such as texture, color, size, shape, temperature, sound, odor, usefulness, and weight. *GOLD*® Objectives for Development and Learning • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**
EXAMPLE	8.2.PS.2	uses information from investigations to identify similarities and differences in characteristics and behavior of living things and to make inferences about needs and how to meet needs such as caterpillars eat leaves. *GOLD*® Objectives for Development and Learning • Objective **25 Demonstrates knowledge of the characteristics of living things**
EXAMPLE	8.2.PS.3	uses prior experiences and/or data from observations to identify patterns in how living and nonliving things stay the same or change over time and/or when conditions change such as plants grow with the proper amounts of water and light; combine substances; heat/cool an item; and baby animals generally resemble their parents. *GOLD*® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**
EXAMPLE	8.2.PS.4	begins to identify ways humans positively and negatively impact the environment such as beginning awareness of conservation and respect for the environment, based on investigations. *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
EXAMPLE	8.2.PS.5	describes and compares the properties and motions of objects in terms of speed and direction, based on exploration, such as faster, down, and beside; and begins to notice cause and effect relationships such as a ball rolls faster on a steeper incline. *GOLD*® Objectives for Development and Learning • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**

EXAMPLE	8.2.PS.6	begins to notice patterns such as differences in weather in different seasons, and how different types of weather influence people and the environment, based on long-term explorations of weather and observations of the earth and sky. *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
STRAND / COURSE	**Area 8:**	**Science**
ESSENTIAL CONCEPT AND/OR SKILL		**Scientific Communications - Preschool (3 - 5 years)**
DETAILED DESCRIPTOR	**8.3.PS**	**Children share information and understanding about experiences in their environment.**
GRADE LEVEL EXPECTATION		**The child…**
EXAMPLE	8.3.PS.1	shares observations and ideas about the properties and behavior of nonliving and living things through a variety of modalities such as language, drawing, modeling, gesturing, and dramatizing. *GOLD*® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**
EXAMPLE	8.3.PS.2	obtains, evaluates, and uses age-appropriate text and online resources, with support, to gather information related to a topic of study and makes connections to observations and experiences such as when studying butterflies, children may evaluate a variety of books and begin to identify which books are most useful for learning about real butterflies. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
EXAMPLE	8.3.PS.3	begins to ask questions of others to seek more information on a topic, and participates in generating questions to ask a visiting expert on a topic of interest. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas**

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EXAMPLE	8.3.PS.4	offers evidence to explain the thought process he or she used to make conclusions or claims, and listens to the claims, conclusions, and evidence of others to begin to identify areas of agreement and disagreement. *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
EXAMPLE	8.3.PS.5	participates in creating a final product such as a panel, classroom book, or newsletter that communicates what was learned during one exploration or during the study of a topic over time, and contributes through language, drawing, writing, or choosing items to include. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

Ages birth to 3 years

STRAND / COURSE	Area 1:	Social and Emotional Development
ESSENTIAL CONCEPT AND/OR SKILL		Self – Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	1.1.IT	Infants and toddlers display a positive sense of self.
GRADE LEVEL EXPECTATION		The infant or toddler…
EXAMPLE	1.1.IT.1	responds to familiar adults' and children's interactions using behaviors such as gazing, cuddling, and accepting assistance. *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
EXAMPLE	1.1.IT.2	explores his or her own body. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective 11a.2 Pays attention to sights and sounds

EXAMPLE	1.1.IT.3	shows awareness of self, such as responding to own image in mirror. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective 11a.2 Pays attention to sights and sounds
EXAMPLE	1.1.IT.4	shows preferences for toys and experiences. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
EXAMPLE	1.1.IT.5	expresses reaction through facial expressions, sounds, and gestures. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STRAND / COURSE	**Area 1:**	**Social and Emotional Development**
ESSENTIAL CONCEPT AND/OR SKILL		**Self-Regulation - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**1.2.IT**	**Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.**
GRADE LEVEL EXPECTATION		**The infant or toddler…**
EXAMPLE	1.2.IT.1	indicates need for assistance through actions such as crying, gesturing, vocalizing, using words, or approaching familiar adults. *GOLD*® Objectives for Development and Learning • Objective **01 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
EXAMPLE	1.2.IT.2	comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy. *GOLD*® Objectives for Development and Learning • Objective **01 Regulates own emotions and behaviors a. Manages feelings** Objective 1a.4 Comforts self by seeking out special object or person

