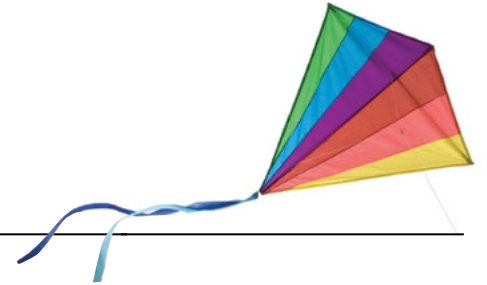




Alignment of



GOLD®

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



WITH

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

aligned to

Massachusetts Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning

Adopted 2015

FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STANDARD	SEL1:	The child will be able to recognize, identify, and express his/her emotions.
	SEL.PK.	Preschool <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language
	SEL.K.	Kindergarten <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language
FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STANDARD	SEL2:	The child will demonstrate accurate self-perception.
	SEL.PK.	Preschool <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
	SEL.K.	Kindergarten, <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STANDARD	SEL3:	The child will demonstrate self-efficacy (confidence/competence).

	SEL.PK.	Preschool <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
	SEL.K.	Kindergarten <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STANDARD	SEL4:	The child will demonstrate impulse control and stress management.
	SEL.PK.	Preschool <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
	SEL.K.	Kindergarten <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time
FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STANDARD	SEL5:	The child will display empathetic characteristics.
	SEL.PK.	Preschool <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
	SEL.K.	Kindergarten <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.8 Recognizes that others' feelings about a situation might be different from his own
FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STANDARD	SEL6:	The child will recognize diversity and demonstrate respect for others.

	SEL.PK.	<p>Preschool</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
	SEL.K.	<p>Kindergarten</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.8 Cooperates and shares ideas and materials in socially acceptable ways</p>
FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STANDARD	SEL7:	The child will demonstrate the ability to communicate with others in a variety of ways.
	SEL.PK.	<p>Preschool</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
	SEL.K.	<p>Kindergarten</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STANDARD	SEL8:	The child will engage socially, and build relationships with other children and with adults.
	SEL.PK.	<p>Preschool</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>

	SEL.K.	Kindergarten <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.8 Interacts cooperatively in groups of four or five children
FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STANDARD	SEL9:	The child will demonstrate the ability to manage conflict.
	SEL.PK.	Preschool <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
	SEL.K.	Kindergarten <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.8 Resolves social problems through basic negotiation and compromise
FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STANDARD	SEL10:	The child will demonstrate the ability to seek help and offer help.
	SEL.PK.	Preschool <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately

	SEL.K.	Kindergarten <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.8 Recognizes that others' feelings about a situation might be different from his own
FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STANDARD	SEL11:	The child will demonstrate beginning personal, social, and ethical responsibility.
	SEL.PK.	Preschool <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
	SEL.K.	Kindergarten <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STANDARD	SEL12:	The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.
	SEL.PK.	Preschool <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
	SEL.K.	Kindergarten <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STANDARD	APL1:	The child will demonstrate initiative, self-direction, and independence.

	APL.PK.	<p>Preschool</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
	APL.K.	<p>Kindergarten</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STANDARD	APL2:	The child will demonstrate eagerness and curiosity as a learner.
	APL.PK.	<p>Preschool</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
	APL.K.	<p>Kindergarten</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STANDARD	APL3:	The child will be able to maintain focus and attention, and persist in efforts to complete a task.
	APL.PK.	<p>Preschool</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>

	APL.K.	Kindergarten <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.8 Plans and pursues own goal until it is reached
FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STANDARD	APL4:	The child will demonstrate creativity in thinking and use of materials.
	APL.PK.	Preschool <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed
	APL.K.	Kindergarten <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.8 Thinks through possible long-term solutions and takes on more abstract challenges
FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STANDARD	APL5:	The child will cooperate with others in play and learning.
	APL.PK.	Preschool <u>GOLD® Objectives for Development and Learning</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
	APL.K.	Kindergarten <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.8 Cooperates and shares ideas and materials in socially acceptable ways
FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STANDARD	APL6:	The child will seek multiple solutions to a question, task, or problem.

	APL.PK.	<p>Preschool</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.6 Solves problems without having to try every possibility</p>
	APL.K.	<p>Kindergarten</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results</p>
FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STANDARD	APL7:	The child will demonstrate organizational skills.
	APL.PK.	<p>Preschool</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
	APL.K.	<p>Kindergarten</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.8 Applies basic rules in new but similar situations</p>
FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STANDARD	APL8:	The child will be able to retain and recall information.
STANDARD / CONCEPT / SKILL	APL.PK.	<p>Preschool</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view</p>
STANDARD / CONCEPT / SKILL	APL.K.	<p>Kindergarten</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>Objective 12a.8 Uses a few deliberate strategies to remember information</p>

Massachusetts Guidelines for Preschool Learning Experiences

Adopted 2003

FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.LA.	Language
STANDARD / CONCEPT / SKILL	1.1.	<p>Observe and use appropriate ways of interacting in a group (taking turns in talking; listening to peers; waiting until someone is finished; asking questions and waiting for an answer; gaining the floor in appropriate ways).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.LA.	Language
STANDARD / CONCEPT / SKILL	1.2.	<p>Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.</p> <p><u>GOLD® Objectives for Development and Learning</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>
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.LA.	Language
STANDARD / CONCEPT / SKILL	1.3.	<p>Communicate personal experiences or interests.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details</p>
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.LA.	Language

STANDARD / CONCEPT / SKILL	1.4.	Engage in play experiences that involve naming and sorting common words into various classifications using general and specific language. <u>GOLD® Objectives for Development and Learning</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
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.LA.	Language
STANDARD / CONCEPT / SKILL	1.5.	Listen to and use formal and informal language. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.6.	Listen to a wide variety of age appropriate literature read aloud. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.7.	Develop familiarity with the forms of alphabet letters, awareness of print, and letter forms. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.RL.	Reading & Literature

STANDARD / CONCEPT / SKILL	1.8.	<p>Listen to, identify, and manipulate language sounds to develop auditory discrimination and phonemic awareness.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.4 Shows awareness that some words begin the same way</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.4 Shows awareness of separate syllables in words</p>
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.9.	<p>Link letters with sounds in play activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences <p>Objective 16b.4 Produces the correct sounds for 10–20 letters</p>
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.11.	<p>Listen to several books by the same author or using the same illustrator.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.12.	<p>Listen to, recite, sing, and dramatize a variety of age-appropriate literature.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts

STANDARD	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.13.	<p>Relate themes and information in books to personal experiences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.14.	<p>Recognize and supply rhythm and rhyme in poetry.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p>
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.15.	<p>Listen to, recognize, and use a broad vocabulary of sensory words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.C.	Composition
STANDARD / CONCEPT / SKILL	1.16.	<p>Use their own words or illustrations to describe their experiences, tell imaginative stories, or communicate information about a topic of interest.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.C.	Composition

