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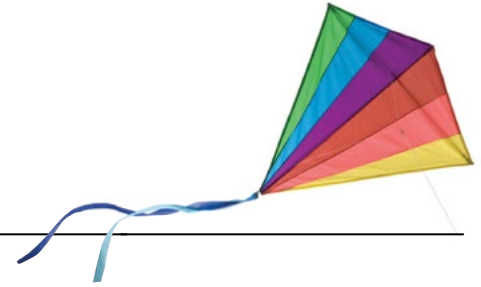**Alignment of**

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

WITH

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

aligned to

South Carolina Early Learning Standards

Ages 3-5; adopted 2017

STANDARD / COURSE	SC.36-48.APL.	Approaches to Play and Learning (APL) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Curiosity, Information-Seeking, and Eagerness
PERFORMANCE DESCRIPTOR / STANDARD	36-48.APL-1.	Children show curiosity and express interest in the world around them.
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-1j.	Discover things that interest and amaze them and seek to share them with others. _GOLD_® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-1k.	Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). _GOLD_® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-1l.	Show interest in a growing range of topics, ideas, and tasks. _GOLD_® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STANDARD / COURSE	SC.36-48.APL.	Approaches to Play and Learning (APL) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Curiosity, Information-Seeking, and Eagerness
PERFORMANCE DESCRIPTOR / STANDARD	36-48.APL-2.	Children actively seek to understand the world around them.

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GRADE LEVEL EXAMPLE / STAGE	36-48.APL-2i.	Ask questions about the people and things around them. *GOLD*® **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-2j.	Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float). *GOLD*® **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.4 Explores and investigates ways to make something happen**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-2k.	Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther). *GOLD*® **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.4 Explores and investigates ways to make something happen**
STANDARD / COURSE	SC.36-48.APL.	**Approaches to Play and Learning (APL) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Play and Imagination**
PERFORMANCE DESCRIPTOR / STANDARD	36-48.APL-3.	**Children engage in increasingly complex play.**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-3m.	Engage in dramatic play themes that include interacting with other children, but often are not coordinated. *GOLD*® **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.5 Emerging to 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-3n.	Talk to peers and share materials during play. *GOLD*® **Objectives for Development and Learning** • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective **3a.4 Takes turns**

GRADE LEVEL EXAMPLE / STAGE	36-48.APL-3o.	Engage in make-believe play with imaginary objects. ***GOLD*** **® Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-3p.	Use language to begin and carry on play with others. ***GOLD*** **® Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.5 Emerging to 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-3q.	Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair). ***GOLD*** **® Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
STANDARD / COURSE	SC.36-48.APL.	**Approaches to Play and Learning (APL) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Play and Imagination**
PERFORMANCE DESCRIPTOR / STANDARD	36-48.APL-4.	**Children demonstrate creativity, imagination, and inventiveness.**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-4h.	Offer new ideas about how to do or make things. ***GOLD*** **® Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.4 Uses creativity and imagination during play and routine tasks**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-4i.	Add new actions, props, or dress-up items to pretend play. ***GOLD*** **® Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**

GRADE LEVEL EXAMPLE / STAGE	36-48.APL-4j.	Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.4 Uses creativity and imagination during play and routine tasks**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-4k.	Experiment with language, musical sounds, and movement. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.4 Uses creativity and imagination during play and routine tasks**
STANDARD / COURSE	SC.36-48.APL.	Approaches to Play and Learning (APL) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Risk-Taking, Problem-Solving, and Flexibility
PERFORMANCE DESCRIPTOR / STANDARD	36-48.APL-5.	Children show curiosity and express interest in the world around them.
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-5k.	Express a belief that they can do things that are hard. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.4 Practices an activity many times until successful**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-5l.	Choose to participate in an increasing variety of familiar and new experiences. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.4 Practices an activity many times until successful**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-5m.	Accept new challenges when offered. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.4 Practices an activity many times until successful**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-5n.	Try things they are not sure they can do, while avoiding dangerous risks. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.4 Practices an activity many times until successful**
STANDARD / COURSE	SC.36-48.APL.	Approaches to Play and Learning (APL) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Risk-Taking, Problem-Solving, and Flexibility

PERFORMANCE DESCRIPTOR / STANDARD	**36-48.APL-6.**	**Children use a variety of strategies to solve problems.**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-6k.	**Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?").** *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-6l.	**Purposefully use a variety of strategies to solve different types of problems.** *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-6m.	**Talk to themselves to work through the steps to solve a problem.** *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility**
STANDARD / COURSE	**SC.36-48.APL.**	**Approaches to Play and Learning (APL) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Attentiveness, Effort and Persistence**
PERFORMANCE DESCRIPTOR / STANDARD	**36-48.APL-7.**	**Children demonstrate initiative.**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-7h.	**Show increasing independence and purpose when making choices ("I want to go to blocks.").** *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-7i.	**Express goals or plans and follow through on them ("I'm going to draw my house.").** *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**

GRADE LEVEL EXAMPLE / STAGE	36-48.APL-7j.	Makes decisions about materials needed to carry out a task. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
STANDARD / COURSE	SC.36-48.APL.	Approaches to Play and Learning (APL) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Attentiveness, Effort and Persistence
PERFORMANCE DESCRIPTOR / STANDARD	36-48.APL-8.	Children maintain attentiveness and focus.
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-8h.	Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking). *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-8i.	Remain engaged in more complex activities that they have chosen. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-8j.	Maintain focus and return to an activity after a break. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
STANDARD / COURSE	SC.36-48.APL.	Approaches to Play and Learning (APL) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Attentiveness, Effort and Persistence
PERFORMANCE DESCRIPTOR / STANDARD	36-48.APL-9.	Children persist in challenging activities.

