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Alignment of

Teaching Strategies GOLD®

Objectives for Development & Learning:

*Birth Through Kindergarten*

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WITH

**Alignment of the *Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten*  
With  
*South Dakota Early Learning Guidelines***

This document aligns the content in the *South Dakota Early Learning Guidelines* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

## **References**

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<http://doe.sd.gov/contentstandards/documents/EarlyLearningGuidelinesBook.pdf>

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<b>Social/Emotional Development</b>	
<b>Prekindergarten</b>	
<b>1. Self-Concept and Self-Confidence</b>	
1. Identify themselves by name.	29. Demonstrates knowledge about self
2. Describe themselves using several basic descriptors, such as gender and physical features.	29. Demonstrates knowledge about self
3. Take pride in accomplishments.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
4. Adjust to new situations.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
5. Separate easily from family member or familiar caregiver.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
6. Demonstrate self-efficacy by exerting independence in play situations and during regular routines.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being  3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems

<b>2. Regulation Emotions</b>	
1. Use words to express their needs, wants, and feelings, as well as to identify the emotions of others.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time  2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
2. Demonstrate knowledge that there are different ways of showing feelings.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
3. Recognize they can do things to change the way they feel and how others feel.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own
<b>3. Respect and Appreciation of Similarities and Differences</b>	
1. Express ways in which others are similar and different, such as eye color, gender, and favorite activities.	30. Shows basic understanding of people and how they live
2. Play with a variety of children, regardless of gender, race, or ability.	30. Shows basic understanding of people and how they live
3. Recognize that everyone has emotions and that other people may not feel the same way they do about everything.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own
4. Demonstrate caring and concern for others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
5. Respect the rights and property of others.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

<b>4. Pro-Social Behaviors and Cooperation</b>	
1. Develop positive relationships with peers and trusted adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests  2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
2. Participate in group routines, and transition smoothly from one activity to the next.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
3. Use materials purposefully and respectfully and participate in cleaning up and putting away materials.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
4. Defend self while respecting the rights of others.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors  3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
5. Identify qualities that make a good friend.	2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while
6. Play independently, in pairs, and cooperatively in small groups.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children

7. Initiate play and know how to enter into a group of children who are already involved in play.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
8. Take turns, share, and be courteous to others, using words such as “thank you,” “please,” and “excuse me.”	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors  10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
<b>Approaches to Learning</b>	
<b>Prekindergarten</b>	
<b>1. Curiosity and Eagerness</b>	
1. Choose to participate in a wide variety of activities and demonstrate willingness to try new experiences.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
2. Ask questions to find answers and wonder why.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
3. Demonstrate eagerness to find out more about other people and to discover new things in the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

<b>2. Initiative and Persistence</b>	
1. Demonstrate persistence by working toward completing tasks, and sustain attention and focus on activities.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions  11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
2. Select and engage in activities, moving independently from one activity to another, and demonstrate self-direction when making choices.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
3. Demonstrate self-help skills, including selecting toys and materials to use in activities and returning them when finished.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
<b>3. Problem Solving and Reflection</b>	
1. Attempt several different strategies when encountering difficulty during daily routines or in the use of materials.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
2. Demonstrate satisfaction or delight when solving a problem or completing a task.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
3. Demonstrate thinking skills and verbal problem-solving skills (use self-talk and thinking aloud to solve problems).	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
4. Demonstrate resiliency and coping skills when faced with challenges.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
5. Seek help from adults and peers when needed.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it

<b>4. Invention and Imagination</b>	
1. Explore and experiment with a wide variety of materials and activities.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
2. Make independent decisions about materials to use in order to express individuality.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
3. Develop creative solutions in play and daily situations.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
4. Engage in fantasy play, taking on pretend roles with real or imaginary objects.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
5. Use imagination to try new ways of doing things and work with materials in creative ways.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
<b>Language and Literacy</b>	
<b>Prekindergarten</b>	
<b>1. Reading</b>	
1. Demonstrate motivation, interest and enjoyment in books, reading, and acting out stories while engaged in play.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation  18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
2. Demonstrate book-handling skills, such as holding a book right-side up and turning pages from front to back.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