STANDARD / CONCEPT / SKILL	1.17.	<p>Add details or make changes to published or class-made stories.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.C.	Composition
STANDARD / CONCEPT / SKILL	1.18.	<p>Use emergent writing skills to make letters in many settings and for many purposes.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.C.	Composition
STANDARD / CONCEPT / SKILL	1.19.	<p>Arrange events in order when dictating a story.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details</p>
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STANDARD	ELA.C.	Composition
STANDARD / CONCEPT / SKILL	1.20.	<p>Generate questions and gather information to answer their questions in various ways.</p> <p><u>GOLD® Objectives for Development and Learning</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>
FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STANDARD	MA.NS.	Number Sense
STANDARD / CONCEPT / SKILL	2.1.	<p>Listen to and say the names of numbers in meaningful contexts.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics

STANDARD	MA.NS.	Number Sense
STANDARD / CONCEPT / SKILL	2.2.	<p>Connect many kinds/quantities of concrete objects and actions to numbers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <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>
FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STANDARD	MA.NS.	Number Sense
STANDARD / CONCEPT / SKILL	2.3.	<p>Use positional language and ordinal numbers (first, second, third) in everyday activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures c. Represents and analyzes data <p>Objective 22c.2 Knows a few ordinal numbers</p>
FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STANDARD	MA.NS.	Number Sense
STANDARD / CONCEPT / SKILL	2.4.	<p>Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <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>
FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STANDARD	MA.NS.	Number Sense
STANDARD / CONCEPT / SKILL	2.5.	<p>Observe and manipulate concrete examples of whole and half.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>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>
FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STANDARD	MA.NS.	Number Sense
STANDARD / CONCEPT / SKILL	2.6.	<p>Examine, manipulate, and identify familiar U.S. coins (penny, nickel, dime, quarter) in play activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money <p>Objective 22b.4 Relates time to daily routines and schedule</p>
FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics

STANDARD	MA.PR.	Patterns & Relations
STANDARD / CONCEPT / SKILL	2.7.	<p>Explore and describe a wide variety of concrete objects by their attributes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <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"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <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>
FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STANDARD	MA.PR.	Patterns & Relations
STANDARD / CONCEPT / SKILL	2.8.	<p>Sort, categorize, or classify objects by more than one attribute.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <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>
FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STANDARD	MA.PR.	Patterns & Relations
STANDARD / CONCEPT / SKILL	2.9.	<p>Recognize, describe, reproduce, extend, create, and compare repeating patterns of concrete materials.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.6 Extends and creates simple repeating patterns</p>
FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STANDARD	MA.SSS.	Shapes & Spatial Sense
STANDARD / CONCEPT / SKILL	2.10.	<p>Investigate and identify materials of various shapes, using appropriate language.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <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>
FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics

STANDARD	MA.SSS.	Shapes & Spatial Sense
STANDARD / CONCEPT / SKILL	2.11.	<p>Explore and identify space, direction, movement, relative position, and size using body movement and concrete objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STANDARD	MA.SSS.	Shapes & Spatial Sense
STANDARD / CONCEPT / SKILL	2.12.	<p>Listen to and use comparative words to describe the relationships of objects to one another.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STANDARD	MA.M.	Measurement
STANDARD / CONCEPT / SKILL	2.13.	<p>Use estimation in meaningful ways and follow up by verifying the accuracy of estimations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STANDARD	MA.M.	Measurement
STANDARD / CONCEPT / SKILL	2.14.	<p>Use nonstandard units to measure length, weight, and amount of content in familiar objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STANDARD	MA.DCA.	Data Collection & Analysis

STANDARD / CONCEPT / SKILL	2.15.	Organize and draw conclusions from facts they have collected. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.IS.	Inquiry Skills
STANDARD / CONCEPT / SKILL	3.1.	Ask and seek out answers to questions about objects and events with the assistance of interested adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.IS.	Inquiry Skills
STANDARD / CONCEPT / SKILL	3.2.	Make predictions about changes in materials or objects based on past experience. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.IS.	Inquiry Skills
STANDARD / CONCEPT / SKILL	3.3.	Identify and use simple tools appropriately to extend observations. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.IS.	Inquiry Skills
STANDARD / CONCEPT / SKILL	3.4.	Record observations and share ideas through simple forms of representation such as drawings. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.ESS.	Earth and Space Sciences

STANDARD / CONCEPT / SKILL	3.5.	<p>Compare and contrast natural materials such as water, rocks, soil, and living organisms using descriptive language.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things • Objective 27 Demonstrates knowledge of Earth's environment
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.ESS.	Earth and Space Sciences
STANDARD / CONCEPT / SKILL	3.6.	<p>Explore and discuss what air is or does (air takes up space inside bubbles and beach balls; air can move things; air can support things such as parachutes and kites).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.ESS.	Earth and Space Sciences
STANDARD / CONCEPT / SKILL	3.7.	<p>Identify the characteristics of local weather based on first-hand observations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.ESS.	Earth and Space Sciences
STANDARD / CONCEPT / SKILL	3.8.	<p>Explore sunlight and shadows and describe the effects of the sun or sunlight.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.ESS.	Earth and Space Sciences
STANDARD / CONCEPT / SKILL	3.9.	<p>Observe and describe or represent scientific phenomena meaningful to children's lives that have a repeating pattern (e.g., day and night).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.LS.	Life Sciences
STANDARD / CONCEPT / SKILL	3.10.	<p>Observe and identify the characteristics and needs of living things: humans, animals, and plants.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things



FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.LS.	Life Sciences
STANDARD / CONCEPT / SKILL	3.11.	Investigate, describe, and compare the characteristics that differentiate living from non-living things. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	STE.LS.	Life Sciences
STANDARD / CONCEPT / SKILL	3.12.	Observe and describe plants, insects, and animals as they go through predictable life cycles. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.LS.	Life Sciences
STANDARD / CONCEPT / SKILL	3.13.	Observe and describe ways in which many plants and animals closely resemble their parents in observed appearance. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.LS.	Life Sciences
STANDARD / CONCEPT / SKILL	3.14.	Describe or represent living things that inhabited the earth years ago, as children express interest. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.LTE.	Living Things & Their Environment
STANDARD / CONCEPT / SKILL	3.15.	Use their senses of sight, hearing, touch, smell, and taste to explore their environment using sensory vocabulary. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.LTE.	Living Things & Their Environment
STANDARD / CONCEPT / SKILL	3.16.	Observe and describe seasonal changes in plants, animals and their personal lives. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things



FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.LTE.	Living Things & Their Environment
STANDARD / CONCEPT / SKILL	3.17.	<p>Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.PS.	The Physical Sciences
STANDARD / CONCEPT / SKILL	3.18.	<p>Manipulate a wide variety of familiar and unfamiliar objects to observe, describe, and compare their properties using appropriate language.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.PS.	The Physical Sciences
STANDARD / CONCEPT / SKILL	3.19.	<p>Explore, describe, and compare the properties of liquids and solids found in children's daily environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.PS.	The Physical Sciences
STANDARD / CONCEPT / SKILL	3.20.	<p>Investigate and describe or demonstrate various ways that objects can move.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.PS.	The Physical Sciences
STANDARD / CONCEPT / SKILL	3.21.	<p>Explore and describe various actions that can change an object's motion such as pulling, pushing, twisting, rolling, and throwing.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.PS.	The Physical Sciences



STANDARD / CONCEPT / SKILL	3.22.	<p>Experiment with a variety of objects to determine when the objects can stand and ways that objects can be balanced.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.TE.	Technology & Engineering
STANDARD / CONCEPT / SKILL	3.23.	<p>Explore and describe a wide variety of natural and man-made materials through sensory experiences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.TE.	Technology & Engineering
STANDARD / CONCEPT / SKILL	3.24.	<p>Demonstrate and explain the safe and proper use of tools and materials.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 28 Uses tools and other technology to perform tasks
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.TE.	Technology & Engineering
STANDARD / CONCEPT / SKILL	3.25.	<p>Explore and identify simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 28 Uses tools and other technology to perform tasks
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STANDARD	STE.TE.	Technology & Engineering
STANDARD / CONCEPT / SKILL	3.26.	<p>Observe and describe ways that animals, birds, and insects use various parts of their bodies to accomplish certain tasks and compare them to ways people would accomplish a similar task.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science

STANDARD	4.1.	Discuss and identify the order of daily routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.2 Knows a few ordinal numbers
FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STANDARD	4.3.	Identify and describe cause and effect as they relate to personal experiences and age-appropriate stories. <u>GOLD® Objectives for Development and Learning</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
FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STANDARD	4.4.	Engage in activities that build understanding of words for location and direction. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STANDARD	4.5.	Construct and describe simple maps of their immediate neighborhood. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STANDARD	4.6.	Discuss examples of rules, fairness, personal responsibilities, and authority in their own experiences and in stories read to them. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STANDARD	4.7.	Talk about the qualities we value in a person's character such as honesty, courage, courtesy, willingness to work hard, kindness, fairness, trustworthiness, self-discipline, loyalty, and personal responsibility. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science



STANDARD	4.8.	Discuss classroom responsibilities in daily activities. <u>GOLD® Objectives for Development and Learning</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
FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STANDARD	4.9.	Discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STANDARD	4.10.	Observe and discuss the various kinds of work people do outside and inside their homes. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STANDARD	4.11.	Observe, discuss, and dramatize basic economic concepts such as buying and selling, producing, and consuming. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STANDARD	4.12.	Observe some U.S. national holidays and discuss how and why we celebrate them. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STANDARD	4.13.	Observe or listen to important American symbols including the American flag and its colors and shapes; the melody of the national anthem; the picture and name of the current President, and the words of the Pledge of Allegiance. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.PD.	Physical Development

STANDARD / CONCEPT / SKILL	5.1.	Listen to and use appropriate language describing the names and functions of parts of the human body. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.2.	Build body awareness, strength, and coordination through locomotion activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.3.	Discuss various aids and accommodations used by people for the activities of daily life. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.4.	Build awareness of directionality and position in space. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.5.	Use both sides of the body to strengthen bilateral coordination. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.6.	Alternate the left and right sides of the body and cross the midline of the body. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.PD.	Physical Development

STANDARD / CONCEPT / SKILL	5.7.	Build upper body strength and stability to gain controlled movement of shoulders. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.8.	Strengthen hand grasp and flexibility. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.9.	Use thumb/forefinger in pincer grasp. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.10.	Use a variety of tools and materials to build grasp-and-release skill. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.11.	Build finger dexterity. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.PD.	Physical Development

STANDARD / CONCEPT / SKILL	5.12.	Use eye-hand coordination, visual perception and tracking, and visual motor skills in play activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.13.	Discuss nutritious meals and snacks and the difference between junk food and healthy food. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.14.	Practice personal hygiene and safety measures. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.15.	Discuss gender and growth in age-appropriate ways. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.16.	Recognize and describe or represent emotions such as happiness, surprise, anger, fear, sadness. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.SEH.	Social & Emotional Health

STANDARD / CONCEPT / SKILL	5.17.	<p>Talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems</p>
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.18.	<p>Talk about how people can be helpful/hurtful to one another.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.19.	<p>Practice independence and self-help skills.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.20.	<p>Describe members of their family and discuss what parents do for their children to keep them safe and healthy.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self</p>
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.21.	<p>Discuss strategies to prevent injury and illness, control the spread of disease, and promote cleanliness.</p> <p>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.SEH.	Social & Emotional Health

STANDARD / CONCEPT / SKILL	5.22.	Talk about the common symptoms of illness and injury and what they should do when they hurt or don't feel well. Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.23.	Discuss tooth care and dental health including brushing, flossing, and healthy foods. Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.24.	Discuss rules for safety in a variety of settings including fire safety, weapons safety, bus safety, seat belt use, playground safety, as well as safety at home and in the community. Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.25.	Talk and listen to stories about safe, unsafe, and inappropriate touch and ways to protect themselves. Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.26.	Talk about what to do when someone gets hurt and the rules for universal precautions (do not touch body fluids; wash hands after touching body fluids). Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.SEH.	Social & Emotional Health

STANDARD / CONCEPT / SKILL	5.28.	Describe the purpose of medicines and how they can be used or misused, and what to do in an emergency. Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STANDARD	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.29.	Talk about some basic ways they can keep their environment clean or take care of it. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.MD.	Movement & Dance
STANDARD / CONCEPT / SKILL	6.1.	Explore activities and vocabulary related to movement, balance, strength, and flexibility. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.MD.	Movement & Dance
STANDARD / CONCEPT / SKILL	6.2.	Respond to a variety of musical rhythms through body movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.MD.	Movement & Dance
STANDARD / CONCEPT / SKILL	6.3.	Participate in simple sequences of movements and dance to various kinds of music. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.MD.	Movement & Dance
STANDARD / CONCEPT / SKILL	6.4.	Express themselves freely through movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.MD.	Movement & Dance

STANDARD / CONCEPT / SKILL	6.5.	Use props to explore space and movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.MD.	Movement & Dance
STANDARD / CONCEPT / SKILL	6.6.	Act out ways that movement and dance can show feelings or convey meaning. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.MD.	Movement & Dance
STANDARD / CONCEPT / SKILL	6.7.	Develop audience skills by observing performances or artists at work in various aspects of the Arts. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.MU.	Music
STANDARD / CONCEPT / SKILL	6.8.	Sing a variety of songs within children's vocal range, independently and with others. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.MU.	Music
STANDARD / CONCEPT / SKILL	6.9.	Sing expressively. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.MU.	Music
STANDARD / CONCEPT / SKILL	6.10.	Sing songs with repetitive phrases and rhythmic patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.MU.	Music

