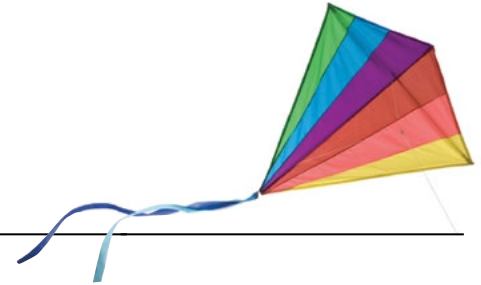




Alignment of

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*GOLD*®

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

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WITH

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

aligned to

**Oregon Early Childhood Foundations**

**Ages 3-5, adopted 2007**

STANDARD / CONTENT AREA	OR.1.	APPROACHES TO LEARNING
CONTENT STANDARD / PROFICIENCY	1.1.	Initiative and Curiosity
BENCHMARK / STRAND	1.1.1.	Early Childhood Foundation: Children use initiative, curiosity and persistence to learn about the world by:
EXPECTATION / BENCHMARK	1.1.1.a.	<p>Exploring ways to use new materials</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
EXPECTATION / BENCHMARK	1.1.1.b.	<p>Carrying out complex and varied sequences of activities</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.4 Explores and investigates ways to make something happen</p>
EXPECTATION / BENCHMARK	1.1.1.c.	<p>Engaging in dramatic play</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> </ul> <p>Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
EXPECTATION / BENCHMARK	1.1.1.d.	<p>Using conversation to ask questions and seek answers</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>

STANDARD / CONTENT AREA	OR.1.	APPROACHES TO LEARNING
CONTENT STANDARD / PROFICIENCY	1.1.	Initiative and Curiosity
BENCHMARK / STRAND	1.1.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	1.1.2.a.	<p>The child asks an adult to read stories.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • 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</p>
EXPECTATION / BENCHMARK	1.1.2.b.	<p>The child asks an adult to explain an event.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • 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</p>
EXPECTATION / BENCHMARK	1.1.2.c.	<p>The child tries alternative methods to solve a problem.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 11 Demonstrates positive approaches to learning c. Solves problems  Objective 11c.6 Solves problems without having to try every possibility</p>
EXPECTATION / BENCHMARK	1.1.2.d.	<p>The child notices changes in routines and asks adult about them, or comments on change.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 12 Remembers and connects experiences b. Makes connections  Objective 12b.5 Emerging to 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>
EXPECTATION / BENCHMARK	1.1.2.e.	<p>The child discusses familiar and new topics and continues discussions by asking questions or making comments.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • 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</p>
STANDARD / CONTENT AREA	OR.1.	APPROACHES TO LEARNING
CONTENT STANDARD / PROFICIENCY	1.2.	Engagement and Persistence

BENCHMARK / STRAND	1.2.1.	Early Childhood Foundation: Children are actively engaged and focus on self-directed activities by:
EXPECTATION / BENCHMARK	1.2.1.a.	Showing willingness to try new tasks  <u><b>GOLD® Objectives for Development and Learning</b></u> • 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
EXPECTATION / BENCHMARK	1.2.1.b.	Asking questions, seeking and giving answers  <u><b>GOLD® Objectives for Development and Learning</b></u> • 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
EXPECTATION / BENCHMARK	1.2.1.c.	Planning his/her own project and working independently in the creation of the work  <u><b>GOLD® Objectives for Development and Learning</b></u> • 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 • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
EXPECTATION / BENCHMARK	1.2.1.d.	Knowing when problem solving works until a satisfactory solution is reached  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STANDARD / CONTENT AREA	OR.1.	APPROACHES TO LEARNING
CONTENT STANDARD / PROFICIENCY	1.2.	Engagement and Persistence
BENCHMARK / STRAND	1.2.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	1.2.2.a.	The child maintains concentration over time on a task, question, set of directions or interactions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

EXPECTATION / BENCHMARK	1.2.2.b.	<p>The child completes a variety of tasks, activities, projects and experiences (finishes painting before moving to next activity, puts toy away before leaving the area, etc.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> </ul> <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
EXPECTATION / BENCHMARK	1.2.2.c.	<p>The child asks for and accepts help and/or suggestions from teacher or peers for problem solving (putting larger or more blocks at the base will make the tower stronger).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> </ul> <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
EXPECTATION / BENCHMARK	1.2.2.d.	<p>The child demonstrates ability to set goals and follow through on plans (identifies what he/she wants to paint, build, explore, defines how he/she wants to do it and is able to follow through to completion).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists</li> </ul> <p>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
STANDARD / CONTENT AREA	OR.1.	APPROACHES TO LEARNING
CONTENT STANDARD / PROFICIENCY	1.3.	Reasoning and Problem Solving
BENCHMARK / STRAND	1.3.1.	Early Childhood Foundation: Children use reasoning and problem solving skills to find solutions to a question, task or problem by:
EXPECTATION / BENCHMARK	1.3.1.a.	<p>Making comparisons among objects, events and experiences</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences b. Makes connections</li> </ul> <p>Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>
EXPECTATION / BENCHMARK	1.3.1.b.	<p>Sorting objects by similar qualities</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>

EXPECTATION / BENCHMARK	1.3.1.c.	Using active exploration and trial and error to solve a problem  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results
EXPECTATION / BENCHMARK	1.3.1.d.	Predicting and finding more than a single solution  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
EXPECTATION / BENCHMARK	1.3.1.e.	Reflecting on their experiences to interpret and reach conclusions  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STANDARD / CONTENT AREA	OR.1.	APPROACHES TO LEARNING
CONTENT STANDARD / PROFICIENCY	1.3.	Reasoning and Problem Solving
BENCHMARK / STRAND	1.3.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	1.3.2.a.	The child makes comparisons regarding observations ("There are more kittens than puppies.").  <u><b>GOLD® Objectives for Development and Learning</b></u> • 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
EXPECTATION / BENCHMARK	1.3.2.b.	The child makes predictions when observing events ("When I put the big block on the top the tower falls.").  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
EXPECTATION / BENCHMARK	1.3.2.c.	The child draws simple conclusions based on prior experiences and information ("We have snack before we go play; we read books before bed").  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.5 Emerging to 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation



EXPECTATION / BENCHMARK	1.3.2.d.	<p>The child offers simple, age appropriate reasons and ideas for tasks and problem solving (how to keep the book area in order, what to do if we have 2 paint stations and 3 people want to paint, etc.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> </ul> <p>Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results</p>
STANDARD / CONTENT AREA	OR.2.	LANGUAGE AND LITERACY DEVELOPMENT
CONTENT STANDARD / PROFICIENCY	2.1.	Listening and Understanding
BENCHMARK / STRAND	2.1.1.	Early Childhood Foundation: Children develop the ability to gain information and understanding by:
EXPECTATION / BENCHMARK	2.1.1.a.	<p>Listening to directions and conversations</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language b. Follows directions</li> </ul> <p>Objective 8b.4 Follows simple requests not accompanied by gestures</p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</li> </ul> <p>Objective 10a.6 Engages in conversations of at least three exchanges</p>
EXPECTATION / BENCHMARK	2.1.1.b.	<p>Responding to feelings and expressed ideas of peers and adults</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
EXPECTATION / BENCHMARK	2.1.1.c.	<p>Understanding and using home language for social interaction or giving directions</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
STANDARD / CONTENT AREA	OR.2.	LANGUAGE AND LITERACY DEVELOPMENT
CONTENT STANDARD / PROFICIENCY	2.1.	Listening and Understanding
BENCHMARK / STRAND	2.1.2.	Indicators: Observable Behaviors

EXPECTATION / BENCHMARK	2.1.2.a.	<p>The child understands and uses home language and English during play and/or when conversing with other children or adults.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
EXPECTATION / BENCHMARK	2.1.2.b.	<p>The child carries on a conversation either verbally or by another means to extend thoughts and ideas.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</li> </ul> <p>Objective 10a.6 Engages in conversations of at least three exchanges</p>
EXPECTATION / BENCHMARK	2.1.2.c.	<p>The child participates in conversations, tells short stories, and engages in finger plays, rhymes, and poems.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs d. Tells about another time or place</li> </ul> <p>Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details</p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</li> </ul> <p>Objective 10a.6 Engages in conversations of at least three exchanges</p>
EXPECTATION / BENCHMARK	2.1.2.d.	<p>The child retells main ideas of familiar stories, songs or poems.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs d. Tells about another time or place</li> </ul> <p>Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details</p>
STANDARD / CONTENT AREA	OR.2.	LANGUAGE AND LITERACY DEVELOPMENT
CONTENT STANDARD / PROFICIENCY	2.2.	Speaking and Communicating
BENCHMARK / STRAND	2.2.1.	Early Childhood Foundation: Children communicate needs wants and thoughts through words by:



EXPECTATION / BENCHMARK	2.2.1.a.	Using language (spoken home language) to express needs and wants  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses and expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
EXPECTATION / BENCHMARK	2.2.1.b.	Using language (spoken home language) to express ideas  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses and expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
EXPECTATION / BENCHMARK	2.2.1.c.	Using language (spoken home language) to express feelings  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses and expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
EXPECTATION / BENCHMARK	2.2.1.d.	Using new vocabulary that has been introduced  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses and expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
STANDARD / CONTENT AREA	OR.2.	LANGUAGE AND LITERACY DEVELOPMENT
CONTENT STANDARD / PROFICIENCY	2.2.	Speaking and Communicating
BENCHMARK / STRAND	2.2.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	2.2.2.a.	The child acquires vocabulary to effectively express feelings and thoughts.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses and expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
EXPECTATION / BENCHMARK	2.2.2.b.	The child initiates conversations and discussions with peers and adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges

EXPECTATION / BENCHMARK	2.2.2.c.	<p>The child uses sentences that includes two or more separate ideas</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</li> </ul> <p>Objective 9c.6 Uses complete, four- to six-word sentences</p>
EXPECTATION / BENCHMARK	2.2.2.d.	<p>The child uses home language and/or English to communicate information, experiences, ideas, feelings.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses and expanding expressive vocabulary</li> </ul> <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
EXPECTATION / BENCHMARK	2.2.2.e.	<p>The child uses home language to express opinions, tell jokes, describe events and ask questions.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses and expanding expressive vocabulary</li> </ul> <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
STANDARD / CONTENT AREA	OR.2.	LANGUAGE AND LITERACY DEVELOPMENT
CONTENT STANDARD / PROFICIENCY	2.3.	Phonological Awareness
BENCHMARK / STRAND	2.3.1.	Early Childhood Foundation: Children use sound in a variety of contexts by:
EXPECTATION / BENCHMARK	2.3.1.a.	<p>Making oral rhymes</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</li> </ul> <p>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p>
EXPECTATION / BENCHMARK	2.3.1.b.	<p>Identifying syllables in spoken words</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound</li> </ul> <p>Objective 15c.4 Shows awareness of separate syllables in words</p>

EXPECTATION / BENCHMARK	2.3.1.c.	Hearing beginning and ending sounds in words  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds
EXPECTATION / BENCHMARK	2.3.1.d.	Listening and telling differences in phonemes (smallest parts of sound in a spoken word)  <u><b>GOLD® Objectives for Development and Learning</b></u> • 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
STANDARD / CONTENT AREA	OR.2.	LANGUAGE AND LITERACY DEVELOPMENT
CONTENT STANDARD / PROFICIENCY	2.3.	Phonological Awareness
BENCHMARK / STRAND	2.3.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	2.3.2.a.	The child recognizes matching sounds and rhymes in familiar words (cat, hat, bat, rat, etc).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.6 Decides whether two words rhyme
EXPECTATION / BENCHMARK	2.3.2.b.	The child discriminates rhyming words in familiar games, songs, stories and poems.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.6 Decides whether two words rhyme
EXPECTATION / BENCHMARK	2.3.2.c.	The child sings or chants rhymes or rhyming songs such as "Down by the Bay".  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds
EXPECTATION / BENCHMARK	2.3.2.d.	The child recognizes parts of words (claps for each syllable in the word such as HAP- PY (2 claps), PINE-AP-PLE (3 claps), etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • 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

EXPECTATION / BENCHMARK	2.3.2.e.	<p>The child plays with sounds to make up new words (silly, willy, nilly walked to philly, "I got a bumpa whumpa", etc.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</li> </ul> <p>Objective 15a.6 Decides whether two words rhyme</p>
EXPECTATION / BENCHMARK	2.3.2.f.	<p>The child associates sounds with written letters.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences</li> </ul> <p>Objective 16b.2 Identifies the sounds of a few letters</p>
EXPECTATION / BENCHMARK	2.3.2.g.	<p>The child isolates beginning and ending sounds in printed or spoken words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration</li> </ul> <p>Objective 15b.8 Isolates and identifies the beginning sound of a word</p>
STANDARD / CONTENT AREA	OR.2.	LANGUAGE AND LITERACY DEVELOPMENT
CONTENT STANDARD / PROFICIENCY	2.4.	Book Knowledge and Comprehension
BENCHMARK / STRAND	2.4.1.	Early Childhood Foundation: Children demonstrate interest in books and reading related activities by:
EXPECTATION / BENCHMARK	2.4.1.a.	<p>Understanding books and other forms of print have meaning and purpose</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts</li> </ul> <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
EXPECTATION / BENCHMARK	2.4.1.b.	<p>Learning to sequence and predict a story</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts</li> </ul> <p>Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>

EXPECTATION / BENCHMARK	2.4.1.c.	<p>Appreciating different types of writing styles or formats and their purpose</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.8 Uses various types of books for their intended purposes</p>
STANDARD / CONTENT AREA	OR.2.	LANGUAGE AND LITERACY DEVELOPMENT
CONTENT STANDARD / PROFICIENCY	2.4.	Book Knowledge and Comprehension
BENCHMARK / STRAND	2.4.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	2.4.2.a.	<p>The child demonstrates sustained listening during story time (asks for story to be read again, wants to go back to favorite part, wants to study the picture, etc).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
EXPECTATION / BENCHMARK	2.4.2.b.	<p>The child pretends to read a story.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills</li> </ul> <p>Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
EXPECTATION / BENCHMARK	2.4.2.c.	<p>The child gains information from stories read aloud (relates events in stories to personal knowledge and experiences).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.7 Emerging to 18a.8 Engages in teacher-led activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>

EXPECTATION / BENCHMARK	2.4.2.d.	<p>The child answers questions about the story, tells and retells stories from books and experiences.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts</li> </ul> <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
EXPECTATION / BENCHMARK	2.4.2.e.	<p>The child learns to sequence and predict a story.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
EXPECTATION / BENCHMARK	2.4.2.f.	<p>The child tells a story to others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts</li> </ul> <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
EXPECTATION / BENCHMARK	2.4.2.g.	<p>The child recognizes various forms of writing and its purpose (such as poetry or a dictionary).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.8 Uses various types of books for their intended purposes</p>
STANDARD / CONTENT AREA	OR.2.	LANGUAGE AND LITERACY DEVELOPMENT
CONTENT STANDARD / PROFICIENCY	2.5.	Print Awareness and Alphabet Knowledge
BENCHMARK / STRAND	2.5.1.	Early Childhood Foundation: Children develop awareness of symbols and print by:

EXPECTATION / BENCHMARK	2.5.1.a.	<p>Understanding that each spoken word can be written down</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text</li> </ul> <p>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</p>
EXPECTATION / BENCHMARK	2.5.1.b.	<p>Recognizing that letters carry meaning and are found in a variety of forms and settings</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text</li> </ul> <p>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</p>
EXPECTATION / BENCHMARK	2.5.1.c.	<p>Recognizing and naming alphabet characters</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</li> </ul> <p>Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</p>
STANDARD / CONTENT AREA	OR.2.	LANGUAGE AND LITERACY DEVELOPMENT
CONTENT STANDARD / PROFICIENCY	2.5.	Print Awareness and Alphabet Knowledge
BENCHMARK / STRAND	2.5.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	2.5.2.a.	<p>The child understands that words can be written down and read.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts</li> </ul> <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
EXPECTATION / BENCHMARK	2.5.2.b.	<p>The child asks a person to read print such as: signs, lists, newspapers, messages, menus, and stories.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts</li> </ul> <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
EXPECTATION / BENCHMARK	2.5.2.c.	<p>The child points to words using a left to right progression when "reading" picture books.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts</li> </ul> <p>Objective 17b.4 Indicates where to start reading and the direction to follow</p>