3. Recognize familiar environmental print, such as “STOP” signs, and realize it has meaning.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
4. Retell a story from a familiar book and relate it to real-life experiences.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation  18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
5. Make predictions of next steps in a story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
6. Demonstrate knowledge that a symbol can represent something else (e.g. a word can stand for an object, a name for a person, a picture for the real object.)	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
7. Recognize own first name in print.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
8. Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
9. Identify at least 10 letters of the alphabet, especially those in their own name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
10. Demonstrate knowledge of the basic concepts of print, such as knowing the differences between pictures, letters, and words.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

<b>2. Writing</b>	
1. Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, and the computer keyboard.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
2. Demonstrate understanding that their spoken words can be represented with written letters or symbols as they dictate.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
3. Use scribbling and drawing to represent their ideas and then begin to use letters and developmental or invented spelling of words to communicate a message.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
4. Attempt to write their own names using a variety of materials.	19. Demonstrates emergent writing skills 19a. Writes name 5. Partially accurate name
5. Use environmental print (such as signs, labels on food, and general print around them) to help in their writing, and ask adults for help in writing messages, lists, and stories.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
<b>3. Listening and Phonological Awareness</b>	
1. Listen and respond to conversations with adults and other children during play.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
2. Identify sounds and words in their daily environment.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games  15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds

3. Listen attentively to books and stories.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
4. Repeat familiar songs, rhymes, and phrases from favorite storybooks.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
5. Demonstrate understanding of an increasingly rich vocabulary.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
6. Follow simple directions with two or more steps.	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
7. Recognize some rhyming sounds.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
8. Demonstrate the ability to hear individual parts of words and separate the parts using clapping, finger snapping, or other movement (e.g. clapping out each syllable. of pup-py, di-no-saur.)	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
9. Identify words that begin with the same sound from a small group of words.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
10. Repeat spoken words when requested.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories

<b>4. Speaking/Communicating and Oral Language Development</b>	
1. Play with the sounds of language, repeating rhymes, songs, poems and fingerplays.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
2. Use an increasingly rich vocabulary.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
3. Demonstrate motivation to communicate in play and everyday activities.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
4. Provide meaningful responses to questions and pose questions to learn new information or clarify ideas.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
5. Use complete sentences of varying length to express ideas and feelings through spoken language, sign language, or other forms of communication.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words  9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
6. Initiate and engage in conversation and discussions with adults and other children.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
7. Tell real or imaginary stories that have a recognizable beginning, middle, and end.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 8. Tells elaborate stories that refer to other times and places

<b>5. Learning New Languages</b>	
1. Name at least one example of a language other than their home languages.	30. Shows basic understanding of people and how they live
2. Say simple greetings in another language, such as “hola” (“hello” in Spanish) and “adios” (“good-bye” in Spanish) or use sign language to express a greeting.	30. Shows basic understanding of people and how they live
3. Listen to peers and adults speaking in English to learn new information, and show some understanding of the language.	37. Demonstrates progress in listening to and understanding English
4. Engage in nonverbal communication with those who speak a language other than their native languages.	38. Demonstrates progress in speaking English
5. Play with the sounds and intonation of the English language as well as their home languages.	38. Demonstrates progress in speaking English
6. Identify names of common objects in the environment.	38. Demonstrates progress in speaking English
7. Use simple words and phrases to communicate with adults and other children.	38. Demonstrates progress in speaking English
<b>Mathematics</b>	
<b>Prekindergarten</b>	
<b>1. Number Sense and Operations</b>	
1. Count by ones to 10 and higher.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
2. Count the number of items in a group of up to 10 objects and know that the last number tells how many.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
3. Verbally count backward from 5.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