STANDARD / CONCEPT / SKILL	6.11.	Listen to various kinds of instrumental music and explore a variety of melody and rhythmic instruments. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.MU.	Music
STANDARD / CONCEPT / SKILL	6.13.	Listen to, imitate, and improvise sounds, patterns, or songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.TA.	Theatre Arts
STANDARD / CONCEPT / SKILL	6.14.	Listen to storytellers and watch puppet shows. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.TA.	Theatre Arts
STANDARD / CONCEPT / SKILL	6.15.	Use dramatic play, costumes, and props to pretend to be someone else. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.TA.	Theatre Arts
STANDARD / CONCEPT / SKILL	6.16.	Create characters through physical movement, gesture, sound, speech, and facial expressions. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.TA.	Theatre Arts
STANDARD / CONCEPT / SKILL	6.17.	Create scenarios, props, and settings for dramatizations and dramatic play. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.VA.	Visual Arts

STANDARD / CONCEPT / SKILL	6.18.	Explore a variety of age-appropriate materials and media to create two- and three-dimensional artwork. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.19.	Observe the safe and appropriate use and care of art materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.20.	Explore and experiment with wet and dry media in a variety of colors including black and white. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.21.	Explore how color can convey mood and emotion. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.22.	Explore various types of lines in artwork and in nature. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.23.	Experiment with the use of texture in artwork. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.VA.	Visual Arts

STANDARD / CONCEPT / SKILL	6.24.	Use basic shapes and forms of different sizes to create artwork. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.25.	Explore concepts of pattern and symmetry in the environment and artwork. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.26.	Create artwork from memory or imagination. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STANDARD	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.27.	Choose artwork for display in the classroom, school or community or for a personal book, class book or portfolio, and explain why they chose it. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts

Massachusetts Early Learning Guidelines for Infants and Toddlers

Ages: young infants (0-8 months) and older infants (6-15 months)

Adopted 2010

FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant relates to, trusts and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 Months)

INDICATOR	SED1.	The young infant shows preference for specific educators. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant relates to, trusts and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 Months)
INDICATOR	SED2.	The young infant develops a bond with both family and non-family members. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant relates to, trusts and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 Months)
INDICATOR	SED3.	The young infant responds to familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant relates to, trusts and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 Months)
INDICATOR	SED5.	The older infant checks in with familiar educator for reassurance. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant relates to, trusts and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 Months)



INDICATOR	SED6.	The older infant becomes aware of the absence of familiar educators. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant relates to, trusts and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 Months)
INDICATOR	SED7.	The older infant becomes aware of strangers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant relates to, trusts and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 Months)
INDICATOR	SED8.	The older infant seeks comfort or assistance from a familiar educator. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant notices and interacts with children of a similar age.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED9.	The younger infant recognizes the differences between inanimate objects and facial expressions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant notices and interacts with children of a similar age.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)

INDICATOR	SED10.	<p>The younger infant notices other children.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant notices and interacts with children of a similar age.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED11.	<p>The younger infant begins to engage with peers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant notices and interacts with children of a similar age.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED12.	<p>The younger infant responds to other children.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant notices and interacts with children of a similar age.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED13.	<p>The older infant responds to other children in increasingly complex ways.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant notices and interacts with children of a similar age.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED14.	<p>The older infant begins to demonstrate interactions with peers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions</p>



FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant notices and interacts with children of a similar age.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED15.	<p>The older infant begins to seek out peers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant notices and interacts with children of a similar age.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED16.	<p>The older infant begins to participate in simple parallel play near other children.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant acts as a social being by engaging with others and the world around them.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED17.	<p>The young infant seeks interactions from both adults and peers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. <p>Engages in conversations</p> <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant acts as a social being by engaging with others and the world around them.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED18.	<p>The young infant begins to imitate both adults and peers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. <p>Engages in conversations</p> <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant acts as a social being by engaging with others and the world around them.



STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED19.	<p>The young infant explores the environment around them.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant acts as a social being by engaging with others and the world around them.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED20.	<p>The older infant seeks interactions from both educators and peers in more complex ways.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant acts as a social being by engaging with others and the world around them.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED21.	<p>The older infant begins to imitate both educators and peers frequently and in a variety of ways.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant acts as a social being by engaging with others and the world around them.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED22.	<p>The older infant more actively explores the environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)



INDICATOR	SED23.	The younger infant mirrors back others' expressions. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED24.	The younger infant expresses a range of emotions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED25.	The younger infant begins to develop strategies to manage his/her expression of feeling with support from educators. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED26.	The younger infant begins to demonstrate an understanding of own likes and dislikes. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)

INDICATOR	SED27.	<p>The older infant expresses a range of emotions expanding to include more complex emotions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.2 Expresses feelings during a conflict</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED28.	<p>The older infant begins to develop more complex strategies to manage expressions of feeling with support from educators.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED29.	<p>The older infant is becoming aware of others' feelings.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.2 Reacts to others' emotional expressions</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED30.	<p>The older infant continues to demonstrate likes and dislikes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant begins to regulate own feelings and behavior.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)

INDICATOR	SED31.	<p>The younger infant begins to regulate emotions, with educator assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant begins to regulate own feelings and behavior.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED32.	<p>The younger infant begins to follow own schedule for sleeping, eating, and other basic needs, with educator's help.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant begins to regulate own feelings and behavior.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED33.	<p>The older infant increases strategies for regulating behavior.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant develops positive sense of self.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED34.	<p>The younger infant becomes aware of self.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant develops positive sense of self.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)

INDICATOR	SED35.	<p>The younger infant develops a sense of confidence through abilities and achievements.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant develops positive sense of self.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED36.	<p>The older infant develops a growing sense of capabilities.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The infant develops positive sense of self.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED37.	<p>The older infant develops a growing sense of self confidence.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant demonstrates the meaning of language by listening.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC1.	<p>The young infant responds to frequently heard sounds and words.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant demonstrates the meaning of language by listening.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)

INDICATOR	LC2.	<p>The older infant shows increased understanding of gestures and words.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant demonstrates the meaning of language by listening.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC3.	<p>The older infant shows enjoyment of the sounds and rhythms of language.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant develops expressive language.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC4.	<p>The young infant uses motions and gestures to begin to communicate nonverbally.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant develops expressive language.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC5.	<p>The young infant uses simple sounds to express thoughts, wants and needs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant develops expressive language.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)