EXPECTATION / BENCHMARK	2.5.2.d.	<p>The child recognizes or "reads" several words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills</li> </ul> <p>Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
EXPECTATION / BENCHMARK	2.5.2.e.	<p>The child associates sounds and written words (looks at books sees familiar letters and makes letter sounds and might even say letter name).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences</li> </ul> <p>Objective 16b.6 Produces at least one correct sound for each letter in the alphabet</p>
EXPECTATION / BENCHMARK	2.5.2.f.	<p>The child identifies most letters of the alphabet.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</li> </ul> <p>Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</p>
STANDARD / CONTENT AREA	OR.2.	LANGUAGE AND LITERACY DEVELOPMENT
CONTENT STANDARD / PROFICIENCY	2.6.	Early Writing
BENCHMARK / STRAND	2.6.1.	Early Childhood Foundation: Children show interest in and engage in early writing by:
EXPECTATION / BENCHMARK	2.6.1.a.	<p>Using scribbles, shapes and pictures to express ideas</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills a. Writes name</li> </ul> <p>Objective 19a.2 Makes scribbles or marks</p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
EXPECTATION / BENCHMARK	2.6.1.b.	<p>Experimenting with writing tools</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools</li> </ul> <p>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</p>



EXPECTATION / BENCHMARK	2.6.1.c.	<p>Writing symbols or letters for own name</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</li> </ul> <p>Objective 16a.6 Writes mock letters or letter-like forms</p>
STANDARD / CONTENT AREA	OR.2.	LANGUAGE AND LITERACY DEVELOPMENT
CONTENT STANDARD / PROFICIENCY	2.6.	Early Writing
BENCHMARK / STRAND	2.6.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	2.6.2.a.	<p>The child labels a drawing with several randomly placed letter-like shapes.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
EXPECTATION / BENCHMARK	2.6.2.b.	<p>The child represents ideas, stories and experiences through pictures, dictation and play (copies signs and writing in the classroom).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
EXPECTATION / BENCHMARK	2.6.2.c.	<p>The child shows progression from using scribbles, shapes or pictures to represent ideas, to writing recognizable letters.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
EXPECTATION / BENCHMARK	2.6.2.d.	<p>The child copies or writes familiar words and own name.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills a. Writes name</li> </ul> <p>Objective 19a.10 Writes partially accurate first name</p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
STANDARD / CONTENT AREA	OR.3.	MATHEMATICS
CONTENT STANDARD / PROFICIENCY	3.1.	Numbers and Operations
BENCHMARK / STRAND	3.1.1.	Early Childhood Foundation: Children develop an awareness of numerals by:

EXPECTATION / BENCHMARK	3.1.1.a.	<p>Counting, grouping and matching</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p>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</p>
EXPECTATION / BENCHMARK	3.1.1.b.	<p>Number recognition</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities</li> </ul> <p>Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects</p>
EXPECTATION / BENCHMARK	3.1.1.c.	<p>Using language to describe a sequence of events in time</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures b. Measures time and money</li> </ul> <p>Objective 22b.2 Knows usual sequence of basic daily events</p>
STANDARD / CONTENT AREA	OR.3.	MATHEMATICS
CONTENT STANDARD / PROFICIENCY	3.1.	Numbers and Operations
BENCHMARK / STRAND	3.1.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	3.1.2.a.	<p>The child counts up to ten.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
EXPECTATION / BENCHMARK	3.1.2.b.	<p>The child uses number concepts and vocabulary such as: first, last, next to, before, after, etc.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures c. Represents and analyzes data</li> </ul> <p>Objective 22c.2 Knows a few ordinal numbers</p>

EXPECTATION / BENCHMARK	3.1.2.c.	<p>The child combines, separates and names "how many" concrete objects.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • 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</p>
EXPECTATION / BENCHMARK	3.1.2.d.	<p>The child uses words such as more than and less than to express some number concepts.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • 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</p>
EXPECTATION / BENCHMARK	3.1.2.e.	<p>The child recognizes numerals 1 - 20.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities  Objective 20c.7 Emerging to 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents <i>how many</i> by writing one-digit numerals and some two-digit numerals</p>
EXPECTATION / BENCHMARK	3.1.2.f.	<p>The child uses words such as yesterday, today and tomorrow in conversation.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 22 Compares and measures b. Measures time and money  Objective 22b.2 Knows usual sequence of basic daily events</p>
STANDARD / CONTENT AREA	OR.3.	MATHEMATICS
CONTENT STANDARD / PROFICIENCY	3.2.	Geometry and Spatial Sense
BENCHMARK / STRAND	3.2.1.	Early Childhood Foundation: Children develop knowledge of geometric principles and spatial sense by:
EXPECTATION / BENCHMARK	3.2.1.a.	<p>Correctly using comparison words and words that describe the relative position of things</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships  Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>

EXPECTATION / BENCHMARK	3.2.1.b.	Classifying shapes  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
EXPECTATION / BENCHMARK	3.2.1.c.	Using shapes to make representative patterns  <u><b>GOLD® Objectives for Development and Learning</b></u> • 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 • 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
EXPECTATION / BENCHMARK	3.2.1.d.	Grouping objects (all large, all yellow, some big and others small, etc.)  <u><b>GOLD® Objectives for Development and Learning</b></u> • 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
EXPECTATION / BENCHMARK	3.2.1.e.	Providing reasoning for groupings  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
STANDARD / CONTENT AREA	OR.3.	MATHEMATICS
CONTENT STANDARD / PROFICIENCY	3.2.	Geometry and Spatial Sense
BENCHMARK / STRAND	3.2.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	3.2.2.a.	The child recognizes simple shapes.  <u><b>GOLD® Objectives for Development and Learning</b></u> • 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 • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)

EXPECTATION / BENCHMARK	3.2.2.b.	<p>The child compares various sizes of items (longer, shorter, same).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
EXPECTATION / BENCHMARK	3.2.2.c.	<p>The child describes, compares and names common shapes, their parts and attributes (circle, square, triangle, round, three sides, etc.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>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</p>
EXPECTATION / BENCHMARK	3.2.2.d.	<p>The child uses descriptive words such as: up, down, over, under, top, bottom, inside, outside, in front of and behind.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships</li> </ul> <p>Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>
STANDARD / CONTENT AREA	OR.3.	MATHEMATICS
CONTENT STANDARD / PROFICIENCY	3.3.	Patterns and Measurement
BENCHMARK / STRAND	3.3.1.	Early Childhood Foundation: Children develop knowledge of patterns and measurement by:
EXPECTATION / BENCHMARK	3.3.1.a.	<p>Recognizing and creating patterns</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p>Objective 23.6 Extends and creates simple repeating patterns</p>
EXPECTATION / BENCHMARK	3.3.1.b.	<p>Duplicating and extending simple patterns</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p>Objective 23.6 Extends and creates simple repeating patterns</p>
EXPECTATION / BENCHMARK	3.3.1.c.	<p>Using non-standard and standard measurement tools</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.8 Uses measurement words and some standard measurement tools accurately</p>



EXPECTATION / BENCHMARK	3.3.1.d.	<p>Recognizing a variety of measurement types (weight, length, etc.)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
EXPECTATION / BENCHMARK	3.3.1.e.	<p>Developing awareness of elements of time</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures b. Measures time and money</li> </ul> <p>Objective 22b.2 Knows usual sequence of basic daily events</p>
STANDARD / CONTENT AREA	OR.3.	MATHEMATICS
CONTENT STANDARD / PROFICIENCY	3.3.	Patterns and Measurement
BENCHMARK / STRAND	3.3.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	3.3.2.a.	<p>The child recognizes, duplicates and extends simple patterns using a variety of materials.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p>Objective 23.6 Extends and creates simple repeating patterns</p>
EXPECTATION / BENCHMARK	3.3.2.b.	<p>The child creates original patterns.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p>Objective 23.6 Extends and creates simple repeating patterns</p>
EXPECTATION / BENCHMARK	3.3.2.c.	<p>The child makes predictions about what might come next in a pattern.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p>Objective 23.6 Extends and creates simple repeating patterns</p>
EXPECTATION / BENCHMARK	3.3.2.d.	<p>The child explores, compares and describes length, weight or volume using items in the environment (strings, cubes, blocks, sticks, rulers, cartons etc.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>