EXAMPLE	1.2.IT.3	begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal responses. *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
EXAMPLE	1.2.IT.4	shows increasing ability to recognize own feelings, including simple (such as mad, glad) and complex (such as excited, frustrated, disappointed) feelings. *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
EXAMPLE	1.2.IT.5	responds to emotions expressed by others, for example, by comforting another child or crying in response to the cries of others. *GOLD*® Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
EXAMPLE	1.2.IT.6	begins to control behavior through following simple rules and limits in a variety of settings. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.2 Responds to changes in an adult's tone of voice and expression**
EXAMPLE	1.2.IT.7	begins to transition between feeling states with guidance from a caring adult. *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STRAND / COURSE	**Area 1:**	**Social and Emotional Development**
ESSENTIAL CONCEPT AND/OR SKILL		**Relationship with Adults - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**1.3.IT**	**Infants and toddlers relate positively with significant adults.**
GRADE LEVEL EXPECTATION		**The infant or toddler…**

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EXAMPLE	1.3.IT.1	distinguishes between familiar and unfamiliar adults; for example, is comforted by the sight of the familiar adult or the sound of the familiar adult's voice. *GOLD*® Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXAMPLE	1.3.IT.2	accepts assistance and comfort from familiar adults. *GOLD*® Objectives for Development and Learning • Objective **2** Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
EXAMPLE	1.3.IT.3	seeks and maintains contact with familiar adults; for example, by looking at the adult, hearing the adult's voice, or touching the adult. *GOLD*® Objectives for Development and Learning • Objective **2** Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
EXAMPLE	1.3.IT.4	shows discomfort at separations from familiar adults. *GOLD*® Objectives for Development and Learning • Objective **2** Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
EXAMPLE	1.3.IT.5	seeks help from familiar adults in unfamiliar situations. *GOLD*® Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXAMPLE	1.3.IT.6	explores the environment, both indoors and outdoors, but may return to a familiar adult periodically for security. *GOLD*® Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

EXAMPLE	1.3.IT.7	begins to imitate or portray roles and relationships. *GOLD®* Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.2 Imitates actions of others during play; uses real objects as props**
EXAMPLE	1.3.IT.8	imitates adult behaviors. *GOLD®* Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.2 Imitates actions of others during play; uses real objects as props**
STRAND / COURSE	**Area 1:**	**Social and Emotional Development**
ESSENTIAL CONCEPT AND/OR SKILL		**Relationship with Children - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**1.4.IT**	**Infants and toddlers respond to and initiate interactions with other children.**
GRADE LEVEL EXPECTATION		**The infant or toddler…**
EXAMPLE	1.4.IT.1	initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements. *GOLD®* Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** Objective **2c.2 Plays near other children; uses similar materials or actions**
EXAMPLE	1.4.IT.2	accepts help from familiar adults in interactions with other children. *GOLD®* Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations b. Solves social problems** Objective **3b.4 Seeks adult help to resolve social problems**
EXAMPLE	1.4.IT.3	begins to demonstrate empathy for others and responds to people's facial expressions, body language, and/or interactions. *GOLD®* Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.4 Demonstrates concern about the feelings of others**

EXAMPLE	1.4.IT.4	develops an awareness of his or her behavior and how it affects others. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.4 Demonstrates concern about the feelings of others**
EXAMPLE	1.4.IT.5	imitates other children's behaviors. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.2 Plays near other children; uses similar materials or actions**
STRAND / COURSE	**Area 2:**	**Physical Well-Being and Motor Development**
ESSENTIAL CONCEPT AND/OR SKILL		**Healthy and Safe Living - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**2.1.IT**	**Infants and toddlers participate in healthy and safe living practices.**
GRADE LEVEL EXPECTATION		**The infant…**
EXAMPLE	2.1.IT.1	expresses satisfaction or dissatisfaction regarding care and play routines as well as participates in care routines based on appropriate developmental stages and family culture. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
EXAMPLE	2.1.IT.2	establishes healthy eating and sleeping patterns with the assistance of a responsive adult. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
EXAMPLE	2.1.IT.3	ingests breast milk or formula, progressing to solid foods, to self-feeding age-appropriate foods, and drinking from a cup. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
STRAND / COURSE	**Area 2:**	**Physical Well-Being and Motor Development**