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GRADE LEVEL EXAMPLE / STAGE	36-48.APL-9e.	Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
GRADE LEVEL EXAMPLE / STAGE	36-48.APL-9f.	When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.6 Solves problems without having to try every possibility**
STANDARD / COURSE	SC.36-48.ESD.	Emotional and Social Development (ESD) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self
PERFORMANCE DESCRIPTOR / STANDARD	36-48.ESD-1.	Children demonstrate a positive sense of self-identity and self-awareness.
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-1k.	Describe self (characteristics that can be seen, things they can do, things they like, and possessions). *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-1l.	Express a sense of belonging to a group (say "There's Kirby from my class," move to stand with own group upon request, "I am a girl."). *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-1m.	Use own first and last name. *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-1n.	Choose activities they like and name their favorite activities. *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
STANDARD / COURSE	SC.36-48.ESD.	Emotional and Social Development (ESD) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self

PERFORMANCE DESCRIPTOR / STANDARD	36-48.ESD-2.	Children demonstrate a positive sense of self-identity and self-awareness.
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-2a.	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. _GOLD®_ Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-2b.	Express the belief that they can do many things. _GOLD®_ Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-2c.	Try new activities and attempt new challenges. _GOLD®_ Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / COURSE	SC.36-48.ESD.	Emotional and Social Development (ESD) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self with Others
PERFORMANCE DESCRIPTOR / STANDARD	36-48.ESD-3.	Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-3o.	Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). _GOLD®_ Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.6 Manages separations without distress and engages with trusted adults**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-3p.	Show affection for adults they are close to. _GOLD®_ Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.6 Manages separations without distress and engages with trusted adults**

GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-3q.	Given time, form positive relationships with new teachers or caregivers. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-3r.	Show ease and comfort in their interactions with familiar adults. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective **2a.6 Manages separations without distress and engages with trusted adults**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-3s.	Ask for assistance from adults. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective **2a.6 Manages separations without distress and engages with trusted adults**
STANDARD / COURSE	SC.36-48.ESD.	**Emotional and Social Development (ESD) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Developing a Sense of Self with Others**
PERFORMANCE DESCRIPTOR / STANDARD	36-48.ESD-4.	**Children form relationships and interact positively with other children.**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-4k.	Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing). *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective **3a.4 Takes turns** • Objective **3 Participates cooperatively and constructively in group situations b. Solves social problems** Objective **3b.4 Seeks adult help to resolve social problems**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-4l.	Form and maintain friendships with a few other children. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships d. Makes friends** Objective **2d.4 Plays with one or two preferred playmates**

GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-4m.	Identify another child as a friend. **_GOLD_® Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.4 Plays with one or two preferred playmates**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-4n.	Approach other children easily, expecting positive interactions. **_GOLD_® Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.4 Uses successful strategies for entering groups**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-4o.	Show ease and comfort in their interactions with familiar children. **_GOLD_® Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.4 Uses successful strategies for entering groups**
STANDARD / COURSE	SC.36-48.ESD.	**Emotional and Social Development (ESD) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Developing a Sense of Self with Others**
PERFORMANCE DESCRIPTOR / STANDARD	36-48.ESD-5.	**Children demonstrate the social and behavioral skills needed to successfully participate in groups.**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-5k.	Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. **_GOLD_® Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-5l.	Often make requests clearly and effectively. **_GOLD_® Objectives for Development and Learning** • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.4 Takes turns**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-5m.	Show awareness that their actions affect others (move carefully around classmate's block structure). **_GOLD_® Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.6 Is able to look at a situation differently or delay gratification**

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GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-5n.	Wait for a short time to get what they want (a turn with a toy, a snack). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.6 Is able to look at a situation differently or delay gratification**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-5o.	Work to resolve conflicts effectively, with guidance and support. *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.4 Seeks adult help to resolve social problems**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-5p.	Notice and accept similarities and differences among all people, including people with disabilities. *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-5q.	Recognize and honor cultural differences. *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / COURSE	SC.36-48.ESD.	Emotional and Social Development (ESD) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning About Feelings
PERFORMANCE DESCRIPTOR / STANDARD	36-48.ESD-6.	Children identify, manage, and express their feelings.
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-6l.	Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.6 Is able to look at a situation differently or delay gratification**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-6m.	Use a variety of words or signs to express and manage feelings more clearly. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.6 Is able to look at a situation differently or delay gratification**

GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-6n.	Describe reasons for their feelings ("I'm sad because Grandma's leaving." "That makes me mad when you do that!"). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.6 Is able to look at a situation differently or delay gratification**
STANDARD / COURSE	SC.36-48.ESD.	**Emotional and Social Development (ESD) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning About Feelings**
PERFORMANCE DESCRIPTOR / STANDARD	36-48.ESD-7.	**Children recognize and respond appropriately to the needs and feelings of others.**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-7j.	Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.4 Demonstrates concern about the feelings of others**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-7k.	Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.4 Demonstrates concern about the feelings of others**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-7l.	Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.4 Demonstrates concern about the feelings of others**
GRADE LEVEL EXAMPLE / STAGE	36-48.ESD-7m.	Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't."). *GOLD*® Objectives for Development and Learning • 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**
STANDARD / COURSE	SC.36-48.HPD.	**Health and Physical Development (HPD) Domain Indicators (36 to 48 months)**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Physical Health and Growth
PERFORMANCE DESCRIPTOR / STANDARD	36-48.HPD-1.	Children develop healthy eating habits.
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-1p.	Try new foods. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-1q.	Feed themselves with utensils independently. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-1r.	Communicate that some foods are good for them (fruits, vegetables, milk) and some are not healthy (potato chips, soda). *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / COURSE	SC.36-48.HPD.	Health and Physical Development (HPD) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Physical Health and Growth
PERFORMANCE DESCRIPTOR / STANDARD	36-48.HPD-2.	Children engage in and sustain various forms of physical play indoors and out.
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-2k.	Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. *GOLD*® **Objectives for Development and Learning** • Objective **4 Demonstrates traveling skills** Objective **4.6 Moves purposefully from place to place with control**

GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-2l.	Choose a variety of structured and unstructured physical activities indoors and outdoors. *GOLD®* Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.6** Moves purposefully from place to place with control • Objective **5** Demonstrates balancing skills Objective **5.6** Sustains balance during simple movement experiences • Objective **6** Demonstrates gross-motor manipulative skills Objective **6.6** Manipulates balls or similar objects with flexible body movements
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-2m.	Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). *GOLD®* Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.6** Moves purposefully from place to place with control • Objective **6** Demonstrates gross-motor manipulative skills Objective **6.6** Manipulates balls or similar objects with flexible body movements
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-2n.	Transition from active to quiet activities with limited guidance and support. *GOLD®* Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors b. Follows limits and expectations Objective **1b.6** Manages classroom rules, routines, and transitions with occasional reminders
STANDARD / COURSE	SC.36-48.HPD.	**Health and Physical Development (HPD) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Physical Health and Growth**
PERFORMANCE DESCRIPTOR / STANDARD	36-48.HPD-3.	**Children develop healthy sleeping habits.**
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-3i.	Recognize and communicate signs of being tired. *GOLD®* Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.6** Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-3j.	With increasing independence, start and participate in sleep routines. *GOLD®* Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.6** Demonstrates confidence in meeting own needs
STANDARD / COURSE	SC.36-48.HPD.	**Health and Physical Development (HPD) Domain Indicators (36 to 48 months)**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Motor Development
PERFORMANCE DESCRIPTOR / STANDARD	36-48.HPD-4.	Children develop the large muscle control and abilities needed to move through and explore their environment.
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-4l.	Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. *GOLD*® **Objectives for Development and Learning** • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-4m.	Refine movements and show generally good coordination (e.g., throwing and catching). *GOLD*® **Objectives for Development and Learning** • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-4n.	Demonstrate large muscle control by throwing balls accurately, sliding down slides, pedaling riding toys, and using assistive technology effectively. *GOLD*® **Objectives for Development and Learning** • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-4o.	Move in space with good coordination (running, hopping in place, galloping). *GOLD*® **Objectives for Development and Learning** • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
STANDARD / COURSE	SC.36-48.HPD.	Health and Physical Development (HPD) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Motor Development
PERFORMANCE DESCRIPTOR / STANDARD	36-48.HPD-5.	Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-5j.	Draw simple shapes and figures (square for block, circles). *GOLD*® **Objectives for Development and Learning** • **Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools** **Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end**
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-5k.	Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh, work puzzles with smaller pieces). *GOLD*® **Objectives for Development and Learning** • **Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-5l.	Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, and adapted tools). *GOLD*® **Objectives for Development and Learning** • **Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
STANDARD / COURSE	SC.36-48.HPD.	**Health and Physical Development (HPD) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Self-Care**
PERFORMANCE DESCRIPTOR / STANDARD	36-48.HPD-6.	**Children develop awareness of their needs and the ability to communicate their needs.**
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-6h.	Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). *GOLD*® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-6g.	Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner). *GOLD*® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.6 Is able to look at a situation differently or delay gratification**
STANDARD / COURSE	SC.36-48.HPD.	**Health and Physical Development (HPD) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Self-Care**

PERFORMANCE DESCRIPTOR / STANDARD	36-48.HPD-7.	Children develop independence in caring for themselves and their environment.
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-7j.	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-7k.	Dress and undress themselves with occasional assistance. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-7l.	Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-7m.	Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-7n.	Serve food for themselves. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-7o.	Help with routine care of the indoor and outdoor learning environment (recycle, care for garden). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-7p.	Name people who help children stay healthy. *GOLD*® **Objectives for Development and Learning** • Objective **30 Shows basic understanding of people and how they live**
STANDARD / COURSE	**SC.36-48.HPD.**	**Health and Physical Development (HPD) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Safety Awareness**
PERFORMANCE DESCRIPTOR / STANDARD	**36-48.HPD-8.**	**Children develop awareness of basic safety rules and begin to follow them.**
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-8i.	Know what their bodies can do, and play within their abilities to avoid injury to self or others. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-8j.	Usually recognize and avoid objects and situations that might cause harm. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-8k.	Usually follow established safety rules. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	36-48.HPD-8l.	Call a trusted adult when someone gets injured or is in an unsafe situation. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / COURSE	**SC.36-48.LDC.**	**Language Development and Communication (LDC) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	**36-48.LDC-1.**	**Children understand communications from others.**

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GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-1k.	Show understanding of increasingly complex sentences. _GOLD®_ **Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-1l.	With prompting and support, respond to requests for information or action. _GOLD®_ **Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-1m.	Follow simple multistep directions with visual cues, if needed. _GOLD®_ **Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language b. Follows directions** Objective **8b.6 Follows directions of two or more steps that relate to familiar objects and experiences**
STANDARD / COURSE	SC.36-48.LDC.	Language Development and Communication (LDC) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning to Communicate
PERFORMANCE DESCRIPTOR / STANDARD	36-48.LDC-2.	Children participate in conversations with peers and adults.
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-2i.	Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). _GOLD®_ **Objectives for Development and Learning** • Objective **10 Uses appropriate conversational and other communication skills b. Uses social rules of language** Objective **10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-2.j.	Initiate and carry on conversations, and ask questions about things that interest them. _GOLD®_ **Objectives for Development and Learning** • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.6 Engages in conversations of at least three exchanges**

GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-2k.	With prompting and support, make comments and ask questions related to the topic of discussion. *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.5 Emerging to 10a.6 Engages in conversations of at least three exchanges
STANDARD / COURSE	SC.36-48.LDC.	Language Development and Communication (LDC) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning to Communicate
PERFORMANCE DESCRIPTOR / STANDARD	36-48.LDC-3.	Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-3d.	Answer longer questions using more detail. *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-3e.	Use sentences or questions to ask for things (people, actions, objects, pets) or gain information. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
STANDARD / COURSE	SC.36-48.LDC.	Language Development and Communication (LDC) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning to Communicate
PERFORMANCE DESCRIPTOR / STANDARD	36-48.LDC-4.	Children communicate thoughts, feelings, and ideas clearly.
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-4i.	Communicate messages with expression, tone, and inflection appropriate to the situation. *GOLD*® Objectives for Development and Learning • 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

GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-4j.	Speak clearly enough to be understood by familiar adults and children. *GOLD*® Objectives for Development and Learning • 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
STANDARD / COURSE	SC.36-48.LDC.	Language Development and Communication (LDC) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning to Communicate
PERFORMANCE DESCRIPTOR / STANDARD	36-48.LDC-5.	Children describe familiar people, places, things, and events.
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-5d.	Talk to themselves and others about what they are "working on," what they are doing, routines, and events of the day. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-5e.	Describe experiences and create or retell short narratives. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
STANDARD / COURSE	SC.36-48.LDC.	Language Development and Communication (LDC) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning to Communicate
PERFORMANCE DESCRIPTOR / STANDARD	36-48.LDC-6.	Children use most grammatical constructions of their home language well.
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-6g.	Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). *GOLD*® Objectives for Development and Learning • 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

GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-6h.	Make grammatical errors that follow language rules (say, "mouses" instead of "mice"). ***GOLD*** **Objectives for Development and Learning** • 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
STANDARD / COURSE	**SC.36-48.LDC.**	**Language Development and Communication (LDC) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	**36-48.LDC-7.**	**Children respond to and use a growing vocabulary.**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-7l.	Repeat familiar songs, chants, or rhymes. ***GOLD*** **Objectives for Development and Learning** • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-7m.	Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). ***GOLD*** **Objectives for Development and Learning** • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-7n.	Make up names for things using words they know (e.g., dog doctor for veterinarian). ***GOLD*** **Objectives for Development and Learning** • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-7o.	Use many kinds of cues in the environment to figure out what words mean. ***GOLD*** **Objectives for Development and Learning** • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.5 Emerging to 9a.6 Describes and tells the use of many familiar items
STANDARD / COURSE	**SC.36-48.LDC.**	**Language Development and Communication (LDC) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Reading**

PERFORMANCE DESCRIPTOR / STANDARD	36-48.LDC-8.	Children develop interest in books and motivation to read.
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-8j.	Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). *GOLD®* Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** **Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-8k.	Show an interest in books, other print, and reading related activities. *GOLD®* Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** **Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-8l.	Listen to and discuss storybooks, simple information books, and poetry. *GOLD®* Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** **Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues**
STANDARD / COURSE	SC.36-48.LDC.	Language Development and Communication (LDC) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	36-48.LDC-9.	Children develop book knowledge and print awareness.
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-9h.	Hold a book upright while turning pages one by one front to back, but not always in order. *GOLD®* Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-9i.	With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, "message" on card for family member). *GOLD®* Objectives for Development and Learning • 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**

GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-9j.	Demonstrate an understanding that print and symbols can tell people what to do (to organize classroom activities—where to store things, when they will have a turn). ***GOLD*® Objectives for Development and Learning** • 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
STANDARD / COURSE	**SC.36-48.LDC.**	**Language Development and Communication (LDC) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Reading**
PERFORMANCE DESCRIPTOR / STANDARD	**36-48.LDC-10.**	**Children comprehend and use information presented in books and other print media.**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-10i.	Imitate the special language in storybooks and story dialogue with some accuracy and detail. ***GOLD*® Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** Objective **18b.3 Emerging to 18b.4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-10j.	With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. ***GOLD*® Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-10k.	Use their knowledge of the world (what things are, how things work) to make sense of stories and informational texts. ***GOLD*® Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.4 Asks and answers questions about the text; refers to pictures**

GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-10l.	Relate personal experiences to events described in familiar books, with prompting and support. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.4 Asks and answers questions about the text; refers to pictures**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-10m.	Ask questions about a story or the information in a book. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.4 Asks and answers questions about the text; refers to pictures**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-10n.	With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures**
STANDARD / COURSE	SC.36-48.LDC.	**Language Development and Communication (LDC) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Reading**
PERFORMANCE DESCRIPTOR / STANDARD	36-48.LDC-11.	**Children develop phonological awareness.**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-11g.	Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds. *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** Objective **15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-11h.	Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. *GOLD*® Objectives for Development and Learning • Objective **23 Demonstrates knowledge of patterns** Objective **23.4 Copies simple repeating patterns**

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GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-11i.	Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words). *GOLD*® **Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective **15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously**
STANDARD / COURSE	SC.36-48.LDC.	**Language Development and Communication (LDC) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Reading**
PERFORMANCE DESCRIPTOR / STANDARD	36-48.LDC-12.	**Children begin to develop knowledge of the alphabet and the alphabetic principle.**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-12b.	Demonstrate an interest in learning the alphabet. *GOLD*® **Objectives for Development and Learning** • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective **16a.2 Recognizes and names a few letters in own name**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-12c.	Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals. *GOLD*® **Objectives for Development and Learning** • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective **16a.2 Recognizes and names a few letters in own name**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-12d.	Recognize and name some letters of the alphabet, especially those in their own name. *GOLD*® **Objectives for Development and Learning** • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective **16a.2 Recognizes and names a few letters in own name**
STANDARD / COURSE	SC.36-48.LDC.	**Language Development and Communication (LDC) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Writing**
PERFORMANCE DESCRIPTOR / STANDARD	36-48.LDC-13.	**Children use writing and other symbols to record information and communicate for a variety of purposes.**

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GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-13c.	Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want). *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-13d.	With prompting and support, communicate their thoughts for an adult to write. *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-13e.	Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play). *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message**
STANDARD / COURSE	SC.36-48.LDC.	Language Development and Communication (LDC) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Writing
PERFORMANCE DESCRIPTOR / STANDARD	36-48.LDC-14.	Children use knowledge of letters in their attempts to write.
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-14a.	Begin to use letters and approximations of letters to write their name. *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills a. Writes name** **Objective 19a.6 Writes mock letters or letter-like forms**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-14b.	Distinguish letters from different kinds of drawings/ graphics. *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills a. Writes name** **Objective 19a.6 Writes mock letters or letter-like forms**
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-14c.	Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters). *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills a. Writes name** **Objective 19a.6 Writes mock letters or letter-like forms**

STANDARD / COURSE	SC.36-48.LDC.	Language Development and Communication (LDC) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Writing
PERFORMANCE DESCRIPTOR / STANDARD	36-48.LDC-15.	Children use writing skills and conventions.
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-15f.	Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, and computers. *GOLD*® Objectives for Development and Learning • 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
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-15g.	Make marks they call "writing" that look different from drawings (vertical series of marks for a "grocery list," horizontal line of marks for a "story"). *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
GRADE LEVEL EXAMPLE / STAGE	36-48.LDC-15h.	Play with writing letters and make letter-like forms. *GOLD*® Objectives for Development and Learning • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
STANDARD / COURSE	SC.36-48.MTE.	Mathematical Thinking and Expression (MTE) Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Number Sense
PERFORMANCE DESCRIPTOR / STANDARD	36-48.MTC-1.	Children demonstrate a beginning understanding of numbers and quantity during play and other activities.
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-1k.	Visually compare two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and, if appropriate, which one has more and/or which one has less. (If child is offered two plates of crackers can select the preferred amount and can explain that he wanted more (or less). *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective **20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts**