EXPECTATION / BENCHMARK	3.3.2.e.	<p>The child shows awareness of time concepts (shows interest in calendar, clock, today, next week, etc.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 22 Compares and measures b. Measures time and money  Objective 22b.2 Knows usual sequence of basic daily events</p>
STANDARD / CONTENT AREA	OR.4.	PHYSICAL EDUCATION AND HEALTH
CONTENT STANDARD / PROFICIENCY	4.1.	Fine (Small) Motor
BENCHMARK / STRAND	4.1.1.	Early Childhood Foundation: Children use finger and hand control to operate and use small objects to demonstrate fine (small) motor coordination by:
EXPECTATION / BENCHMARK	4.1.1.a.	<p>Using hand-eye coordination to perform a variety of tasks</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands  Objective 7a.6 Uses refined wrist and finger movements</p>
EXPECTATION / BENCHMARK	4.1.1.b.	<p>Using strength and control to perform simple tasks</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands  Objective 7a.6 Uses refined wrist and finger movements</p>
EXPECTATION / BENCHMARK	4.1.1.c.	<p>Manipulating objects to solve problems or complete a task</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands  Objective 7a.6 Uses refined wrist and finger movements</p>
STANDARD / CONTENT AREA	OR.4.	PHYSICAL EDUCATION AND HEALTH
CONTENT STANDARD / PROFICIENCY	4.1.	Fine (Small) Motor
BENCHMARK / STRAND	4.1.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	4.1.2.a.	<p>The child explores and manipulates objects in multiple ways (blocks, puzzles, buttons, zippers, stringing small beads, etc.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands  Objective 7a.8 Uses small, precise finger and hand movements</p>



EXPECTATION / BENCHMARK	4.1.2.b.	<p>The child develops strength, dexterity and control needed to master use of markers, pencils, brushes, crayons, scissors, paper punch, stapler and hammer (pulls caps off markers and replaces them firmly, etc.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools</li> </ul> <p>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</p>
EXPECTATION / BENCHMARK	4.1.2.c.	<p>The child develops in eye-hand coordination (builds with blocks, puts puzzles together, copies shapes and patterns, opens and closes jars or lids on containers).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.6 Uses refined wrist and finger movements</p>
STANDARD / CONTENT AREA	OR.4.	PHYSICAL EDUCATION AND HEALTH
CONTENT STANDARD / PROFICIENCY	4.2.	Gross (Large) Motor
BENCHMARK / STRAND	4.2.1.	Early Childhood Foundation: Children develop coordination, balance, spatial awareness and strength through gross (large) motor skills by:
EXPECTATION / BENCHMARK	4.2.1.a.	<p>Coordinating both hands to manipulate large objects</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
EXPECTATION / BENCHMARK	4.2.1.b.	<p>Developing body flexibility and coordination</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.6 Sustains balance during simple movement experiences</p>
EXPECTATION / BENCHMARK	4.2.1.c.	<p>Using indoor and outdoor equipment safely and appropriately</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.6 Sustains balance during simple movement experiences</p>
STANDARD / CONTENT AREA	OR.4.	PHYSICAL EDUCATION AND HEALTH



CONTENT STANDARD / PROFICIENCY	4.2.	Gross (Large) Motor
BENCHMARK / STRAND	4.2.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	4.2.2.a.	<p>The child engages in complete movements such as climbing and walking up and down stairs.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.6 Moves purposefully from place to place with control</p>
EXPECTATION / BENCHMARK	4.2.2.b.	<p>The child demonstrates control and balance by: marching, hopping, running, jumping, pulling toys, pushing boxes, etc.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.6 Moves purposefully from place to place with control</p>
EXPECTATION / BENCHMARK	4.2.2.c.	<p>The child demonstrates coordinated movements such as throwing balls.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
EXPECTATION / BENCHMARK	4.2.2.d.	<p>The child uses indoor and outdoor equipment such as the slide or swing.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.6 Sustains balance during simple movement experiences</p>
STANDARD / CONTENT AREA	OR.4.	PHYSICAL EDUCATION AND HEALTH
CONTENT STANDARD / PROFICIENCY	4.3.	Health Status and Practices
BENCHMARK / STRAND	4.3.1.	Early Childhood Foundation: Children show healthy physical growth and growing independence by:
EXPECTATION / BENCHMARK	4.3.1.a.	<p>Showing an interest in personal care</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>

EXPECTATION / BENCHMARK	4.3.1.b.	Demonstrating an ability to keep self safe  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / BENCHMARK	4.3.1.c.	Identifying potentially dangerous or harmful substances  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / BENCHMARK	4.3.1.d.	Showing knowledge of healthy food groups (vegetables, fruits, etc.)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / CONTENT AREA	OR.4.	PHYSICAL EDUCATION AND HEALTH
CONTENT STANDARD / PROFICIENCY	4.3.	Health Status and Practices
BENCHMARK / STRAND	4.3.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	4.3.2.a.	The child follows program safety rules.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION / BENCHMARK	4.3.2.b.	The child recognizes common signs for poison, danger and warning.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / BENCHMARK	4.3.2.c.	The child demonstrates growing independence in hygiene and personal care such as hand washing (after toilet, before eating, after animal handling, etc.), teeth brushing, wiping nose.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs



EXPECTATION / BENCHMARK	4.3.2.d.	The child demonstrates healthy eating behaviors (talks about and shows interest in foods that are healthy).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / CONTENT AREA	OR.5.	SCIENCE
CONTENT STANDARD / PROFICIENCY	5.1.	Matter or the Physical World
BENCHMARK / STRAND	5.1.1.	Early Childhood Foundation: Children understand the physical properties of matter by:
EXPECTATION / BENCHMARK	5.1.1.a.	Making observations and describing what is seen  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
EXPECTATION / BENCHMARK	5.1.1.b.	Making types of comparisons between objects  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION / BENCHMARK	5.1.1.c.	Using scientific tools to learn about their world (magnifying glass, magnets, microscope, etc.)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
STANDARD / CONTENT AREA	OR.5.	SCIENCE
CONTENT STANDARD / PROFICIENCY	5.1.	Matter or the Physical World
BENCHMARK / STRAND	5.1.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	5.1.2.a.	The child explores a variety of materials to learn about weight, size, texture, shape, color and temperature.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION / BENCHMARK	5.1.2.b.	The child uses a variety of tools and objects to explore and discover the world and how things work in the world (magnets, microscope, scales, thermometer etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks

EXPECTATION / BENCHMARK	5.1.2.c.	The child makes observations and predictions, and tries things out to discover what will happen.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
EXPECTATION / BENCHMARK	5.1.2.d.	The child experiments with the effects of personal actions on objects (notices and plans for the effect of using different blocks for building stability and height).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION / BENCHMARK	5.1.2.e.	The child identifies and discusses changes that occur in nature and man-made materials over time (observes weather changes, leaf colors, food molding etc.)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / CONTENT AREA	OR.5.	SCIENCE
CONTENT STANDARD / PROFICIENCY	5.2.	Force, Movement and Energy
BENCHMARK / STRAND	5.2.1.	Early Childhood Foundation: Children understand how the movement of one object can affect another's by:
EXPECTATION / BENCHMARK	5.2.1.a.	Demonstrating understanding of simple cause and effect  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
EXPECTATION / BENCHMARK	5.2.1.b.	Investigating what happens in a series of events ("how high can we build the tower?", "what happens if we add the round block?")  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
STANDARD / CONTENT AREA	OR.5.	SCIENCE
CONTENT STANDARD / PROFICIENCY	5.2.	Force, Movement and Energy
BENCHMARK / STRAND	5.2.2.	Early Childhood Foundation: Children understand the physical properties of energy by:
EXPECTATION / BENCHMARK	5.2.2.a.	Understanding the use of energy through observation and exploration  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
STANDARD / CONTENT AREA	OR.5.	SCIENCE
CONTENT STANDARD /	5.2.	Force, Movement and Energy

PROFICIENCY		
BENCHMARK / STRAND	5.2.3.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	5.2.3.a.	<p>The child shows curiosity and inquiry through play (becomes intentional when choosing blocks for construction or experiments with toys and other materials to test speed, falling, etc.).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 24 Uses scientific inquiry skills</li> </ul>
EXPECTATION / BENCHMARK	5.2.3.b.	<p>The child explores objects and materials and their impact on one another (uses eye dropper to drop color in glasses of water, compares what will float or sink, builds a series of inclines to see how far the marble will roll).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 26 Demonstrates knowledge of the physical properties of objects and materials</li> </ul>
EXPECTATION / BENCHMARK	5.2.3.c.	<p>The child observes and explores different ways objects and materials move and change (What makes the tricycle go? How long will the swing go back and forth if I give it one big push? Explores different ways to use toys and equipment, etc.).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 26 Demonstrates knowledge of the physical properties of objects and materials</li> </ul>
STANDARD / CONTENT AREA	OR.5.	SCIENCE
CONTENT STANDARD / PROFICIENCY	5.3.	Forming the Questions and Hypothesis and Designing the Investigation
BENCHMARK / STRAND	5.3.1.	Early Childhood Foundation: Children use senses to explore and observe materials and nature by:
EXPECTATION / BENCHMARK	5.3.1.a.	<p>Showing interest in active investigation</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 24 Uses scientific inquiry skills</li> </ul>
EXPECTATION / BENCHMARK	5.3.1.b.	<p>Asking questions</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 24 Uses scientific inquiry skills</li> </ul>
STANDARD / CONTENT AREA	OR.5.	SCIENCE
CONTENT STANDARD / PROFICIENCY	5.3.	Forming the Questions and Hypothesis and Designing the Investigation
BENCHMARK / STRAND	5.3.2.	Early Childhood Foundation: Children participate in simple investigations to test observations by:

EXPECTATION / BENCHMARK	5.3.2.a.	Beginning to make comparisons  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
EXPECTATION / BENCHMARK	5.3.2.b.	Joining in discussions  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
STANDARD / CONTENT AREA	OR.5.	SCIENCE
CONTENT STANDARD / PROFICIENCY	5.3.	Forming the Questions and Hypothesis and Designing the Investigation
BENCHMARK / STRAND	5.3.3.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	5.3.3.a.	The child shows curiosity through exploration of objects and materials.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION / BENCHMARK	5.3.3.b.	The child begins to ask scientific questions and use observations in making predictions and formulating theories about how things work (Where does the moon go during the day? What makes the wind blow? How do we make the water move?, etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
EXPECTATION / BENCHMARK	5.3.3.c.	The child uses appropriate materials for problem-solving and exploration of the physical world (magnifying glasses, magnifying bug container, videotape, photos, etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
EXPECTATION / BENCHMARK	5.3.3.d.	The child explores possible answers to simple science based questions through investigation (child gives his/her hypothesis and then tests ideas through observation, experiments and discussion).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
STANDARD / CONTENT AREA	OR.5.	SCIENCE
CONTENT STANDARD / PROFICIENCY	5.4.	Collecting and Presenting Data, and Analyzing and Interpreting Results
BENCHMARK / STRAND	5.4.1.	Early Childhood Foundation: Children use a variety of techniques to collect data from an investigation by:

EXPECTATION / BENCHMARK	5.4.1.a.	Using senses, varied tools, and simple measures  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
EXPECTATION / BENCHMARK	5.4.1.b.	Recording and representing experiences in a variety of ways  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
STANDARD / CONTENT AREA	OR.5.	SCIENCE
CONTENT STANDARD / PROFICIENCY	5.4.	Collecting and Presenting Data, and Analyzing and Interpreting Results
BENCHMARK / STRAND	5.4.2.	Early Childhood Foundation: Children demonstrate beginning skills in predicting, explaining and generalizing on past experiences by:
EXPECTATION / BENCHMARK	5.4.2.a.	Seeing patterns and relationships  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
EXPECTATION / BENCHMARK	5.4.2.b.	Making reasonable predictions, explanations and generalizations  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
STANDARD / CONTENT AREA	OR.5.	SCIENCE
CONTENT STANDARD / PROFICIENCY	5.4.	Collecting and Presenting Data, and Analyzing and Interpreting Results
BENCHMARK / STRAND	5.4.3.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	5.4.3.a.	The child collects describes and records information through a variety of means including: discussion, drawing, graphing, tallying, photographing, writing (attempts simple line drawings, moves to more details as experiences grow).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
EXPECTATION / BENCHMARK	5.4.3.b.	The child shows ability to predict and explain results of a simple investigation (discusses ideas of what might happen and why).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills

EXPECTATION / BENCHMARK	5.4.3.c.	<p>The child describes patterns and relationships, and discusses things that are alike/different.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
EXPECTATION / BENCHMARK	5.4.3.d.	<p>The child shows ability to measure time, length, distance and weight.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
STANDARD / CONTENT AREA	OR.5.	SCIENCE
CONTENT STANDARD / PROFICIENCY	5.5.	Organisms and Heredity
BENCHMARK / STRAND	5.5.1.	Early Childhood Foundation: Children recognize that living things are similar and different by:
EXPECTATION / BENCHMARK	5.5.1.a.	<p>Making comparisons</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> </ul>
EXPECTATION / BENCHMARK	5.5.1.b.	<p>Observing critical details of similarities and differences</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> </ul>
STANDARD / CONTENT AREA	OR.5.	SCIENCE
CONTENT STANDARD / PROFICIENCY	5.5.	Organisms and Heredity
BENCHMARK / STRAND	5.5.2.	Early Childhood Foundation: Children recognize that living things are similar and different by:
EXPECTATION / BENCHMARK	5.5.2.a.	<p>Showing an understanding and knowledge of living things</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> </ul>
EXPECTATION / BENCHMARK	5.5.2.b.	<p>Describing common attributes</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> </ul>
STANDARD / CONTENT AREA	OR.5.	SCIENCE





CONTENT STANDARD / PROFICIENCY	5.5.	Organisms and Heredity
BENCHMARK / STRAND	5.5.3.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	5.5.3.a.	The child notices similarities, differences and categories of plants and animals such as appearances, behaviors and habitats.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / BENCHMARK	5.5.3.b.	The child recognizes water and food as common needs of all living things.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / BENCHMARK	5.5.3.c.	The child describes similar characteristics of living things such as dogs, cats, birds, trees (cats and dogs have fur, birds have feathers, fish swim, butterfly's fly, Christmas trees are different than the trees that loose their leaves).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / BENCHMARK	5.5.3.d.	The child has an understanding of family (describes family make-up, learns about family differences, begins to understand family membership and roles).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION / BENCHMARK	5.5.3.e.	The child shows growing understanding of and respect for living things in the environment (is considerate of living things, shows interest in recycling and taking care of the world).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD / CONTENT AREA	OR.5.	SCIENCE
CONTENT STANDARD / PROFICIENCY	5.6.	Diversity, Interdependence and Dynamic Earth
BENCHMARK / STRAND	5.6.1.	Early Childhood Foundation: Children understand the variety, needs and cycles of living things by:
EXPECTATION / BENCHMARK	5.6.1.a.	Identifying plants, animals and people  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / BENCHMARK	5.6.1.b.	Identifying habitats in their daily world  No Correlations



EXPECTATION / BENCHMARK	5.6.1.c.	Acknowledging life cycles, birth and death  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD / CONTENT AREA	OR.5.	SCIENCE
CONTENT STANDARD / PROFICIENCY	5.6.	Diversity, Interdependence and Dynamic Earth
BENCHMARK / STRAND	5.6.2.	Early Childhood Foundation: Children recognize differences in materials that make up the earth by:
EXPECTATION / BENCHMARK	5.6.2.a.	Showing interest in the properties of rock, dirt and sand  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION / BENCHMARK	5.6.2.b.	Discussing the seasons and weather  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION / BENCHMARK	5.6.2.c.	Observing the sun, moon, stars, clouds and other elements in the universe  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / CONTENT AREA	OR.5.	SCIENCE
CONTENT STANDARD / PROFICIENCY	5.6.	Diversity, Interdependence and Dynamic Earth
BENCHMARK / STRAND	5.6.3.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	5.6.3.a.	The child recognizes and respects that living things have unique needs such as food and water.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / BENCHMARK	5.6.3.b.	The child demonstrates understanding that living things grow and change over time.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / BENCHMARK	5.6.3.c.	The child recognizes differences in non-living earth materials (rock, dirt, sand).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment

EXPECTATION / BENCHMARK	5.6.3.d.	The child develops awareness and beginning understanding of changes in the weather and the seasons.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION / BENCHMARK	5.6.3.e.	The child observes the characteristics and movement of the sun, moon, stars and clouds.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / CONTENT AREA	OR.6.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
CONTENT STANDARD / PROFICIENCY	6.1.	<b>Self Concept</b>
BENCHMARK / STRAND	6.1.1.	<b>Early Childhood Foundation: Children express awareness of self by:</b>
EXPECTATION / BENCHMARK	6.1.1.a.	Developing independence and confidence  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / BENCHMARK	6.1.1.b.	Identifying common features such as name, age, gender, family etc.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION / BENCHMARK	6.1.1.c.	Initiating and maintaining play with others  <u><b>GOLD® Objectives for Development and Learning</b></u> • 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
STANDARD / CONTENT AREA	OR.6.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
CONTENT STANDARD / PROFICIENCY	6.1.	<b>Self Concept</b>
BENCHMARK / STRAND	6.1.2.	<b>Indicators: Observable Behaviors</b>
EXPECTATION / BENCHMARK	6.1.2.a.	The child is willing to try new things (play dough, finger painting, cooking, etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