ESSENTIAL CONCEPT AND/OR SKILL		Healthy and Safe Living - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	2.1.IT	Infants and toddlers participate in healthy and safe living practices.
GRADE LEVEL EXPECTATION		The toddler…
EXAMPLE	2.1.IT.4	participates in healthy self-care routines, demonstrating increasing independence, such as washing hands and pouring own milk, with assistance from a caring adult. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
EXAMPLE	2.1.IT.5	shows a willingness to try new foods and engages in food exploration such as basic cooking tasks or dramatic play activity. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
EXAMPLE	2.1.IT.6	participates in safe behaviors regarding the environment, such as around stairs or hot surfaces, or accepts redirection from adults. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
STRAND / COURSE	Area 2:	Physical Well-Being and Motor Development
ESSENTIAL CONCEPT AND/OR SKILL		Large Motor Skills - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	2.2.IT	Infants and toddlers develop large motor skills.
GRADE LEVEL EXPECTATION		The infant…
EXAMPLE	2.2.IT.1	shows increasing balance, strength, and coordination in activities such as gaining control of the head and body by turning head from side to side, lifting the head off the floor, sitting, and standing. *GOLD*® Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** **Objective 4.2 Moves to explore immediate environment**

EXAMPLE	2.2.IT.2	shows increasing control in large motor skills such as reaching, rolling over, crawling, standing, and walking. *GOLD®* Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
STRAND / COURSE	**Area 2:**	**Physical Well-Being and Motor Development**
ESSENTIAL CONCEPT AND/OR SKILL		**Large Motor Skills - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**2.2.IT**	**Infants and toddlers develop large motor skills.**
GRADE LEVEL EXPECTATION		**The toddler…**
EXAMPLE	2.2.IT.3	shows increasing control in motor skills such as rolling, throwing, and kicking a ball, and jumping. *GOLD®* Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
EXAMPLE	2.2.IT.4	shows increasing balance in activities such as running, climbing stairs, marching, and moving a riding toy using his or her feet. *GOLD®* Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STRAND / COURSE	**Area 2:**	**Physical Well-Being and Motor Development**
ESSENTIAL CONCEPT AND/OR SKILL		**Small Motor Development - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**2.3.IT**	**Infants and toddlers develop small motor skills.**
GRADE LEVEL EXPECTATION		**The infant…**
EXAMPLE	2.3.IT.1	uses hand-eye coordination to perform self-help and small motor tasks, such as eating food, picking up objects, placing objects on a surface, transferring objects from hand to hand, and fitting objects into a hole in a box. *GOLD®* Objectives for Development and Learning • Objective **7** Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STRAND / COURSE	**Area 2:**	**Physical Well-Being and Motor Development**
ESSENTIAL CONCEPT AND/OR SKILL		**Small Motor Development - Infant and Toddler (birth - 3 years)**

DETAILED DESCRIPTOR	2.3.IT	Infants and toddlers develop small motor skills.
GRADE LEVEL EXPECTATION		The toddler…
EXAMPLE	2.3.IT.2	uses hand-eye coordination to perform self-help and small motor tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing with assistance, scribbling with crayons or markers, participating in finger plays, and using musical instruments. _GOLD_® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
STRAND / COURSE	Area 3:	Approaches to Learning
ESSENTIAL CONCEPT AND/OR SKILL		Curiosity and Initiative - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	3.1.IT	Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills.
GRADE LEVEL EXPECTATION		The infant or toddler…
EXAMPLE	3.1.IT.1	shows interest in people including other infants, objects, and events. _GOLD_® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
EXAMPLE	3.1.IT.2	uses his or her senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways. _GOLD_® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
EXAMPLE	3.1.IT.3	actively plays with or near adults, other children, and materials. _GOLD_® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / COURSE	Area 3:	Approaches to Learning
ESSENTIAL CONCEPT AND/OR SKILL		Engagement and Persistence - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	3.2.IT	Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.