INDICATOR	LC6.	<p>The older infant uses consistent sounds, gestures, signs, and some words to communicate.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant develops expressive language.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC7.	<p>The older infant uses the same “words” consistently to express wants, needs, and thoughts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant engages in social communication.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC8.	<p>The young infant understands and uses social communication.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant engages in social communication.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC9.	<p>The older infant begins to comprehend and use social communication.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guidelines: The infant demonstrates phonological awareness.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)

INDICATOR	LC10.	<p>The young infant shows beginning sound awareness by reacting differently to different sounds.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guidelines: The infant demonstrates phonological awareness.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC11.	<p>The young infant shows enjoyment of the sounds and rhythms of language.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.2 Babbles strings of single consonant sounds and combines sounds</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guidelines: The infant demonstrates phonological awareness.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC12.	<p>The young infant vocalizes familiar words when read to.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.2 Babbles strings of single consonant sounds and combines sounds</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guidelines: The infant demonstrates phonological awareness.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC13.	<p>The older infant recites last word of familiar rhymes, with assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition</p> <p>a. Notices and discriminates rhyme</p> <p>Objective 15a.1 Emerging to 15a.2 Joins in rhyming songs and games</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant develops grammar and syntax or watching if hearing impaired.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	XXX.	<p>No indicators apply to this age group.</p> <p>No Correlations</p>

FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant develops grammar and syntax or watching if hearing impaired.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC14.	<p>The older infant demonstrates progression in grammar and syntax.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.2 Uses one- or two-word sentences or phrases</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant engages in pre-reading activities.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC15.	<p>The young infant listens to stories for short periods of time.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant engages in pre-reading activities.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC16.	<p>The older infant begins to explore physical features of a book.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.3 Emerging to 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant engages in pre-reading activities.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC17.	<p>The older infant builds and uses vocabulary through direct experiences and involvement with pictures and books.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time</p>

FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant demonstrates interest and engagement in print literacy materials.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC18.	<p>The young infant attends to and/or makes contact with age-appropriate books, when presented.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant demonstrates interest and engagement in print literacy materials.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC19.	<p>The older infant demonstrates interest in environmental print.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant develops in multiple language acquisitions when considered a dual language learner.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC22.	<p>The young infant demonstrates competency in home language.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The infant develops in multiple language acquisitions when considered a dual language learner.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)

INDICATOR	LC23.	<p>The older infant demonstrates competency in home language while acquiring beginning proficiency in English.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant refines reflexes into purposeful actions.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD1.	<p>The young infant displays reflexive actions (sucking, eye movements, and hand and body movements).</p> <p>No Correlations</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant refines reflexes into purposeful actions.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD2.	<p>The young infant responds to sensory stimuli, such as touch, sounds, light, and voices.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant refines reflexes into purposeful actions.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD3.	<p>The young infant begins to coordinate behaviors, e.g., a sound heard stimulates a response.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant refines reflexes into purposeful actions.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD4.	<p>The young infant moves from passive responses to actively searching for desired people and items.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds</p>



FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant refines reflexes into purposeful actions.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	XXX.	No indicators apply to this age group. No Correlations
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant develops memory skills.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD5.	The young infant recognizes familiar people, places and things. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant develops memory skills.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD6.	The young infant recalls and uses information in new situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant develops memory skills.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD7.	The young infant searches for missing or hidden favorite objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant develops memory skills.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)

INDICATOR	CD8.	<p>The older infant demonstrates a response to favorite songs, stories, or people.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant develops memory skills.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD9.	<p>The older infant looks for the educator when he or she steps out of sight.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant develops memory skills.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD10.	<p>The older infant imitates hand motions of the educator.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD11.	<p>The young infant explores objects or observes people and begins to notice how they react.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)

INDICATOR	CD12.	The young infant repeats a pleasing sound or motion. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD13.	The young infant discovers that repeated actions yield similar results. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD14.	The older infant closely observes actions and discovers that repeated actions yield similar results. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD15.	The older infant performs an action to get a resulting event to occur. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)

INDICATOR	CD16.	The older infant increasingly experiments with cause and effect. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant develops problem solving skills.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD17.	The young infant demonstrates the awareness of a problem. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant develops problem solving skills.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD18.	The young infant uses: self; objects; and others to attain a goal. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant develops problem solving skills.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD19.	The older infant watches others and imitates the way they solved a problem. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant develops problem solving skills.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD20.	The older infant experiments with trial and error approaches to problem solving. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines

STANDARD		Learning Guideline: The infant explores materials and discover mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD21.	<p>The young infant focuses on or plays with one thing at a time.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant explores materials and discover mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD22.	<p>The young infant attends to colors, shapes, patterns or pictures.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant explores materials and discover mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD23.	<p>The young infant begins to understand the concept of “more”.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant explores materials and discover mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD24.	<p>The young infant becomes aware of patterns in the environment.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant explores materials and discover mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)

INDICATOR	CD25.	<p>The older infant explores and manipulates objects with different shapes and sizes sometimes fitting shapes into place.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.2 Matches two identical shapes</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant explores materials and discover mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD26.	<p>The older infant becomes aware of similarities and differences in objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.2 Matches similar objects</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant explores materials and discover mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD27.	<p>The older infant becomes aware that there are different amounts of things.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant explores materials and discover mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD28.	<p>The older infant begins to recognize patterns.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.2 Shows interest in simple patterns in everyday life</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant explores the environment making new discoveries.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)

INDICATOR	CD29.	<p>The young infant explores the environment and gathers information through the use of the senses (touch, sight, sound, smell, taste).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant explores the environment making new discoveries.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD30.	<p>The young infant begins to learn how objects work by handling them and watching others use them.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant explores the environment making new discoveries.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD31.	<p>The older infant actively explores the environment to make new discoveries.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant explores the environment making new discoveries.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD32.	<p>The older infant uses simple tools.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)

INDICATOR	CD33.	The young infant responds to a variety of music and sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD34.	The young infant explores the feeling of different textures. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD35.	The young infant focuses on and responds to adult facial expressions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD36.	The older infant responds to music. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)

INDICATOR	CD37.	The older infant begins to experiment and explore with various art media (paint, finger-paint, playdough, markers, crayons, chalk). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD38.	The older infant imitates the actions of the educator or other adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant becomes aware of family and others in the community.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD39.	The younger infant begins to recognize familiar people and places (i.e., home, grandparent's house, educator's house). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant becomes aware of family and others in the community.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD40.	The older infant demonstrates an awareness of family characteristics. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The infant becomes aware of family and others in the community.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)