EXPECTATION / BENCHMARK	6.1.2.b.	<p>The child willing to stay with a task for a meaningful period of time.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> </ul> <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
EXPECTATION / BENCHMARK	6.1.2.c.	<p>The child expresses confidence and pride in accomplishments.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION / BENCHMARK	6.1.2.d.	<p>The child demonstrates independence in a range of activities, routines and tasks.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION / BENCHMARK	6.1.2.e.	<p>The child initiates play and work activities with others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers</li> </ul> <p>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
EXPECTATION / BENCHMARK	6.1.2.f.	<p>The child expresses awareness of self in terms of specific abilities, characteristics and preferences ("I am taller than this rock!").</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 29 Demonstrates knowledge about self</li> </ul>
STANDARD / CONTENT AREA	OR.6.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
CONTENT STANDARD / PROFICIENCY	6.2.	<b>Self Control</b>
BENCHMARK / STRAND	6.2.1.	<b>Early Childhood Foundation: Children demonstrate self control or self regulation by:</b>
EXPECTATION / BENCHMARK	6.2.1.a.	<p>Expressing feelings</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>

EXPECTATION / BENCHMARK	6.2.1.b.	<p>Responding to words and feelings in the context they were shared</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
EXPECTATION / BENCHMARK	6.2.1.c.	<p>Following simple rules and participating in routines</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
STANDARD / CONTENT AREA	OR.6.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
CONTENT STANDARD / PROFICIENCY	6.2.	<b>Self Control</b>
BENCHMARK / STRAND	6.2.2.	<b>Indicators: Observable Behaviors</b>
EXPECTATION / BENCHMARK	6.2.2.a.	<p>The child uses words to express feelings ("I don't like...", or "I'm happy!").</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
EXPECTATION / BENCHMARK	6.2.2.b.	<p>The child manages feelings and is able to calm self.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
EXPECTATION / BENCHMARK	6.2.2.c.	<p>The child follows simple rules and participates in routines (waits in line).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
EXPECTATION / BENCHMARK	6.2.2.d.	<p>The child successfully completes transitions (moves from play to clean up; leaves toys when asked to come for a ride within normal time expected).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>

EXPECTATION / BENCHMARK	6.2.2.e.	<p>The child develops understanding of how his/her actions affect others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues  Objective 2b.4 Demonstrates concern about the feelings of others</p>
EXPECTATION / BENCHMARK	6.2.2.f.	<p>The child attempts to resolve conflicts by using a variety of strategies other than aggression.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems  Objective 3b.6 Suggest solutions to social problems</p>
STANDARD / CONTENT AREA	OR.6.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
CONTENT STANDARD / PROFICIENCY	6.3.	<b>Cooperation</b>
BENCHMARK / STRAND	6.3.1.	<b>Early Childhood Foundation: Children build and sustain cooperative relationships by:</b>
EXPECTATION / BENCHMARK	6.3.1.a.	<p>Playing, working and cooperating with adults</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults  Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
EXPECTATION / BENCHMARK	6.3.1.b.	<p>Playing, working and cooperating with peers</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • 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</p>
EXPECTATION / BENCHMARK	6.3.1.c.	<p>Using problem solving skills with peers and adults</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems  Objective 3b.6 Suggest solutions to social problems</p>
STANDARD / CONTENT AREA	OR.6.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
CONTENT STANDARD / PROFICIENCY	6.3.	<b>Cooperation</b>
BENCHMARK / STRAND	6.3.2.	<b>Indicators: Observable Behaviors</b>

EXPECTATION / BENCHMARK	6.3.2.a.	<p>The child interacts with others and actively participates by taking turns, sharing materials and interacting positively.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others  Objective 3a.4 Take turns</p>
EXPECTATION / BENCHMARK	6.3.2.b.	<p>The child works in small and large group settings with adult support.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others  Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
EXPECTATION / BENCHMARK	6.3.2.c.	<p>The child enters a group and plays cooperatively.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships c. Interacts with peers  Objective 2c.4 Uses successful strategies for entering groups</p>
EXPECTATION / BENCHMARK	6.3.2.d.	<p>The child accepts guidance and direction from adults in the environment.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations  Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
EXPECTATION / BENCHMARK	6.3.2.e.	<p>The child uses compromise and discussion while working, planning, playing and resolving conflicts with peers.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems  Objective 3b.8 Resolves social problems through basic negotiation and compromise</p>
STANDARD / CONTENT AREA	OR.6.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
CONTENT STANDARD / PROFICIENCY	6.4.	<b>Social Relationships</b>
BENCHMARK / STRAND	6.4.1.	<b>Early Childhood Foundation: Children build social relationships by:</b>
EXPECTATION / BENCHMARK	6.4.1.a.	<p>Demonstrating empathy (awareness of others feelings)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues  Objective 2b.4 Demonstrates concern about the feelings of others</p>

EXPECTATION / BENCHMARK	6.4.1.b.	Cooperating with others  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
EXPECTATION / BENCHMARK	6.4.1.c.	Interacting with peers and adults  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults • 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
STANDARD / CONTENT AREA	OR.6.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
CONTENT STANDARD / PROFICIENCY	6.4.	<b>Social Relationships</b>
BENCHMARK / STRAND	6.4.2.	<b>Indicators: Observable Behaviors</b>
EXPECTATION / BENCHMARK	6.4.2.a.	The child communicates with a range of familiar adults; responds to and initiates conversation.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
EXPECTATION / BENCHMARK	6.4.2.b.	The child initiates, engages and sustains peer interactions; shares toys and materials during play.  <u><b>GOLD® Objectives for Development and Learning</b></u> • 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
EXPECTATION / BENCHMARK	6.4.2.c.	The child builds a relationship with at least one other child; shows loyalty to a friend.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates



EXPECTATION / BENCHMARK	6.4.2.d.	<p>The child develops friendships with peers.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships d. Makes friends</li> </ul> <p>Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while</p>
STANDARD / CONTENT AREA	OR.6.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
CONTENT STANDARD / PROFICIENCY	6.5.	Knowledge of Families, Community and Diversity
BENCHMARK / STRAND	6.5.1.	Early Childhood Foundation: Children show knowledge of family and community by:
EXPECTATION / BENCHMARK	6.5.1.a.	<p>Recognizing familiar locations</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 32 Demonstrates simple geographic knowledge</li> </ul>
EXPECTATION / BENCHMARK	6.5.1.b.	<p>Describing the roles and relationships in families</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 30 Demonstrates basic understanding of people and how they live</li> </ul>
EXPECTATION / BENCHMARK	6.5.1.c.	<p>Understanding similarities and differences among families and communities (Joseph says hello in some other language).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 30 Demonstrates basic understanding of people and how they live</li> </ul>
STANDARD / CONTENT AREA	OR.6.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
CONTENT STANDARD / PROFICIENCY	6.5.	Knowledge of Families, Community and Diversity
BENCHMARK / STRAND	6.5.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	6.5.2.a.	<p>The child understands assigned family roles and tasks.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 30 Demonstrates basic understanding of people and how they live</li> </ul>
EXPECTATION / BENCHMARK	6.5.2.b.	<p>The child identifies other people in their roles and what they do (policeman).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 30 Demonstrates basic understanding of people and how they live</li> </ul>
EXPECTATION / BENCHMARK	6.5.2.c.	<p>The child identifies his/her personal characteristics including name, age and gender.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 29 Demonstrates knowledge about self</li> </ul>

EXPECTATION / BENCHMARK	6.5.2.d.	The child recognizes familiar places in the environment (home, school, parks, stores, restaurants, etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 32 Demonstrates simple geographic knowledge
EXPECTATION / BENCHMARK	6.5.2.e.	The child describes similarities and differences among families and communities (Joseph says hello in some other language).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Demonstrates basic understanding of people and how they live
STANDARD / CONTENT AREA	OR.7.	SOCIAL SCIENCE
CONTENT STANDARD / PROFICIENCY	7.1.	History
BENCHMARK / STRAND	7.1.1.	Early Childhood Foundation: Children sequence what happens in relationship to concrete, real life experiences by:
EXPECTATION / BENCHMARK	7.1.1.a.	Differentiating between what happened today, before school, yesterday and what might be planned for tomorrow  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 31 Explores change related to familiar people or places
EXPECTATION / BENCHMARK	7.1.1.b.	Recognizing change over time  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 31 Explores change related to familiar people or places
STANDARD / CONTENT AREA	OR.7.	SOCIAL SCIENCE
CONTENT STANDARD / PROFICIENCY	7.1.	History
BENCHMARK / STRAND	7.1.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	7.1.2.a.	The child recognizes the beginning and end of an event (sits on the rug when the music stops, washes hands before snack)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
EXPECTATION / BENCHMARK	7.1.2.b.	The child recalls information about immediate past (before lunch, after snack, yesterday).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support