GRADE LEVEL EXPECTATION		The infant or toddler…
EXAMPLE	3.2.IT.1	holds attention of familiar adult; for example, through eye contact or vocalizations. *GOLD*® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.2 Engages in simple back-and-forth exchanges with others**
EXAMPLE	3.2.IT.2	repeats familiar and newly learned experiences. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.2 Repeats actions to obtain similar results**
EXAMPLE	3.2.IT.3	maintains focus, if interested, on people or objects, play experiences, or novel events. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
EXAMPLE	3.2.IT.4	continues to try to succeed using challenging materials or during experiences. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.2 Repeats actions to obtain similar results**
STRAND / COURSE	Area 3:	Approaches to Learning
ESSENTIAL CONCEPT AND/OR SKILL		Reasoning and Problem Solving - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	3.3.IT	Infants and toddlers purposefully demonstrate strategies for reasoning and problem solving.
GRADE LEVEL EXPECTATION		The infant or toddler…
EXAMPLE	3.3.IT.1	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. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal**
EXAMPLE	3.3.IT.2	experiments to find a solution to a problem. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal**

EXAMPLE	3.3.IT.3	imitates an adult action to solve a problem. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
EXAMPLE	3.3.IT.4	recognizes difficulties and adjusts actions, as needed. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
EXAMPLE	3.3.IT.5	seeks and accepts help when encountering a problem beyond his or her ability to solve independently. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
STRAND / COURSE	**Area 3:**	**Approaches to Learning**
ESSENTIAL CONCEPT AND/OR SKILL		**Play and Senses - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**3.4.IT**	**Infants and toddlers engage in play to learn.**
GRADE LEVEL EXPECTATION		**The infant or toddler…**
EXAMPLE	3.4.IT.1	uses sights, smells, sounds, textures, and tastes to explore and experience routines and materials within the environment. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.2 Uses senses to explore the immediate environment
EXAMPLE	3.4.IT.2	chooses and participates in a variety of play experiences. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.2 Uses senses to explore the immediate environment

EXAMPLE	3.4.IT.3	imitates behaviors of others in play. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
EXAMPLE	3.4.IT.4	repeats experiences with materials, adults, and peers to build knowledge and understanding of the world around them. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
STRAND / COURSE	**Area 4:**	**Social Studies**
ESSENTIAL CONCEPT AND/OR SKILL		**Awareness of Family and Community - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**4.1.IT**	**Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.**
GRADE LEVEL EXPECTATION		**The infant or toddler…**
EXAMPLE	4.1.IT.1	expresses enjoyment at being in a familiar setting or group. *GOLD*® Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.2 Responds appropriately to others' expressions of wants
EXAMPLE	4.1.IT.2	recognizes familiar adults and uses them to determine safety during exploration. *GOLD*® Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXAMPLE	4.1.IT.3	explores and plays freely within familiar settings. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / COURSE	**Area 4:**	**Social Studies**
ESSENTIAL CONCEPT AND/OR SKILL		**Awareness of Culture - Infant and Toddler (birth - 3 years)**

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DETAILED DESCRIPTOR	4.2.IT	Infants and toddlers demonstrate a strong sense of self within their culture.
GRADE LEVEL EXPECTATION		The infant or toddler…
EXAMPLE	4.2.IT.1	expresses enjoyment at being in a familiar setting or group. *GOLD*® **Objectives for Development and Learning** • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective 3a.2 Responds appropriately to others' expressions of wants
EXAMPLE	4.2.IT.2	chooses and participates in familiar experiences, including songs and stories from his or her home culture. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective 11a.2 Pays attention to sights and sounds
EXAMPLE	4.2.IT.3	explores materials from various cultures. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.2 Uses senses to explore the immediate environment
STRAND / COURSE	Area 4:	Social Studies
ESSENTIAL CONCEPT AND/OR SKILL		Exploration of the Environment - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	4.3.IT	Infants and toddlers explore new environments with interest and recognize familiar places.
GRADE LEVEL EXPECTATION		The infant or toddler…
EXAMPLE	4.3.IT.1	demonstrates interest and curiosity within familiar and unfamiliar settings. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.2 Uses senses to explore the immediate environment
EXAMPLE	4.3.IT.2	explores and plays with new, as well as familiar objects, in the environment using all five senses. *GOLD*® **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