4. Look at a group of up to 4 objects and quickly see and say the number of objects.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
5. Recognize and name numerals 1 to 5.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
6. Compare two groups (containing up to 5 objects each) and describe them using comparative words, such as more, less, fewer, or equal.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
7. Use and understand the terms first, last, and first through fifth.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
8. Separate a collection of 10 items into 2 equal groups.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
9. Give up to 5 items when requested.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
<b>2. Shapes/Geometry</b>	
1. Recognize and name circle, triangle and rectangle (which includes square).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
2. Build and describe two-dimensional shapes, such as making circles and triangles with blocks and play dough.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

3. Recognize that a shape remains the same shape when it changes position.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
4. Sort and match objects with the same shape and size, and lay an object of the same shape and size on top of another to show they are the same.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
5. Make a picture by combining shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
6. Take a shape apart (decompose) to make new shapes, such as finding two triangles in a square.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
7. Demonstrate and begin to use the language of the relative position of objects in the environment and play situations, such as up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
8. Create two-dimensional shapes and three-dimensional structures that have symmetry.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
<b>3. Measurement</b>	
1. Compare length and other attributes of objects, using the terms bigger, longer, and taller.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
2. Compare two objects by placing one on top of another and indicate which object takes up more space.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

3. Arrange objects in order according to characteristics or attributes, such as height.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
4. Identify and use measurement tools, such as ruler, scales, measuring cups, thermometer, clock, and calendar.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
<b>4. Making Sense of Data</b>	
1. Sort objects onto a large graph according to one attribute, such as size, shape or color.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
2. Name the category that has the most, least, or the same on a large graph.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
3. Gather information to answer questions of interest.	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results
<b>5. Patterns/Algebra</b>	
1. Sort, classify, and order objects by size and other properties.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
2. Identify simple patterns in the context of play or daily activities (such as “block, car, block, car”) and use patterns to describe relationships between objects (“car follows block”).	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
3. Predict, repeat, and extend a simple pattern in the context of play or daily activities (“dish, spoon, dish, spoon”).	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns

<b>Science</b>	
<b>Prekindergarten</b>	
<b>1. Science as Inquiry</b>	
1. Express wonder, ask questions, and make simple predictions, such as whether an object will sink or float.	24. Uses scientific inquiry skills
2. Observe and use senses to explore materials and their environment both indoors and outdoors.	24. Uses scientific inquiry skills
3. Use simple tools and measuring devices, such as balance scales, thermometers, and rulers to explore the environment.	28. Uses tools and other technology to perform tasks
<b>2. Physical Science</b>	
1. Observe and use words to describe physical changes, such as a solid turning to liquid.	26. Demonstrates knowledge of the physical properties of objects and materials
2. Identify similarities and differences of objects.	26. Demonstrates knowledge of the physical properties of objects and materials
3. Compare and sort materials according to one or more properties.	26. Demonstrates knowledge of the physical properties of objects and materials
4. Explore ways to move objects, such as pushing or pulling and describe these motions.	26. Demonstrates knowledge of the physical properties of objects and materials
<b>3. Life Science</b>	
1. Observe and classify living things as animals or plants and use words to describe them.	25. Demonstrates knowledge of the characteristics of living things
2. Demonstrate knowledge that living things have basic needs, such as food, water, and air.	25. Demonstrates knowledge of the characteristics of living things
3. Demonstrate knowledge that plants, animals, and humans live in environments that support their needs, such as fish living in water.	25. Demonstrates knowledge of the characteristics of living things
4. Recognize that living things, including themselves, change and grow throughout their life cycles.	25. Demonstrates knowledge of the characteristics of living things