EXPECTATION / BENCHMARK	7.1.2.c.	The child explores and is curious about changes over time  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 31 Explores change related to familiar people or places
EXPECTATION / BENCHMARK	7.1.2.d.	The child demonstrates the ability to put events in correct sequence (describes what takes place during different parts of the day, retells a story, talks about an event on the playground using terms such as first, then, etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
EXPECTATION / BENCHMARK	7.1.2.e.	The child experiments with general terms related to properties of time ("Today I get to go to Grandma's house," "Yesterday was my Daddy's birthday", etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
EXPECTATION / BENCHMARK	7.1.2.f.	The child makes predictions about what might happen ("We might get a puppy.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 31 Explores change related to familiar people or places
STANDARD / CONTENT AREA	OR.7.	<b>SOCIAL SCIENCE</b>
CONTENT STANDARD / PROFICIENCY	7.2.	Geography, Environment and Surroundings
BENCHMARK / STRAND	7.2.1.	Early Childhood Foundation: Children use environmental clues and tools to understand surroundings by:
EXPECTATION / BENCHMARK	7.2.1.a.	Describing environments and their characteristics  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 32 Demonstrates simple geographic knowledge
EXPECTATION / BENCHMARK	7.2.1.b.	Using tools to find locations and directions  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 32 Demonstrates simple geographic knowledge
STANDARD / CONTENT AREA	OR.7.	<b>SOCIAL SCIENCE</b>
CONTENT STANDARD / PROFICIENCY	7.2.	Geography, Environment and Surroundings
BENCHMARK / STRAND	7.2.2.	Indicators: Observable Behaviors

EXPECTATION / BENCHMARK	7.2.2.a.	<p>The child describes characteristics of the physical environment, (identifies playground by the swings, tells color of his/her house, talks about where the paints go and where you put the blocks etc.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 32 Demonstrates simple geographic knowledge</p>
EXPECTATION / BENCHMARK	7.2.2.b.	<p>The child identifies different environments by the people or signs that are part of that environment such as his/her name, the stop sign at the corner by the school, the symbol for no climbing posted by the slide, etc.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 32 Demonstrates simple geographic knowledge</p>
EXPECTATION / BENCHMARK	7.2.2.c.	<p>The child shows interest in using real tools for locating places (looks at the globe or map to find a place, may bring in a compass because you are going on a walk, making maps of familiar places or a treasure map, etc.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 32 Demonstrates simple geographic knowledge</p>
STANDARD / CONTENT AREA	OR.7.	SOCIAL SCIENCE
CONTENT STANDARD / PROFICIENCY	7.3.	Economics and Economic Concepts
BENCHMARK / STRAND	7.3.1.	Early Childhood Foundation: Children begin to understand fundamental economic concepts of by:
EXPECTATION / BENCHMARK	7.3.1.a.	<p>Practicing basic skills of buying, selling and trading</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 30 Shows basic understanding of people and how they live</p>
EXPECTATION / BENCHMARK	7.3.1.b.	<p>Recognizing the impact of supply and demand</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 30 Shows basic understanding of people and how they live</p>
STANDARD / CONTENT AREA	OR.7.	SOCIAL SCIENCE
CONTENT STANDARD / PROFICIENCY	7.3.	Economics and Economic Concepts
BENCHMARK / STRAND	7.3.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	7.3.2.a.	<p>The child uses objects (pretend or real) to buy, barter, or trade. Uses play money at the play center store to buy groceries, negotiates for a toy with another toy or object, etc.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 30 Shows basic understanding of people and how they live</p>

EXPECTATION / BENCHMARK	7.3.2.b.	<p>The child understands the relationship of supply to demand, and dependence on others to provide for wants and needs (tries to problem solve when there is not enough fruit for everyone at snack time, asks for help because all the children do not have markers and they are all gone, etc.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 30 Shows basic understanding of people and how they live</p>
EXPECTATION / BENCHMARK	7.3.2.c.	<p>The child understands and recognizes the use of money as an exchange for goods or services (talks about what he/she will buy with their birthday money or allowance, may ask for money to buy something, gives the teacher money and says "this is to buy my milk," etc.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 30 Shows basic understanding of people and how they live</p>
STANDARD / CONTENT AREA	OR.7.	SOCIAL SCIENCE
CONTENT STANDARD / PROFICIENCY	7.4.	Civics and Government Rules
BENCHMARK / STRAND	7.4.1.	Early Childhood Foundation: Children understand the need for and use of rules by:
EXPECTATION / BENCHMARK	7.4.1.a.	<p>Recognizing how rules differ by location and groups</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 30 Shows basic understanding of people and how they live</p>
EXPECTATION / BENCHMARK	7.4.1.b.	<p>Setting and following simple rules</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 30 Shows basic understanding of people and how they live</p>
EXPECTATION / BENCHMARK	7.4.1.c.	<p>Participating in choices making and voting activities</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 30 Shows basic understanding of people and how they live</p>
STANDARD / CONTENT AREA	OR.7.	SOCIAL SCIENCE
CONTENT STANDARD / PROFICIENCY	7.4.	Civics and Government Rules
BENCHMARK / STRAND	7.4.2.	Indicators: Observable Behaviors

EXPECTATION / BENCHMARK	7.4.2.a.	<p>The child understands different places have different rules (he/she can't play ball, where children swing and slide, knows that "outside voices" aren't for the home or classroom etc.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 12 Remembers and connects experiences b. Makes connections  Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>
EXPECTATION / BENCHMARK	7.4.2.b.	<p>The child understands basic rules and understands consequences for actions (he/she throws sand; they will not be able to play in the sand box, etc.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations  Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
EXPECTATION / BENCHMARK	7.4.2.c.	<p>The child demonstrates independence, follows routines with little supervision (can get own materials for projects, cleans up readily, puts toys and materials in proper places).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION / BENCHMARK	7.4.2.d.	<p>The child understands concepts of voting and making choices (group may raise hands to choose which books to read, games to play, etc.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 30 Shows basic understanding of people and how they live</p>
EXPECTATION / BENCHMARK	7.4.2.e.	<p>The child demonstrates ability to create rules in play (everyone gets one turn in the circle or on the new tricycle.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 12 Remembers and connects experiences b. Makes connections  Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>
STANDARD / CONTENT AREA	OR.7.	SOCIAL SCIENCE
CONTENT STANDARD / PROFICIENCY	7.5.	Family Roles and Relationships
BENCHMARK / STRAND	7.5.1.	Early Childhood Foundation: Children understand the roles and relationships within their family by:

EXPECTATION / BENCHMARK	7.5.1.a.	Identifying family members  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION / BENCHMARK	7.5.1.b.	Knowing family roles  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
STANDARD / CONTENT AREA	OR.7.	<b>SOCIAL SCIENCE</b>
CONTENT STANDARD / PROFICIENCY	7.5.	<b>Family Roles and Relationships</b>
BENCHMARK / STRAND	7.5.2.	<b>Indicators: Observable Behaviors</b>
EXPECTATION / BENCHMARK	7.5.2.a.	The child identifies his/her role in the family structure (knows he/she has a big brother, identifies they are the biggest (oldest) in their family etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION / BENCHMARK	7.5.2.b.	The child recognizes and describes the roles within the home (talks about where "Mommy" works, identifies who cooks dinner and who tells him/her to pick up toys before bed, etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION / BENCHMARK	7.5.2.c.	The child uses knowledge of immediate surroundings to make sense of his/her family's connection to the community and the world (uses a bag for a briefcase or lunch box and pretends to be a parent going to work, plays on the swing and says he has a swing at home etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
STANDARD / CONTENT AREA	OR.7.	<b>SOCIAL SCIENCE</b>
CONTENT STANDARD / PROFICIENCY	7.6.	<b>Government Diversity</b>
BENCHMARK / STRAND	7.6.1.	<b>Early Childhood Foundation: Children gain knowledge and understanding of diversity within government by:</b>
EXPECTATION / BENCHMARK	7.6.1.a.	Recognizing gender related characteristics  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live