EXAMPLE	4.3.IT.3	chooses and participates in unfamiliar experiences. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
STRAND / COURSE	**Area 5:**	**Creative Arts**
ESSENTIAL CONCEPT AND/OR SKILL		**Art - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**5.1.IT**	**Infants and toddlers participate in a variety of sensory and art-related experiences.**
GRADE LEVEL EXPECTATION		**The infant…**
EXAMPLE	5.1.IT.1	gazes at a picture, photo, or mirror images. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
EXAMPLE	5.1.IT.2	manipulates and explores play materials within the environment. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
STRAND / COURSE	**Area 5:**	**Creative Arts**
ESSENTIAL CONCEPT AND/OR SKILL		**Art - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**5.1.IT**	**Infants and toddlers participate in a variety of sensory and art-related experiences.**
GRADE LEVEL EXPECTATION		**The older infant and toddler also…**
EXAMPLE	5.1.IT.3	expresses interest in art-related experiences and media. *GOLD*® **Objectives for Development and Learning** • Objective **33 Explores the visual arts**
EXAMPLE	5.1.IT.4	engages in experiences that support creative expression. *GOLD*® **Objectives for Development and Learning** • Objective **33 Explores the visual arts**

EXAMPLE	5.1.IT.5	chooses and experiments with a variety of art materials such as playdough, crayons, chalk, water, markers, and paint. *GOLD®* Objectives for Development and Learning • Objective 33 Explores the visual arts
STRAND / COURSE	**Area 5:**	**Creative Arts**
ESSENTIAL CONCEPT AND/OR SKILL		**Music, Rhythm, and Movement - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**5.2.IT**	**Infants and Toddlers participate in a variety of rhythm, music, and movement experiences.**
GRADE LEVEL EXPECTATION		**The infant or toddler…**
EXAMPLE	5.2.IT.1	shows interest in songs, tones, rhythms, voices, and music. *GOLD®* Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.2 Pays attention to sights and sounds**
EXAMPLE	5.2.IT.2	experiments with a variety of age-appropriate instruments and sound-making objects. *GOLD®* Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
EXAMPLE	5.2.IT.3	enjoys exploring ways of interacting with others through touch and motion. *GOLD®* Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
STRAND / COURSE	**Area 5:**	**Creative Arts**
ESSENTIAL CONCEPT AND/OR SKILL		**Music, Rhythm, and Movement - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**5.2.IT**	**Infants and Toddlers participate in a variety of rhythm, music, and movement experiences.**
GRADE LEVEL EXPECTATION		**The toddler also…**
EXAMPLE	5.2.IT.4	chooses and participates in music and movement experiences. *GOLD®* Objectives for Development and Learning • Objective **34 Explores musical concepts and expression**

EXAMPLE	5.2.IT.5	sings simple songs and participates in finger plays. _GOLD® Objectives for Development and Learning_ • Objective 34 Explores musical concepts and expression
EXAMPLE	5.2.IT.6	sings daily songs to recognize the patterns throughout their day. _GOLD® Objectives for Development and Learning_ • Objective 34 Explores musical concepts and expression
STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Dramatic Play - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	5.3.IT	Infants and toddlers engage in dramatic play experiences.
GRADE LEVEL EXPECTATION		The infant and toddler…
EXAMPLE	5.3.IT.1	imitates the sounds, facial expressions, gestures, or behaviors of another person. _GOLD® Objectives for Development and Learning_ • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.2 Imitates actions of others during play; uses real objects as props**
EXAMPLE	5.3.IT.2	imitates the actions and sounds of animals, people, and objects. _GOLD® Objectives for Development and Learning_ • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.2 Imitates actions of others during play; uses real objects as props**
STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Dramatic Play - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	5.3.IT	Infants and toddlers engage in dramatic play experiences.
GRADE LEVEL EXPECTATION		The toddler also…
EXAMPLE	5.3.IT.3	engages in dramatic play in both indoor and outdoor environments. _GOLD® Objectives for Development and Learning_ • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.2 Imitates actions of others during play; uses real objects as props**
STRAND / COURSE	Area 6:	Communication, Language, and Literacy
ESSENTIAL CONCEPT AND/OR SKILL		Language Understanding and Use - Infant and Toddler (birth - 3 years)

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DETAILED DESCRIPTOR	6.1.IT	Infants and toddlers understand and use communication and language for a variety of purposes.
GRADE LEVEL EXPECTATION		The infant or toddler, in home language and in English…
EXAMPLE	6.1.IT.1	responds to the vocalizations and communications, verbal and nonverbal, of familiar adults. *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.2 Shows an interest in the speech of others**
EXAMPLE	6.1.IT.2	uses vocalizations and gestures to gain attention from others. *GOLD*® Objectives for Development and Learning • Objective **09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
EXAMPLE	6.1.IT.3	uses vocalizations and gestures to communicate wants and needs. *GOLD*® Objectives for Development and Learning • Objective **09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
EXAMPLE	6.1.IT.4	increases both listening (receptive) and speaking (expressive) vocabulary. *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.2 Shows an interest in the speech of others** • Objective **09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
STRAND / COURSE	Area 6:	Communication, Language, and Literacy
ESSENTIAL CONCEPT AND/OR SKILL		Language Understanding and Use - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	6.1.IT	Infants and toddlers understand and use communication and language for a variety of purposes.
GRADE LEVEL EXPECTATION		The toddler also…