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GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-1l.	Rote count to 10 with increasing accuracy. *GOLD*® Objectives for Development and Learning • 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**
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-1m.	Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy and answer the question, "How many are there?" *GOLD*® Objectives for Development and Learning • 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**
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-1n.	Recognize numerals up to 5 during play and daily activities. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective **20c.4 Identifies numerals to 5 by name and connects each to counted objects**
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-1o.	Match numerals 1-5 to sets of objects, with guidance and support. *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** Objective 20c.3 Emerging to 20c.4 Identifies numerals to 5 by name and connects each to counted objects
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-1p.	Write numerals or number-like forms up to 5 during play and daily activities. *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** Objective **20c.4 Identifies numerals to 5 by name and connects each to counted objects**
STANDARD / COURSE	SC.36-48.MTE.	Mathematical Thinking and Expression (MTE) Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Number Sense
PERFORMANCE DESCRIPTOR / STANDARD	36-48.MTC-2.	Children demonstrate a beginning understanding of numbers and operations during play and other activities.

GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-2o.	Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area). _GOLD® Objectives for Development and Learning_ • 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**
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-2p.	Show they understand that putting objects together in a set will make a bigger set, and removing objects from a set will make a smaller set. _GOLD® Objectives for Development and Learning_ • Objective **20 Uses number concepts and operations b. Quantifies** Objective **20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts**
STANDARD / COURSE	SC.36-48.MTE.	**Mathematical Thinking and Expression (MTE) Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Algebraic Thinking**
PERFORMANCE DESCRIPTOR / STANDARD	36-48.MTC-3.	**Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.**
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-3e.	Sort familiar objects into categories (cars with cars, plates separated from cups; rectangle blocks on one shelf and square blocks on another). _GOLD® Objectives for Development and Learning_ • Objective **13 Uses classification skills** Objective **13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape**
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-3f.	Identify familiar objects as the same or different. _GOLD® Objectives for Development and Learning_ • Objective **22 Compares and measures a. Measures objects** Objective **22a.2 Makes simple comparisons between two objects**
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-3g.	Recognize simple repeating patterns (AB type patterns) and attempt to repeat or extend them during play (repeat a movement pattern during a song, extend a line of blocks in alternating colors). _GOLD® Objectives for Development and Learning_ • Objective **23 Demonstrates knowledge of patterns** Objective **23.5 Emerging to 23.6 Extends and creates simple repeating patterns**
STANDARD / COURSE	SC.36-48.MTE.	**Mathematical Thinking and Expression (MTE) Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Geometry and Spatial Understanding**

PERFORMANCE DESCRIPTOR / STANDARD	36-48.MTC-4.	Children begin to identify, describe, classify, and understand shape, size, direction and movement during play and other activities.
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-4i.	Respond to and begin to use words describing positions (in, on, over, under, etc.). *GOLD*® Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** Objective **21a.2 Follows simple directions related to position (in, on, under, up, down)**
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-4j.	Name or match a few 2- and 3-dimensional shapes (circle, sphere, square, triangle, cone) and describe their differences. *GOLD*® Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** Objective **21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation**
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-4k.	Stack or line up blocks that are the same shape. *GOLD*® Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** Objective **21b.4 Identifies a few basic shapes (circle, square, triangle)**
STANDARD / COURSE	SC.36-48.MTE.	Mathematical Thinking and Expression (MTE) Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations of Measurement and Data Analysis
PERFORMANCE DESCRIPTOR / STANDARD	36-48.MTC-5.	Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-5f.	Use descriptive language for size, length, or weight (short, tall, long, heavy, big). *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** Objective **22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume**
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-5g.	Compare the size or weight of two objects and identify which one is the longer/taller/heavier than the other ("That rock is heavier than this one. I can lift it. The snake is longer than the worm.") *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** Objective **22a.2 Makes simple comparisons between two objects**

GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-5h.	Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** Objective **22a.5 Emerging to 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools**
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-5i.	Describe the weather as hot or cold. (Engage in explorations with temperature.) *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** Objective **22a.5 Emerging to 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools**
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-5j.	Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.) *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures b. Measures time and money** Objective **22b.4 Relates time to daily routines and schedule**
STANDARD / COURSE	SC.36-48.MTE.	**Mathematical Thinking and Expression (MTE) Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Mathematical Thinking and Reasoning**
PERFORMANCE DESCRIPTOR / STANDARD	36-48.MTC-6.	**Children use mathematical thinking to solve problems in their everyday environment.**
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-6a.	Seek answers to questions by using mathematical thinking (i.e. reasoning and problem solving) during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block). *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** Objective **22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume**
GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-6b.	Use drawing and concrete materials to represent and communicate mathematical ideas (draw many circles to show "lots of people," put craft sticks in a pile to show the number of children who want crackers for snack). *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** Objective **14a.4 Draws or constructs, and then identifies what it is**

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GRADE LEVEL EXAMPLE / STAGE	36-48.MTC-6c.	Develop and consistently use intentional strategies when working with knobbed puzzles and similar materials. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.6 Solves problems without having to try every possibility**
STANDARD / COURSE	SC.36-48.CD.	**Cognitive Development (CD) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Construction of Knowledge: Thinking and Reasoning**
PERFORMANCE DESCRIPTOR / STANDARD	36-48.CD-1.	**Children use their senses to construct knowledge about the world around them.**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-1h.	Explore objects, tools, and, materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-1i.	Express knowledge gathered through their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** Objective **14a.4 Draws or constructs, and then identifies what it is**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-1j.	Enjoys fantasy and make-believe and can sometimes distinguish appearance from reality (the person behind the mask remains the same person). *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-1k.	Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail). *GOLD*® Objectives for Development and Learning • Objective **13 Uses classification skills** Objective **13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape**