EXPECTATION / BENCHMARK	7.6.1.b.	Recognizing differences and similarities among people  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / BENCHMARK	7.6.1.c.	Identifying self as part of a group  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
STANDARD / CONTENT AREA	OR.7.	<b>SOCIAL SCIENCE</b>
CONTENT STANDARD / PROFICIENCY	7.6.	<b>Government Diversity</b>
BENCHMARK / STRAND	7.6.2.	<b>Indicators: Observable Behaviors</b>
EXPECTATION / BENCHMARK	7.6.2.a.	The child identifies and recognizes the gender of persons within their family, classroom and of storybook characters.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION / BENCHMARK	7.6.2.b.	The child describes self and compares similarities with others ("I have blue eyes, you have brown." "I have bigger and can pick up my baby sister" etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION / BENCHMARK	7.6.2.c.	The child recognizes and identifies differences in personal characteristics and family makeup ("I have a sister but you don't", "Jalen has black hair but mine is blond", "Jamal doesn't have a Daddy.").  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION / BENCHMARK	7.6.2.d.	The child demonstrates growing awareness that people of the world differ in language, dress and food, and where they live ("Carlos talks in Spanish", comment on another child or adult's skin color, dress, food, disability, etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / BENCHMARK	7.6.2.e.	The child describes that different people have different responsibilities and jobs in the community (identifies that a fireman puts out fires, a policeman keeps us safe, the doctor gives us shots to make us well, etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live





EXPECTATION / BENCHMARK	7.6.2.f.	<p>The child identifies self as a member of a group outside of the family (knows what class they are in, knows what group they go with for snack, music or physical exercise, etc.).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 29 Demonstrates knowledge about self</li> </ul> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 30 Shows basic understanding of people and how they live</li> </ul>
STANDARD / CONTENT AREA	OR.8.	THE ARTS
CONTENT STANDARD / PROFICIENCY	8.1.	Music
BENCHMARK / STRAND	8.1.1.	Early Childhood Foundation: Children develop skills and enjoy music by:
EXPECTATION / BENCHMARK	8.1.1.a.	<p>Moving to the beat of songs or instrumental music with complex movements such as hopping or clapping to the beat</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 34 Explores musical concepts and expression</li> </ul>
EXPECTATION / BENCHMARK	8.1.1.b.	<p>Singing or chanting with the music (cultural, folk, game, etc.)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 34 Explores musical concepts and expression</li> </ul>
EXPECTATION / BENCHMARK	8.1.1.c.	<p>Playing instruments (both hand made and real such as a piano)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 34 Explores musical concepts and expression</li> </ul>
EXPECTATION / BENCHMARK	8.1.1.d.	<p>Using music to express feelings through dancing or other movements</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 34 Explores musical concepts and expression</li> <li>• Objective 35 Explores dance and movement concepts</li> </ul>
STANDARD / CONTENT AREA	OR.8.	THE ARTS
CONTENT STANDARD / PROFICIENCY	8.1.	Music
BENCHMARK / STRAND	8.1.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	8.1.2.a.	<p>The child participates in musical activities such as singing, dancing, games and performances.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 34 Explores musical concepts and expression</li> <li>• Objective 35 Explores dance and movement concepts</li> </ul>

EXPECTATION / BENCHMARK	8.1.2.b.	The child experiments with a variety of musical instruments that are age and size appropriate.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
EXPECTATION / BENCHMARK	8.1.2.c.	The child explores tempo and volume using musical instruments and props (real instruments or instruments created by The child such as scarves, streamers, etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
EXPECTATION / BENCHMARK	8.1.2.d.	The child knows words of familiar songs and sings or hums them.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
EXPECTATION / BENCHMARK	8.1.2.e.	The child makes up songs during play.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
EXPECTATION / BENCHMARK	8.1.2.f.	The child reacts to musical experiences through self-expression (singing, dancing).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
STANDARD / CONTENT AREA	OR.8.	THE ARTS
CONTENT STANDARD / PROFICIENCY	8.2.	Visual Arts
BENCHMARK / STRAND	8.2.1.	Early Childhood Foundation: Children develop skills and interest in exploration and experimentation with new materials by:
EXPECTATION / BENCHMARK	8.2.1.a.	Using art tools to draw, paint and color (hands, brushes, pencils, pens)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
EXPECTATION / BENCHMARK	8.2.1.b.	Using shapes and patterns in their creations  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
EXPECTATION / BENCHMARK	8.2.1.c.	Using a variety of mediums and tools in creative expression (fabric, leaves, feathers)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts

EXPECTATION / BENCHMARK	8.2.1.d.	Using materials to build and create a structure to represent another item (blocks become a castle, clay becomes a snowman)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
STANDARD / CONTENT AREA	OR.8.	THE ARTS
CONTENT STANDARD / PROFICIENCY	8.2.	Visual Arts
BENCHMARK / STRAND	8.2.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	8.2.2.a.	The child uses materials in a variety of ways in creating expression (big/small brushes, single and mixed colors, tape, staples, glue, etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
EXPECTATION / BENCHMARK	8.2.2.b.	The child makes drawings, paintings, models and other artistic expressions that are creative or realistic representations of people, animals or things in the environment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
EXPECTATION / BENCHMARK	8.2.2.c.	The child creates a visual representation of their experiences (collage after a walk, photo album with family members).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
EXPECTATION / BENCHMARK	8.2.2.d.	The child observes and makes comparisons about artistic products produced by other individuals or cultures.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
STANDARD / CONTENT AREA	OR.8.	THE ARTS
CONTENT STANDARD / PROFICIENCY	8.3.	Movement
BENCHMARK / STRAND	8.3.1.	Early Childhood Foundation: Children develop skills and interest in movement by:
EXPECTATION / BENCHMARK	8.3.1.a.	Enjoying movement and developing skills in creative and expressive movement  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 35 Explores dance and movement concepts
EXPECTATION / BENCHMARK	8.3.1.b.	Demonstrating a sense of balance and coordination  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 35 Explores dance and movement concepts



STANDARD / CONTENT AREA	OR.8.	THE ARTS
CONTENT STANDARD / PROFICIENCY	8.3.	Movement
BENCHMARK / STRAND	8.3.2.	Indicators: Observable Behaviors
EXPECTATION / BENCHMARK	8.3.2.a.	<p>The child responds to musical tempo with a variety of movements (nodding head, moving body, clapping, etc.).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 35 Explores dance and movement concepts</p>
EXPECTATION / BENCHMARK	8.3.2.b.	<p>The child performs simple pattern dances or movements in time to different beats and rhythms in music (walking, stomping, jumping, and marching).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 35 Explores dance and movement concepts</p>
EXPECTATION / BENCHMARK	8.3.2.c.	<p>The child uses dance and movement when "acting out a role" in dramatic play.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 35 Explores dance and movement concepts  • Objective 36 Explores drama through actions and language</p>
EXPECTATION / BENCHMARK	8.3.2.d.	<p>The child expresses through movement and dancing what is felt and heard in various musical tempos, volumes and styles (happy, sad, loud, soft, etc.).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 35 Explores dance and movement concepts</p>
STANDARD / CONTENT AREA	OR.8.	THE ARTS
CONTENT STANDARD / PROFICIENCY	8.4.	Dramatic Play
BENCHMARK / STRAND	8.4.1.	Early Childhood Foundation: Children develop skills and interest in dramatic play by:
EXPECTATION / BENCHMARK	8.4.1.a.	<p>Participating in a variety of imaginative play activities</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 36 Explores drama through actions and language</p>
EXPECTATION / BENCHMARK	8.4.1.b.	<p>Developing skills in and enjoyment for dramatic arts</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 36 Explores drama through actions and language</p>
STANDARD / CONTENT AREA	OR.8.	THE ARTS
CONTENT STANDARD / PROFICIENCY	8.4.	Dramatic Play
BENCHMARK / STRAND	8.4.2.	Indicators: Observable Behaviors

EXPECTATION / BENCHMARK	8.4.2.a.	The child talks to and plays with pretend friends, stuffed animals, puppets and other toys.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language
EXPECTATION / BENCHMARK	8.4.2.b.	The child engages in a variety of role play activities such as dress-up.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language
EXPECTATION / BENCHMARK	8.4.2.c.	The child represents real and/or familiar experiences through dramatic play, puppet play and play with dolls or figures.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language
EXPECTATION / BENCHMARK	8.4.2.d.	The child acts out parts of a story or movie.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language
EXPECTATION / BENCHMARK	8.4.2.e.	The child uses words, actions and materials to portray a role or assume a character.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language
EXPECTATION / BENCHMARK	8.4.2.f.	The child plans a theme or plot and interacts with other characters.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language

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