EXAMPLE	6.1.IT.5	progresses to using words and then to simple sentences to communicate. *GOLD*® Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
EXAMPLE	6.1.IT.6	participates in conversations that include taking turns, using both receptive (listening) and expressive (speaking) language skills. *GOLD*® Objectives for Development and Learning • Objective **10** Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
EXAMPLE	6.1.IT.7	answers simple questions. *GOLD*® Objectives for Development and Learning • Objective **8** Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
EXAMPLE	6.1.IT.8	follows simple directions. *GOLD*® Objectives for Development and Learning • Objective **8** Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
STRAND / COURSE	**Area 6:**	**Communication, Language, and Literacy**
ESSENTIAL CONCEPT AND/OR SKILL		**Early Literacy - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**6.2.IT**	**Infants and toddlers engage in early reading experiences.**
GRADE LEVEL EXPECTATION		**The infant and toddler…**
EXAMPLE	6.2.IT.1	explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages. *GOLD*® Objectives for Development and Learning • Objective **17** Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books

EXAMPLE	6.2.IT.2	focuses on a book or the reader when hearing stories read to him or her. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
EXAMPLE	6.2.IT.3	gazes at or points to pictures in books. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
EXAMPLE	6.2.IT.4	responds to or engages in songs, rhyming games, or finger plays with a familiar adult. *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** **Objective 15a.2 Joins in rhyming songs and games**
STRAND / COURSE	**Area 6:**	**Communication, Language, and Literacy**
ESSENTIAL CONCEPT AND/OR SKILL		**Early Literacy - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**6.2.IT**	**Infants and toddlers engage in early reading experiences.**
GRADE LEVEL EXPECTATION		**The toddler also…**
EXAMPLE	6.2.IT.5	points to, labels, and/or talks about objects, events, or people within books. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time**
EXAMPLE	6.2.IT.6	enjoys and repeats songs, rhymes, or finger plays. *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** **Objective 15a.2 Joins in rhyming songs and games**

EXAMPLE	6.2.IT.7	answers simple questions related to books. *GOLD®* Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time**
STRAND / COURSE	**Area 6:**	**Communication, Language, and Literacy**
ESSENTIAL CONCEPT AND/OR SKILL		**Early Writing - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**6.3.IT**	**Infants and toddlers engage in early writing experiences.**
GRADE LEVEL EXPECTATION		**The infant…**
EXAMPLE	6.3.IT.1	grasps and/or manipulates a variety of objects in his or her environment. *GOLD®* Objectives for Development and Learning • Objective **7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.2 Reaches for, touches, and holds objects purposefully**
STRAND / COURSE	**Area 6:**	**Communication, Language, and Literacy**
ESSENTIAL CONCEPT AND/OR SKILL		**Early Writing - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**6.3.IT**	**Infants and toddlers engage in early writing experiences.**
GRADE LEVEL EXPECTATION		**The older infant and toddler also…**
EXAMPLE	6.3.IT.2	scribbles spontaneously, usually using a fist grip. *GOLD®* Objectives for Development and Learning • Objective **7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools** **Objective 7b.2 Grasps drawing and writing tools, jabbing at paper**
EXAMPLE	6.3.IT.3	shows increasing skill in manipulating objects such as stacking several items, using pegboards, and mastering the use of eating utensils. *GOLD®* Objectives for Development and Learning • Objective **7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects**
STRAND / COURSE	**Area 7:**	**Mathematics**
ESSENTIAL CONCEPT AND/OR SKILL		**Comparison and Number - Infant and Toddler (birth - 3 years)**