STANDARD / COURSE	SC.36-48.CD.	Cognitive Development (CD) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Construction of Knowledge: Thinking and Reasoning
PERFORMANCE DESCRIPTOR / STANDARD	36-48.CD-2.	Children recall information and use it for addressing new situations and problems.
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-2o.	Recognize whether a picture or object is the same as or different from something they have seen before. *GOLD*® **Objectives for Development and Learning** • 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**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-2p.	Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus). *GOLD*® **Objectives for Development and Learning** • Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-2q.	Describe or act out a memory of a situation or action, with adult support. *GOLD*® **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-2r.	Make predictions about what will happen using what they know. *GOLD*® **Objectives for Development and Learning** • Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-2s.	Introduce ideas or actions in play based on previous knowledge or experience. *GOLD*® **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**

GRADE LEVEL EXAMPLE / STAGE	36-48.CD-2t.	Ask questions about why things happen and try to understand cause and effect. *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.4** Explores and investigates ways to make something happen
STANDARD / COURSE	**SC.36-48.CD.**	**Cognitive Development (CD) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Construction of Knowledge: Thinking and Reasoning**
PERFORMANCE DESCRIPTOR / STANDARD	**36-48.CD-3.**	**Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-3f.	Uses language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). *GOLD®* Objectives for Development and Learning • Objective **14** Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective **14b.4** Acts out familiar or imaginary scenarios; may use props to stand for something else
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-3g.	Uses words like "think" and "know" to talk about thoughts and beliefs. *GOLD®* Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective **9a.6** Describes and tells the use of many familiar items
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-3h.	Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is). *GOLD®* Objectives for Development and Learning • Objective **30** Shows basic understanding of people and how they live
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-3i.	Remember and describe, at the end of the day what they had done while at school. *GOLD®* Objectives for Development and Learning • 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
STANDARD / COURSE	**SC.36-48.CD.**	**Cognitive Development (CD) Domain Indicators (36 to 48 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Creative Expression**
PERFORMANCE DESCRIPTOR / STANDARD	**36-48.CD-4.**	**Children demonstrate appreciation for different forms of artistic expression.**

GRADE LEVEL EXAMPLE / STAGE	36-48.CD-4p.	Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-4q.	Participate in, describe, and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
STANDARD / COURSE	SC.36-48.CD.	Cognitive Development (CD) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Creative Expression
PERFORMANCE DESCRIPTOR / STANDARD	36-48.CD-5.	Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-5m.	Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-5n.	Show creativity and imagination when using materials and assuming roles during pretend play. *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-5o.	Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways. *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts

GRADE LEVEL EXAMPLE / STAGE	36-48.CD-5p.	Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities. *GOLD*® **Objectives for Development and Learning** • Objective **34 Explores musical concepts and expression**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-5q.	Show awareness of various patterns of beat, rhythm, and movement through music and dance activities. *GOLD*® **Objectives for Development and Learning** • Objective **34 Explores musical concepts and expression** • Objective **35 Explores dance and movement concepts**
STANDARD / COURSE	SC.36-48.CD.	Cognitive Development (CD) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	36-48.CD-6.	Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-6h.	Talk about close family members, name their relationships to each other, and describe family routines ("Marika is my sister." "My grandma takes care of me at night."). *GOLD*® **Objectives for Development and Learning** • Objective **29 Demonstrates knowledge about self**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-6i.	Adopt roles of family and community members during play, given support and realistic props. *GOLD*® **Objectives for Development and Learning** • Objective **30 Shows basic understanding of people and how they live**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-6j.	Identify and talk about the roles of some community helpers (police, fire fighters, garbage collectors). *GOLD*® **Objectives for Development and Learning** • Objective **30 Shows basic understanding of people and how they live**
STANDARD / COURSE	SC.36-48.CD.	Cognitive Development (CD) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	36-48.CD-7.	Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-7d.	Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, That's my family," or "I'm in Ms. Emily's class."). *GOLD*® **Objectives for Development and Learning** • Objective **29 Demonstrates knowledge about self**

STANDARD / COURSE	SC.36-48.CD.	Cognitive Development (CD) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	36-48.CD-8.	Children identify and demonstrate acceptance of similarities and differences between themselves and others.
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-8d.	Show acceptance of people who are different from themselves as well as people who are similar. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-8e.	Given support and guidance, explore different cultural practices during play and planned activities. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STANDARD / COURSE	SC.36-48.CD.	Cognitive Development (CD) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	36-48.CD-9.	Children explore concepts connected with their daily experiences in their community.
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-9b.	Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox."). *GOLD*® Objectives for Development and Learning • Objective **32 Demonstrates simple geographic knowledge**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-9c.	Notice changes that happen over time (seasons, self or others growing bigger). *GOLD*® Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-9d.	Notice and talk about weather conditions. *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-9e.	With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full). *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.4 Takes turns**
STANDARD / COURSE	SC.36-48.CD.	Cognitive Development (CD) Domain Indicators (36 to 48 months)

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Scientific Exploration and Knowledge
PERFORMANCE DESCRIPTOR / STANDARD	36-48.CD-10.	Children observe and describe characteristics of living things and the physical world.
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-10e.	Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet). _GOLD®_ Objectives for Development and Learning • Objective **25 Demonstrates knowledge of the characteristics of living things**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-10f.	Notice and react to the natural world and the outdoor environment. _GOLD®_ Objectives for Development and Learning • Objective **25 Demonstrates knowledge of the characteristics of living things** • Objective **27 Demonstrates knowledge of Earth's environment**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-10g.	Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. _GOLD®_ Objectives for Development and Learning • Objective **25 Demonstrates knowledge of the characteristics of living things**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-10h.	Notice and describe current weather conditions. _GOLD®_ Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-10i.	Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). _GOLD®_ Objectives for Development and Learning • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-10j.	Participate in activities that help to care for the environment, with guidance and support (picks up trash, recycle paper). _GOLD®_ Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
STANDARD / COURSE	SC.36-48.CD.	Cognitive Development (CD) Domain Indicators (36 to 48 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Scientific Exploration and Knowledge
PERFORMANCE DESCRIPTOR / STANDARD	36-48.CD-11.	Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