INDICATOR	CD41.	<p>The older infant becomes aware of unfamiliar people and environments.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW1.	<p>The young infant moves arms and legs unconsciously.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.1 Emerging to 4.2 Moves to explore immediate environment</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW2.	<p>The young infant begins to use arms and legs purposefully.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.2 Moves to explore immediate environment</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW3.	<p>The young infant gains control of head and body.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.2 Balances while exploring immediate environment</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW4.	<p>The young infant demonstrates beginning coordination and balance.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.2 Balances while exploring immediate environment</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines

STANDARD		Learning Guideline: The infant develops ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW5.	<p>The older infant moves arms and legs unconsciously.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.1 Emerging to 4.2 Moves to explore immediate environment</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW6.	<p>The older infant begins to use arms and legs purposefully.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW7.	<p>The older infant gains control of head and body.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW8.	<p>The older infant demonstrates beginning coordination and balance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops ability to control and refine small muscles (fine motor).
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)

INDICATOR	PW9.	The young infant demonstrates strength and coordination of small motor muscles. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops ability to control and refine small muscles (fine motor).
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW10.	The older infant demonstrates strength and coordination of small motor muscles. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops sensorimotor skills where children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW11.	The young infant will show increased visual ability and perception. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops sensorimotor skills where children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW12.	The young infant will show increased integration of sensory stimulation. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops sensorimotor skills where children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)



INDICATOR	PW13.	The older infant will show increased visual ability and perception. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops sensorimotor skills where children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW14.	The older infant will show increased integration of sensory stimulation. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops skills that will develop into healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW15.	The young infant demonstrates the stamina and energy to participate in daily activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops skills that will develop into healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW16.	The young infant engages in a variety of physical activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops skills that will develop into healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)

INDICATOR	PW17.	The older infant demonstrates personal health and hygiene skills. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops skills that will develop into healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW18.	The older infant demonstrates the stamina and energy to participate in daily activities and engages in a variety of physical activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant develops skills that will develop into healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW19.	The older infant practices basic personal care routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant gains control over their movements as they reach out, grasp, and release objects.
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW20.	The young infant develops eye-hand coordination and more intentional hand control. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant gains control over their movements as they reach out, grasp, and release objects.
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)



INDICATOR	PW21.	The young infant grasps a variety of objects for eating and playing in his/her environment, with and without handles, such as blocks, spoons, markers, etc. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant gains control over their movements as they reach out, grasp, and release objects.
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW22.	The older infant develops eye-hand coordination and more intentional hand control. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The infant gains control over their movements as they reach out, grasp, and release objects.
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW23.	The older infant grasps a variety of objects for eating and play in his/her environment, with and without handles, such as blocks, spoons, markers, etc. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The infant shows eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	AL.YI.	Young Infants (0-8 months)
INDICATOR	AL1.	The young infant shows curiosity by exploring with the senses. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The infant shows eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	AL.YI.	Young Infants (0-8 months)

INDICATOR	AL2.	<p>The young infant reacts to new voices or sounds.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds</p>
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The infant shows eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	AL.OI.	Older Infants (6-15 months)
INDICATOR	AL3.	<p>The older infant shows curiosity by exploring with the senses.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The infant shows eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	AL.OI.	Older Infants (6-15 months)
INDICATOR	AL4.	<p>The older infant reacts to new voices or sounds.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds</p>
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The infant becomes intentional and persistent.
STANDARD / CONCEPT / SKILL	AL.YI.	Young Infants (0-8 months)
INDICATOR	AL5.	<p>The young infant pays attention and tries to reproduce interesting and pleasurable effects and events.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results</p>
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The infant becomes intentional and persistent.
STANDARD / CONCEPT / SKILL	AL.YI.	Young Infants (0-8 months)
INDICATOR	AL6.	<p>The young infant behaves in consistent ways to elicit desired response.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results</p>
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines



STANDARD		Learning Guideline: The infant becomes intentional and persistent.
STANDARD / CONCEPT / SKILL	AL.YI.	Young Infants (0-8 months)
INDICATOR	AL7.	<p>The young infant shows a willingness to overcome frustration when faced with initial failure.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful</p>
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The infant becomes intentional and persistent.
STANDARD / CONCEPT / SKILL	AL.OI.	Older Infants (6-15 months)
INDICATOR	AL8.	<p>The older infant pays attention and tries to reproduce interesting and pleasurable effects and events.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results</p>
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The infant becomes intentional and persistent.
STANDARD / CONCEPT / SKILL	AL.OI.	Older Infants (6-15 months)
INDICATOR	AL9.	<p>The older infant behaves in consistent ways to elicit desired response.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results</p>
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The infant becomes intentional and persistent.
STANDARD / CONCEPT / SKILL	AL.OI.	Older Infants (6-15 months)
INDICATOR	AL10.	<p>The older infant shows a willingness to overcome frustration when faced with initial failure.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful</p>

Massachusetts Early Learning Guidelines for Infants and Toddlers

Age: young toddler (12-24 months) and older toddlers (22-33 months)

Adopted 2010

FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler relates to, trusts, and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddler (12-24 months)
INDICATOR	SED1.	<p>The young toddler has positive relationships with several different adults, including educators and family members.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler relates to, trusts, and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddler (12-24 months)
INDICATOR	SED2.	<p>The young toddler responds to directions from familiar adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.4 Accepts redirection from adults</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler relates to, trusts, and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddler (12-24 months)
INDICATOR	SED3.	<p>The young toddler relates to adults through shared exploration of materials and environments.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines

STANDARD		Learning Guideline: The toddler relates to, trusts, and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED4.	The older toddler demonstrates increasing comfort with most adults. <u>GOLD® Objectives for Development and Learning</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
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler relates to, trusts, and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED5.	The older toddler demonstrates and labels relationships of others such as “Mommy, Daddy and me are a family. You are my teacher- I love all of you.” <u>GOLD® Objectives for Development and Learning</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
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler relates to, trusts, and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED6.	The older toddler follows the directions of adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler relates to, trusts, and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED7.	The older toddler seeks adults for information and support in understanding things <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler notices and interacts with toddlers their own age.

STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED8.	<p>The young toddler notices, relates to and engages with children around the same age.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler notices and interacts with toddlers their own age.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED9.	<p>The young toddler is responsive to playing next to and with other children.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler notices and interacts with toddlers their own age.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED10.	<p>The older toddler becomes attached to people around their own age.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships d. Makes friends <p>Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler notices and interacts with toddlers their own age.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED11.	<p>The older toddler is responsive to other children.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler notices and interacts with toddlers their own age.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED12.	<p>The older toddler begins to develop increased “cooperative” play with peers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.2 Responds appropriately to others’ expressions of wants</p>

FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED13.	<p>The young toddler expresses a range of emotions, sometimes with intensity.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED14.	<p>The young toddler recognizes his/her own feelings.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED15.	<p>The young toddler begins to express their likes and dislikes.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED16.	<p>The older toddler begins to label their feelings.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)

INDICATOR	SED17.	The older toddler begins to demonstrate need to complete tasks on his/her own. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler progresses in regulating his own feelings and behavior.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED18.	The young toddler is developing the ability to control his/her emotions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler progresses in regulating his own feelings and behavior.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED19.	The young toddler begins to develop strategies to manage his/her expression of feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler progresses in regulating his own feelings and behavior.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED20.	The older toddler is refining their ability to self-regulate. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler progresses in regulating his own feelings and behavior.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED21.	The older toddler is developing problem solving skills when challenged. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines



STANDARD		Learning Guideline: The toddler develops a positive sense of self.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED22.	<p>The young toddler recognizes her or himself as a person separate from his/her family or caregivers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler develops a positive sense of self.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED23.	<p>The young toddler develops a sense of self confidence through their abilities and achievements.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler develops a positive sense of self.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED24.	<p>The young toddler develops self-worth through respectful and responsive interactions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler develops a positive sense of self.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED25.	<p>The older toddler identifies themselves and familiar people.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler develops a positive sense of self.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)



INDICATOR	SED26.	The older toddler develops a sense of community <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler develops a positive sense of self.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED27.	The older toddler begins to recognize physical, ethnic, and cultural differences between themselves and others. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STANDARD		Learning Guideline: The toddler develops a positive sense of self.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED28.	The older toddler demonstrates awareness of behavior and its effects. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler demonstrates understanding of spoken (or signed) language (receptive language).
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC28.	The younger toddler responds to action words by performing the action. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler demonstrates understanding of spoken (or signed) language (receptive language).
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)

INDICATOR	LC29.	<p>The younger toddler understands educators' simple requests and statements referring to the present situation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler demonstrates understanding of spoken (or signed) language (receptive language).
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC30.	<p>The younger toddler listens to stories.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler demonstrates understanding of spoken (or signed) language (receptive language).
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC31.	<p>The older toddler continues to understand many more words than they can speak.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler demonstrates understanding of spoken (or signed) language (receptive language).
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC32.	<p>The older toddler understands more abstract and complex statements and requests that refer to positions in space, reference to time, ideas, feelings and the future.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.4 Follows simple requests not accompanied by gestures</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines



STANDARD		Learning Guideline: The toddler develops expressive language.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC33.	<p>The younger toddler begins to use recognizable words.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler develops expressive language.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC34.	<p>The younger toddler uses a growing number of words and puts them together in short phrases and simple questions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler develops expressive language.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC35.	<p>The younger toddler becomes frustrated trying to express him/herself.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler develops expressive language.
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC36.	<p>The older toddler communicates clearly enough to be understood by familiar and unfamiliar listeners.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler engages in social communication.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)



INDICATOR	LC37.	<p>The younger toddler uses sounds and words in social situations.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler engages in social communication.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC38.	<p>The younger toddler attends to and tries to take part in conversations.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler engages in social communication.
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC39.	<p>The older toddler participates in conversations.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler demonstrates phonological awareness.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC40.	<p>The younger toddler uses vocalization and words for a variety of reasons.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler demonstrates phonological awareness.
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)

INDICATOR	LC41.	The older toddler develops an awareness of word sounds and rhythms of language. <u>GOLD® Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler develops grammar and syntax.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC42.	The younger toddler moves from single words to two- and three-word combinations to telegraphic speech. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler develops grammar and syntax.
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC43.	The older toddler moves from telegraphic speech to grammatical sentences. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler engages in pre-reading activities.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC44.	The younger toddler shows motivation to read. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler demonstrates interest and engagement in print literacy materials.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)

INDICATOR	LC46.	<p>The younger toddler recognizes familiar environmental print.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler demonstrates interest and engagement in print literacy materials.
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC47.	<p>The older toddler demonstrates knowledge that a symbol can represent something else.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler develops emergent writing skills.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC48.	<p>The younger toddler makes purposeful marks on paper.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler develops emergent writing skills.
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC49.	<p>The older toddler understands writing is a way of communicating.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler develops multiple language acquisitions when considered a dual language learner.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)

INDICATOR	LC50.	<p>The younger toddler demonstrates competency in home language while acquiring beginning proficiency in English.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 37 Demonstrates progress in listening to and understanding English <p>Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STANDARD		Learning Guideline: The toddler develops multiple language acquisitions when considered a dual language learner.
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC51.	<p>The older toddler demonstrates competency in home language while acquiring proficiency in English.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 37 Demonstrates progress in listening to and understanding English <p>Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler develops increasing memory of past events and knowledge.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD42.	<p>The younger toddler recalls names of familiar people, animals and things; recalls parts of familiar songs, fingerplays and stories.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler develops increasing memory of past events and knowledge.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD43.	<p>The younger toddler follows routines and recalls the location of objects with assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>



FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler develops increasing memory of past events and knowledge.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD44.	<p>The older toddler recalls past information, such as repetitive parts to familiar songs, stories and fingerplays, and shares past events.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view</p>

FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler develops increasing memory of past events and knowledge.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD45.	<p>The older toddler improves memory for details; looks for favorite objects.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view</p>

FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler demonstrates an awareness that predictable things happen as a result of actions.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD46.	<p>The younger toddler repeats actions watching for results.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results</p>

FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler demonstrates an awareness that predictable things happen as a result of actions.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD47.	<p>The younger toddler expects certain things to happen as a result of his actions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results</p>

FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
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STANDARD		Learning Guideline: The toddler demonstrates an awareness that predictable things happen as a result of actions.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD48.	The older toddler demonstrates an awareness of the effects of certain actions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler demonstrates an awareness that predictable things happen as a result of actions.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD49.	The older toddler begins to investigate the reasons why something unexpected happens. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler experiments with a variety of problem-solving strategies.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD50.	The younger toddler persists with trial-and-error approaches to solve a problem. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler experiments with a variety of problem-solving strategies.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD51.	The younger toddler begins to understand through trial and error that certain behaviors can cause results. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler experiments with a variety of problem-solving strategies.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)

INDICATOR	CD52.	<p>The older toddler creates and carries out a plan for solving simple problems.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler experiments with a variety of problem-solving strategies.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD53.	<p>The older toddler can choose a solution to a problem from more than one possibility.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler explores with materials and discovers mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD54.	<p>The younger toddler shows interest in matching and sorting according to color, shape and size.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.2 Matches similar objects</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler explores with materials and discovers mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD55.	<p>The younger toddler shows an awareness of quantity.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler explores with materials and discovers mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)

INDICATOR	CD56.	The younger toddler demonstrates an awareness of simple patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler explores with materials and discovers mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD57.	The older toddler matches and sorts according to color, shape or size. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler explores with materials and discovers mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD58.	The older toddler shows an understanding of number concepts one, two, more and less. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler explores with materials and discovers mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD59.	The older toddler recognizes and creates simple patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler develops early scientific skills through exploration and discovery.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)

INDICATOR	CD60.	The younger toddler experiments with various wet and dry materials to discover their properties. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler develops early scientific skills through exploration and discovery.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD61.	The younger toddler discovers living things found in nature. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler develops early scientific skills through exploration and discovery.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD62.	The older toddler asks questions and develops inquiry skills. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler develops early scientific skills through exploration and discovery.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD63.	The older toddler uses simple tools to continue exploration. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler develops early scientific skills through exploration and discovery.

STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD64.	<p>The older toddler observes and identifies living things and begins to identify their basic needs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD65.	<p>The younger toddler responds to and participates in music, rhythm and songs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD66.	<p>The younger toddler explores with sensory art materials and uses them to create visual effects.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD67.	<p>The younger toddler begins to use pretend and dramatic play to act out familiar scenes.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)



INDICATOR	CD68.	The older toddler responds to and participates in music and dance with increasing skill in rhythm and movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD69.	The older toddler creatively explores and experiments using a variety of sensory materials and art mediums. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD70.	The older toddler expands on pretend play and recreates familiar settings through the imaginative use of props and clothing. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler begins to develop the foundations for social science.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD71.	The younger toddler follows daily routines and anticipates upcoming routine activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler begins to develop the foundations for social science.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)

INDICATOR	CD72.	<p>The younger toddler recalls recent events.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler begins to develop the foundations for social science.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD73.	<p>The younger toddler is able to name self, body parts and significant people.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler begins to develop the foundations for social science.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD74.	<p>The younger toddler begins to recognize individual preferences and differences.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler begins to develop the foundations for social science.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD75.	<p>The older toddler begins to explore and become aware of the immediate community.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view</p>
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler begins to develop the foundations for social science.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)

INDICATOR	CD76.	The older toddler begins to understand rules and routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler begins to develop the foundations for social science.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD77.	The older toddler engages in activities that build a basic understanding of words for location and direction. <u>GOLD® Objectives for Development and Learning</u> • 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)
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STANDARD		Learning Guideline: The toddler begins to develop the foundations for social science.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD78.	The older toddler notices similarities and differences in others. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops the ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW27.	The young toddler moves body, arms and legs with coordination. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops the ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW28.	The young toddler demonstrates large muscle balance, stability, control and coordination. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing



FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops the ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW29.	<p>The young toddler moves body with purpose to achieve a goal.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops the ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW30.	<p>The older toddler moves body, arms and legs with coordination.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops the ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW31.	<p>The older toddler demonstrates large muscle balance, stability, control and coordination.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.4 Experiments with different ways of balancing</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops the ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW32.	<p>The older toddler moves body with purpose to achieve a goal.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops an ability to control and refine small muscles (fine motor).



STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW33.	<p>The young toddler coordinates eye and hand movements.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops an ability to control and refine small muscles (fine motor).
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW34.	<p>The young toddler controls small muscles in hand.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops an ability to control and refine small muscles (fine motor).
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW35.	<p>The older toddler coordinates eye and hand movements.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops an ability to control and refine small muscles (fine motor).
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW36.	<p>The older toddler controls small muscles in hand.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)



INDICATOR	PW37.	<p>The young toddler participates in physical care routines.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW38.	<p>The young toddler begins to develop toileting and dressing skills.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW39.	<p>The young toddler follows familiar sleep routines.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW40.	<p>The young toddler's lifestyle is characterized by active, physical play.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)

INDICATOR	PW41.	<p>The young toddler begins to practice healthy and safe behaviors.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW42.	<p>The young toddler demonstrates the stamina and energy to participate in daily activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW43.	<p>The young toddler engages in a variety of physical activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW44.	<p>The older toddler participates in physical care routines.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW45.	<p>The older toddler develops self-help skills.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>



FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW46.	<p>The older toddler follows familiar sleep routines.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW47.	<p>The older toddler's lifestyle is characterized by active, physical play.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW48.	<p>The older toddler begins to practice healthy and safe behaviors.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW49.	<p>The older toddler demonstrates the stamina and energy to participate in daily activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p>
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)

INDICATOR	PW50.	The older toddler engages in a variety of physical activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops sensorimotor skills (children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.)
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW51.	The young toddler will show increased visual ability and perception. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops sensorimotor skills (children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.)
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW52.	The young toddler will show increased integration of sensory stimulation. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops sensorimotor skills (children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.)
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW53.	The older toddler will show increased visual ability and perception. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STANDARD		Learning Guideline: The toddler develops sensorimotor skills (children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.)
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)

INDICATOR	PW54.	The older toddler will show increased integration of sensory stimulation. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The toddler shows eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	AL.YT.	Young Toddlers (12-24 months)
INDICATOR	AL11.	The young toddler expands his exploration of the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The toddler shows eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	AL.YT.	Young Toddlers (12-24 months)
INDICATOR	AL12.	The young toddler shows curiosity in new and familiar objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The toddler shows eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	AL.OT.	Older Toddlers (22-33 months)
INDICATOR	AL13.	The older toddler expands his exploration of the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The toddler shows eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	AL.OT.	Older Toddlers (22-33 months)

INDICATOR	AL14.	<p>The older toddler shows curiosity in new and familiar objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.4 Explores and investigates ways to make something happen</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.4 Explores and investigates ways to make something happen</p>
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The toddler becomes intentional and persistent in their learning and discovery.
STANDARD / CONCEPT / SKILL	AL.YT.	Young Toddlers (12-24 months)
INDICATOR	AL15.	<p>The young toddler attends for longer periods of time and persists at preferred activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.2 Pays attention to sights and sounds</p>
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The toddler becomes intentional and persistent in their learning and discovery.
STANDARD / CONCEPT / SKILL	AL.YT.	Young Toddlers (12-24 months)
INDICATOR	AL16.	<p>The young toddler begins to take risks.</p> <p>No Correlations</p>
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The toddler becomes intentional and persistent in their learning and discovery.
STANDARD / CONCEPT / SKILL	AL.OT.	Older Toddlers (22-33 months)
INDICATOR	AL17.	<p>The older toddler attends for longer periods of time and persists at preferred activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STANDARD		Learning Guideline: The toddler becomes intentional and persistent in their learning and discovery.
STANDARD / CONCEPT / SKILL	AL.OT.	Older Toddlers (22-33 months)

INDICATOR	AL18.	<p>The older toddler begins to take risks.</p> <p>No Correlations</p>
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