DETAILED DESCRIPTOR	7.1.IT	Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.
GRADE LEVEL EXPECTATION		The infant…
EXAMPLE	7.1.IT.1	begins to notice characteristics of objects such as size, color, shape, or quantity. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
STRAND / COURSE	Area 7:	Mathematics
ESSENTIAL CONCEPT AND/OR SKILL		Comparison and Number - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	7.1.IT	Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.
GRADE LEVEL EXPECTATION		The toddler…
EXAMPLE	7.1.IT.2	matches and sorts objects by size, color, shape, or quantity. *GOLD*® Objectives for Development and Learning • Objective **13 Uses classification skills** **Objective 13.2 Matches similar objects**
EXAMPLE	7.1.IT.3	begins to use simple counting in play and interactions, although numbers may occur out of order. *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations a. Counts** **Objective 20a.2 Verbally counts (not always in the correct order)**
EXAMPLE	7.1.IT.4	makes simple comparisons between two objects using words like big, small, more, etc. *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** **Objective 22a.2 Makes simple comparisons between two objects**
STRAND / COURSE	Area 7:	Mathematics
ESSENTIAL CONCEPT AND/OR SKILL		Patterns - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	7.2.IT	Infants and toddlers begin to recognize patterns.
GRADE LEVEL EXPECTATION		The infant…

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EXAMPLE	7.2.IT.1	demonstrates expectations for familiar sequences of routines and experiences such as crying when it is near feeding time. *GOLD*® Objectives for Development and Learning • Objective **23 Demonstrates knowledge of patterns** Objective **23.2 Shows interest in simple patterns in everyday life**
STRAND / COURSE	**Area 7:**	**Mathematics**
ESSENTIAL CONCEPT AND/OR SKILL		**Patterns - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**7.2.IT**	**Infants and toddlers begin to recognize patterns.**
GRADE LEVEL EXPECTATION		**The toddler…**
EXAMPLE	7.2.IT.2	shows recognition of sequence in events or objects. *GOLD*® Objectives for Development and Learning • Objective **23 Demonstrates knowledge of patterns** Objective **23.2 Shows interest in simple patterns in everyday life**
EXAMPLE	7.2.IT.3	repeats actions in sequence, such as finger plays. *GOLD*® Objectives for Development and Learning • Objective **23 Demonstrates knowledge of patterns** Objective **23.2 Shows interest in simple patterns in everyday life**
EXAMPLE	7.2.IT.4	notices patterns and objects in the environment. *GOLD*® Objectives for Development and Learning • Objective **23 Demonstrates knowledge of patterns** Objective **23.2 Shows interest in simple patterns in everyday life**
EXAMPLE	7.2.IT.5	organizes objects into groups during play and exploration. *GOLD*® Objectives for Development and Learning • Objective **13 Uses classification skills** Objective **13.2 Matches similar objects**
STRAND / COURSE	**Area 7:**	**Mathematics**
ESSENTIAL CONCEPT AND/OR SKILL		**Shapes and Spatial Relationships - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**7.3.IT**	**Infants and toddlers show increasing understanding of spatial relationships.**
GRADE LEVEL EXPECTATION		**The infant…**

EXAMPLE	7.3.IT.1	takes objects apart. *GOLD*® Objectives for Development and Learning • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
EXAMPLE	7.3.IT.2	fills and empties containers. *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
STRAND / COURSE	**Area 7:**	**Mathematics**
ESSENTIAL CONCEPT AND/OR SKILL		**Shapes and Spatial Relationships - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**7.3.IT**	**Infants and toddlers show increasing understanding of spatial relationships.**
GRADE LEVEL EXPECTATION		**The toddler…**
EXAMPLE	7.3.IT.3	takes objects apart and attempts to put them together. *GOLD*® Objectives for Development and Learning • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
EXAMPLE	7.3.IT.4	shows awareness of his or her own body space. *GOLD*® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
EXAMPLE	7.3.IT.5	matches similar shapes. *GOLD*® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
EXAMPLE	7.3.IT.6	follows simple direction related to positions such as in, on, under, up, or down. *GOLD*® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)