<b>4. Earth and Space Science</b>	
1. Explore the properties of earth materials, such as sand and water, through play.	27. Demonstrates knowledge of Earth's environment
2. Name objects in the sky, including sun, moon, clouds, and stars.	27. Demonstrates knowledge of Earth's environment
3. Describe differences between night and day.	27. Demonstrates knowledge of Earth's environment
4. Recognize and describe current conditions and changes in the weather.	27. Demonstrates knowledge of Earth's environment
5. Observe and describe basic changes in the seasons.	27. Demonstrates knowledge of Earth's environment
<b>5. Science and Technology</b>	
1. Use tools or objects in the environment to solve problems or complete tasks.	28. Uses tools and other technology to perform tasks
2. Use the computer and other technology, if available, to explore how their actions can cause an effect.	28. Uses tools and other technology to perform tasks
3. Identify some objects as being found in nature and others as being made by people.	28. Uses tools and other technology to perform tasks
<b>6. Science, Environment and Society</b>	
1. Demonstrate care and respect for the environment.	27. Demonstrates knowledge of Earth's environment
2. Demonstrate knowledge that their actions and actions of others can change the environment.	27. Demonstrates knowledge of Earth's environment
3. Recognize ways to recycle and reuse materials.	27. Demonstrates knowledge of Earth's environment
4. Demonstrate understanding that everyone can use science to explore and solve problems.	27. Demonstrates knowledge of Earth's environment
<b>Health and Physical Development</b>	
<b>Prekindergarten</b>	
<b>1. Health and Safety</b>	
1. Recognize and identify nutritious foods.	30. Shows basic understanding of people and how they live
2. Independently practice personal care and self-help skills, including washing hands, brushing teeth, toileting, dressing, and eating.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

3. Know how and when to alert adults to dangerous situations.	30. Shows basic understanding of people and how they live
4. Recognize basic safety symbols, including stop signs, red lights, and poison symbols.	30. Shows basic understanding of people and how they live
5. Follow street, vehicle, and bike safety rules, such as looking both ways before crossing, and using car safety seats and bike helmets.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
6. Know how to respond safely in emergency situations, such as a fire or tornado, and in the presence of strangers or dangerous objects.	30. Shows basic understanding of people and how they live
<b>2. Gross Motor</b>	
1. Participate in play and movement activities and describe how physical activity contributes to their overall health (“Exercise helps make me strong!”).	29. Demonstrates knowledge about self
2. Demonstrate loco-motor skills by walking, running, hopping, galloping, marching, and climbing.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
3. Demonstrate stability, flexibility, and balance by standing on one foot, turning, stretching, bending, rolling, balancing, stopping, jumping, and twisting.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
4. Demonstrate increasing coordination when pedaling, throwing, catching, kicking, bouncing objects, and hitting objects with racquets or paddles.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences  6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion

5. Demonstrate increasing body strength and endurance in play and movement experiences.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games  5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences  6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
<b>3. Fine Motor</b>	
1. Participate in play and movement activities that enhance fine motor development.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
2. Demonstrate eye-hand coordination through activities such as stringing large beads and completing simple puzzles.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
3. Practice self-help skills, such as buttoning, zipping, and snapping.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
4. Display strength and control while using a variety of manipulative materials including scissors, pencils, crayons, small toys and connecting blocks.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
<b>Creative Arts</b>	
<b>Prekindergarten</b>	
<b>1. Visual Arts</b>	
1. Use a variety of materials for constructing, painting, drawing, and sculpting.	33. Explores the visual arts
2. Demonstrate enjoyment and confidence in their ability to freely plan and create artwork of their own design.	33. Explores the visual arts
3. Describe experiences, ideas, emotions, people, and objects represented in their artwork.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