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GRADE LEVEL EXAMPLE / STAGE	36-48.CD-11i.	Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. _GOLD®_ **Objectives for Development and Learning** • Objective **24 Uses scientific inquiry skills**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-11j.	Observe objects, materials, and everyday events, and describe what they notice (temperature, texture, size, weight, color, etc.). _GOLD®_ **Objectives for Development and Learning** • Objective **24 Uses scientific inquiry skills**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-11k.	Ask questions to find out more about the natural world. _GOLD®_ **Objectives for Development and Learning** • Objective **24 Uses scientific inquiry skills** Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-11l.	With guidance and support, use simple tools to investigate objects and materials (magnifying glass, sifter, ramps for rolling balls and cars). _GOLD®_ **Objectives for Development and Learning** • Objective **28 Uses tools and other technology to perform tasks**
GRADE LEVEL EXAMPLE / STAGE	36-48.CD-11m.	Describe and predict changes that take place when mixing and manipulating materials. _GOLD®_ **Objectives for Development and Learning** • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**
STANDARD / COURSE	**SC.48-60.APL.**	**Approaches to Play and Learning (APL) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Curiosity, Information-Seeking, and Eagerness**
PERFORMANCE DESCRIPTOR / STANDARD	**48-60.APL-1.**	**Children show curiosity and express interest in the world around them.**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-1m.	Discover things that interest and amaze them and seek to share them with others. _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

GRADE LEVEL EXAMPLE / STAGE	48-60.APL-1n.	Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.6 Describes and tells the use of many familiar items**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-1o.	Show interest in a growing range of topics, ideas, and tasks. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-1p.	Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dancing, and building skills). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks**
STANDARD / COURSE	SC.48-60.APL.	**Approaches to Play and Learning (APL) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Curiosity, Information-Seeking, and Eagerness**
PERFORMANCE DESCRIPTOR / STANDARD	48-60.APL-2.	**Children actively seek to understand the world around them.**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-2l.	Ask questions to find out more about the things that interest them, including questions about future events. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-2m.	Choose among different ways to explore the environment based on experience (use a magnifying glass that the class used before to explore something new). *GOLD*® **Objectives for Development and Learning** • Objective **12 Remembers and connects experiences b. Makes connections** **Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**

GRADE LEVEL EXAMPLE / STAGE	48-60.APL-2n.	Use what they know from experience to understand what is happening now (get an umbrella to go outside because it is raining). _GOLD®_ Objectives for Development and Learning • Objective **12 Remembers and connects experiences b. Makes connections** Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
STANDARD / COURSE	SC.48-60.APL.	**Approaches to Play and Learning (APL) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Play and Imagination**
PERFORMANCE DESCRIPTOR / STANDARD	48-60.APL-3.	**Children engage in increasingly complex play.**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-3r.	**Develop and sustain more complex pretend play themes in cooperation with peers.** _GOLD®_ Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-3s.	**Use more complex and varied language to share ideas and influence others during play.** _GOLD®_ Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective 11e.4 Uses creativity and imagination during play and routine tasks
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-3t.	**Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).** _GOLD®_ Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective 11e.4 Uses creativity and imagination during play and routine tasks
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-3u.	**Demonstrate their cultural values and "rules" through play (tells another child, "That's not what we eat for breakfast.").** _GOLD®_ Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STANDARD / COURSE	SC.48-60.APL.	**Approaches to Play and Learning (APL) Domain Indicators (48 to 60+ months)**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Play and Imagination
PERFORMANCE DESCRIPTOR / STANDARD	48-60.APL-4.	Children demonstrate creativity, imagination, and inventiveness.
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-4l.	Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. *GOLD®* Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-4m.	Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. *GOLD®* Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-4n.	Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. *GOLD®* Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.4 Uses creativity and imagination during play and routine tasks**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-4o.	Make up stories, songs, or dances for fun during play. *GOLD®* Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-4p.	Invents new games. *GOLD®* Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.4 Uses creativity and imagination during play and routine tasks**
STANDARD / COURSE	SC.48-60.APL.	Approaches to Play and Learning (APL) Domain Indicators (48 to 60+ months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Risk-Taking, Problem-Solving, and Flexibility

PERFORMANCE DESCRIPTOR / STANDARD	48-60.APL-5.	Children show curiosity and express interest in the world around them.
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-5o.	Express a belief that they can do things that are hard. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.6 Plans and pursues a variety of appropriately challenging tasks**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-5p.	Approach new experiences independently. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.6 Plans and pursues a variety of appropriately challenging tasks**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-5q.	Ask to participate in new experiences that they have observed or heard about. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.6 Plans and pursues a variety of appropriately challenging tasks**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-5r.	Independently seek new challenges. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.6 Plans and pursues a variety of appropriately challenging tasks**
STANDARD / COURSE	SC.48-60.APL.	Approaches to Play and Learning (APL) Domain Indicators (48 to 60+ months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Risk-Taking, Problem-Solving, and Flexibility
PERFORMANCE DESCRIPTOR / STANDARD	48-60.APL-6.	Children use a variety of strategies to solve problems.
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-6n.	Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-6o.	Describe the steps they will use to solve a problem. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.6 Solves problems without having to try every possibility**

GRADE LEVEL EXAMPLE / STAGE	48-60.APL-6p.	Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective **11c.6 Solves problems without having to try every possibility**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-6q.	Explain how they solved a problem to another person. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective **11c.6 Solves problems without having to try every possibility**
STANDARD / COURSE	**SC.48-60.APL.**	**Approaches to Play and Learning (APL) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Attentiveness, Effort and Persistence**
PERFORMANCE DESCRIPTOR / STANDARD	**48-60.APL-7.**	**Children demonstrate initiative.**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-7k.	Show increasing independence and purpose when making choices ("I'm going to the block area to make a track for my race car."). *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective **11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-7l.	Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective **11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-7m.	Set simple goals that extend over time, make plans and follow through ("Let's make a rocket ship. We need blocks."). *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective **11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**
STANDARD / COURSE	**SC.48-60.APL.**	**Approaches to Play and Learning (APL) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Attentiveness, Effort and Persistence**