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STRAND / COURSE	Area 8:	Science
ESSENTIAL CONCEPT AND/OR SKILL		Scientific Investigations - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	8.1.IT	Infants and toddlers observe and wonder about the environment around them.
GRADE LEVEL EXPECTATION		The infant or toddler…
EXAMPLE	8.1.IT.1	begins to notice objects and events in the indoor and outdoor environments. **GOLD® Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds**
EXAMPLE	8.1.IT.2	engages in a variety of play experiences and exploration when provided open-ended materials, such as toys or household items that can be taken apart/put together, a container of water and various objects, seeds of different sizes/textures/shapes). **GOLD® Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
EXAMPLE	8.1.IT.3	uses one or more senses to make observations of their environment. **GOLD® Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation **Objective 11d.2 Uses senses to explore the immediate environment**
EXAMPLE	8.1.IT.4	reacts to changes in the environment. **GOLD® Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
EXAMPLE	8.1.IT.5	attempts to manipulate/understand his or her environment through repetitive play. **GOLD® Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**

EXAMPLE	8.1.IT.6	identifies and interacts with new objects placed in his or her environment.
		GOLD® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
STRAND / COURSE	**Area 8:**	**Science**
ESSENTIAL CONCEPT AND/OR SKILL		**Scientific Investigations - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**8.1.IT**	**Infants and toddlers observe and wonder about the environment around them.**
GRADE LEVEL EXPECTATION		**The toddler also…**
EXAMPLE	8.1.IT.7	asks simple questions about observations of the environment using language (may be home language), behavior, and interactions. *GOLD*® **Objectives for Development and Learning** • Objective **24 Uses scientific inquiry skills**
STRAND / COURSE	**Area 8:**	**Science**
ESSENTIAL CONCEPT AND/OR SKILL		**Scientific Reasoning - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**8.2.IT**	**Infants and toddlers use reasoning to make sense of information in their environment.**
GRADE LEVEL EXPECTATION		**The infant or toddler…**
EXAMPLE	8.2.IT.1	uses trusted relationships to gain understanding of the living and non-living world. *GOLD*® **Objectives for Development and Learning** • Objective **25 Demonstrates knowledge of the characteristics of living things**
EXAMPLE	8.2.IT.2	explores cause and effect relationships by engaging in problem solving through trial and error. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal**
STRAND / COURSE	**Area 8:**	**Science**
ESSENTIAL CONCEPT AND/OR SKILL		**Scientific Reasoning - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**8.2.IT**	**Infants and toddlers use reasoning to make sense of information in their environment.**
GRADE LEVEL EXPECTATION		**The toddler also…**

EXAMPLE	8.2.IT.3	shows understanding of object permanence (that people exist when they cannot be seen and objects exist even when out of sight). *GOLD*® Objectives for Development and Learning • Objective **12 Remembers and connects experiences a. Recognizes and recalls** Objective **12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen**
EXAMPLE	8.2.IT.4	makes a choice to reach a desired outcome. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.2 Reacts to a problem; seeks to achieve a specific goal**
STRAND / COURSE	**Area 8:**	**Science**
ESSENTIAL CONCEPT AND/OR SKILL		**Scientific Communication - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**8.3.IT**	**Infants and toddlers share information and understanding about experiences in their environment.**
GRADE LEVEL EXPECTATION		**The infant or toddler…**
EXAMPLE	8.3.IT.1	produces questions using gestures and/or facial expressions. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.2 Vocalizes and gestures to communicate**
EXAMPLE	8.3.IT.2	expresses vocalizations and gestures to gain attention from others. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.2 Vocalizes and gestures to communicate**
EXAMPLE	8.3.IT.3	shows repetitive actions to demonstrate new learning experiences. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.2 Repeats actions to obtain similar results**
STRAND / COURSE	**Area 8:**	**Science**
ESSENTIAL CONCEPT AND/OR SKILL		**Scientific Communication - Infant and Toddler (birth - 3 years)**
DETAILED DESCRIPTOR	**8.3.IT**	**Infants and toddlers share information and understanding about experiences in their environment.**

GRADE LEVEL EXPECTATION		The toddler also…
EXAMPLE	8.3.IT.4	composes simple verbal questions in English or home language. *GOLD*® Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs b. Speaks clearly Objective **9b.4** Uses some words and word-like sounds and is understood by most familiar people
EXAMPLE	8.3.IT.5	responds verbally to other's questions or statements in English or home language. *GOLD*® Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs b. Speaks clearly Objective **9b.4** Uses some words and word-like sounds and is understood by most familiar people
EXAMPLE	8.3.IT.6	draws pictures to represent his or her observations of objects and/or of changes to objects or the environment. *GOLD*® Objectives for Development and Learning • Objective **14** Uses symbols and images to represent something not present a. Thinks symbolically Objective **14a.4** Draws or constructs, and then identifies what it is

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