4. Use words to describe their artwork in terms of color, line, shape, space, and texture.	33. Explores the visual arts
5. Demonstrate value and respect for their own artwork and that of their peers.	33. Explores the visual arts
6. Show appreciation for a variety of artwork, including that of their own culture and community, as well as others.	33. Explores the visual arts
<b>2. Music</b>	
1. Show enjoyment and participate in a variety of musical and rhythmic experiences, including singing, listening, and using musical instruments.	34. Explores musical concepts and expression
2. Use music to communicate and express feelings, ideas, and experiences.	34. Explores musical concepts and expression
3. Notice and imitate changes in vocal and instrumental music (high and low, loud and soft, etc.)	34. Explores musical concepts and expression
4. Show appreciation for a variety of music, including that of their own culture and community as well as others.	34. Explores musical concepts and expression
<b>3. Creative Movement</b>	
1. Participate in a variety of creative movement experiences, which could include dance and rhythmic activities.	35. Explores dance and movement concepts
2. Explore ways to move imaginatively with and without music, such as stretching, galloping, twisting, bending, swaying, marching, and clapping.	35. Explores dance and movement concepts
3. Use movement to communicate and express feelings, ideas, and experiences.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
4. Respond and move to the beat, tempo, and dynamics of music.	35. Explores dance and movement concepts
5. Show appreciation for a variety of expressive movement, including that of their own culture and community, as well as others.	35. Explores dance and movement concepts
<b>4. Dramatic Play</b>	
1. Participate in a variety of spontaneous, imaginative play experiences alone or with others and create and engage in increasingly detailed and extended scenarios in their dramatic play.	36. Explores drama through actions and language

2. Use dramatic play to communicate and express feelings, ideas, and experiences.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
3. Use words and actions to imitate a variety of familiar stories, roles, and real-life or fantasy experiences.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
4. Use materials and props to represent objects in creative play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
5. Show appreciation for a variety of dramatic experiences from their own culture and community as well as others, including storytelling, puppetry, and theater.	36. Explores drama through actions and language
<b>Social Studies</b>	
<b>Prekindergarten</b>	
<b>1. Families/Cultures</b>	
1. Identify themselves as individuals and as belonging to a family.	29. Demonstrates knowledge about self
2. Describe what a family is and roles that family members can play.	30. Shows basic understanding of people and how they live
3. Share family traditions and daily routines and demonstrate interest in learning about the traditions of others.	29. Demonstrates knowledge about self
4. Demonstrate understanding that there are diverse families and cultures and all have value.	30. Shows basic understanding of people and how they live
<b>2. Community/Civics</b>	
1. Demonstrate confidence in expressing individual opinions and thoughts.	29. Demonstrates knowledge about self
2. Demonstrate respect for the thoughts and opinions of others, even when different from their own.	30. Shows basic understanding of people and how they live

3. Demonstrate understanding that communities are composed of groups of people who live, play, or work together and identify communities to which they belong.	30. Shows basic understanding of people and how they live
4. Participate in creating and following rules and routines.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
5. Take responsibility for simple tasks that contribute to the well-being of the group.	30. Shows basic understanding of people and how they live
<b>3. History/Time</b>	
1. Describe past, current and future events.	31. Explores change related to familiar people or places
2. Describe their day and coming activities in terms of daily routines (first we..., then we...).	31. Explores change related to familiar people or places
3. Describe how a past event relates to something happening currently or in the future.	31. Explores change related to familiar people or places
4. Share stories or pictures about themselves in the past.	31. Explores change related to familiar people or places
<b>4. Geography/Places, People and Environments</b>	
1. Describe where they live and where others live in relationship to them.	32. Demonstrates simple geographic knowledge
2. Identify various living environments, such as farm, ranch, city, town, and country.	32. Demonstrates simple geographic knowledge
3. Describe familiar places in their environment, such as a house, classroom, park, lake, or river.	32. Demonstrates simple geographic knowledge
4. Draw or build representations of familiar places with a variety of materials.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
5. Identify various weather conditions and seasons and how they affect what we wear and what we do.	32. Demonstrates simple geographic knowledge

6. Name natural resources, such as water, soil, clean air, and trees, describe how they help us, and how we can be good stewards of the environment.	32. Demonstrates simple geographic knowledge
<b>5. Economics</b>	
1. Identify several community helpers and the services they provide.	30. Shows basic understanding of people and how they live
2. Describe source of familiar foods, such as milk, apples, and eggs.	30. Shows basic understanding of people and how they live
3. Express knowledge that money can be used to purchase goods.	30. Shows basic understanding of people and how they live
4. Demonstrate understanding that people work to earn money to provide for their families and buy what they need.	30. Shows basic understanding of people and how they live