PERFORMANCE DESCRIPTOR / STANDARD	48-60.APL-8.	Children maintain attentiveness and focus.
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-8k.	Sometimes able to focus on what is relevant to a task (sort multicolored wooden beads by shape). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-8l.	Consistently remain engaged in self-directed activities. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-8m.	Shift attention back to a task after having been diverted from it. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**
STANDARD / COURSE	SC.48-60.APL.	Approaches to Play and Learning (APL) Domain Indicators (48 to 60+ months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Attentiveness, Effort and Persistence
PERFORMANCE DESCRIPTOR / STANDARD	48-60.APL-9.	Children persist in challenging activities.
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-9h.	Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-9i.	When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility**

GRADE LEVEL EXAMPLE / STAGE	48-60.APL-9j.	Plan and follow through on longer-term tasks (planting a seed and caring for the plant). *GOLD*® Objectives for Development and Learning • 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**
GRADE LEVEL EXAMPLE / STAGE	48-60.APL-9k.	Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**
STANDARD / COURSE	SC.36-48.ESD.	**Emotional and Social Development (ESD) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Developing a Sense of Self**
PERFORMANCE DESCRIPTOR / STANDARD	48-60.ESD-1.	**Children demonstrate a positive sense of self-identity and self-awareness.**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-1a.	Describe themselves in concrete ways, with greater detail and accuracy ("My eyes are brown." "I am tall."). *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-1b.	Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-1c.	Choose to spend more time on preferred activities, and express awareness of skills they are developing. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / COURSE	SC.36-48.ESD.	**Emotional and Social Development (ESD) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Developing a Sense of Self**
PERFORMANCE DESCRIPTOR / STANDARD	48-60.ESD-2.	**Children demonstrate a positive sense of self-identity and self-awareness.**

GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-2n.	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-2o.	Express the belief that they can do many things. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-2p.	Stick with tasks even when they are challenging. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-2q.	Express opinions about their abilities in different areas ("I'm a good friend." I can run fast." "I know all my letters!"). *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
STANDARD / COURSE	SC.36-48.ESD.	**Emotional and Social Development (ESD) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Developing a Sense of Self with Others**
PERFORMANCE DESCRIPTOR / STANDARD	48-60.ESD-3.	**Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-3t.	Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). *GOLD*® Objectives for Development and Learning • 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**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-3u.	Form positive relationships with new teachers or caregivers over time. *GOLD*® Objectives for Development and Learning • 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**

GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-3v.	Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). *GOLD*® Objectives for Development and Learning • 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 **3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.4 Seeks adult help to resolve social problems**
STANDARD / COURSE	**SC.36-48.ESD.**	**Emotional and Social Development (ESD) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Developing a Sense of Self with Others**
PERFORMANCE DESCRIPTOR / STANDARD	**48-60.ESD-4.**	**Children form relationships and interact positively with other children.**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-4p.	Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing). *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-4q.	Form and maintain friendships with other children of diverse cultural backgrounds and abilities. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-4r.	Seek and give support with children they identify as friends. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-4s.	Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors**

GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-4t.	Play and interact cooperatively with other children (work on project together, exchange ideas). *GOLD*® **Objectives for Development and Learning** • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
STANDARD / COURSE	SC.36-48.ESD.	Emotional and Social Development (ESD) Domain Indicators (48 to 60+ months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self with Others
PERFORMANCE DESCRIPTOR / STANDARD	48-60.ESD-5.	Children demonstrate the social and behavioral skills needed to successfully participate in groups.
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-5r.	Follow social rules, transitions, and routines that have been explained to them. *GOLD*® **Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-5s.	Make requests clearly and effectively most of the time. *GOLD*® **Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-5t.	Balance their own needs with those of others in the group. *GOLD*® **Objectives for Development and Learning** • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-5u.	Anticipate consequences and plan ways to solve problems effectively, with guidance and support. *GOLD*® **Objectives for Development and Learning** • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.5 Emerging to 3b.6 Suggest solutions to social problems

GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-5v.	Use a variety of strategies to solve problems and conflicts with increasing independence. *GOLD*® Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-5w.	Express respect and caring for all people, including people with disabilities. *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-5x.	Recognize and honor cultural differences. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STANDARD / COURSE	SC.36-48.ESD.	Emotional and Social Development (ESD) Domain Indicators (48 to 60+ months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning About Feelings
PERFORMANCE DESCRIPTOR / STANDARD	48-60.ESD-6.	Children identify, manage, and express their feelings.
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-6o.	Express a range of emotions happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective 1a.6 Is able to look at a situation differently or delay gratification
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-6p.	Independently manage and express feelings effectively most of the time. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective 1a.6 Is able to look at a situation differently or delay gratification
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-6q.	Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip."). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective 1a.6 Is able to look at a situation differently or delay gratification

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GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-6r.	Give reasons for their feelings that may include thoughts and beliefs as well as outside events ("I'm happy because I wanted to win and I did."). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.6 Is able to look at a situation differently or delay gratification**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-6s.	Use problem-solving strategies when feeling angry or frustrated. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.6 Is able to look at a situation differently or delay gratification**
STANDARD / COURSE	SC.36-48.ESD.	**Emotional and Social Development (ESD) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning About Feelings**
PERFORMANCE DESCRIPTOR / STANDARD	48-60.ESD-7.	**Children recognize and respond appropriately to the needs and feelings of others.**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-7n.	Communicate understanding and empathy for others' feelings. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.6 Identifies basic emotional reactions of others and their causes accurately**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-7o.	Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.6 Identifies basic emotional reactions of others and their causes accurately**
GRADE LEVEL EXAMPLE / STAGE	48-60.ESD-7p.	Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.6 Identifies basic emotional reactions of others and their causes accurately**
STANDARD / COURSE	SC.48-60.HPD.	**Health and Physical Development (HPD) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Physical Health and Growth**

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PERFORMANCE DESCRIPTOR / STANDARD	48-60.HPD-1.	Children develop healthy eating habits.
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-1s.	Try new foods. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-1t.	Feed themselves with utensils independently. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-1u.	Given a selection of familiar foods, identify which foods are nutritious and which are not. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-1v.	Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-1w.	Name foods and beverages that help to build healthy bodies. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / COURSE	SC.48-60.HPD.	Health and Physical Development (HPD) Domain Indicators (48 to 60+ months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Physical Health and Growth
PERFORMANCE DESCRIPTOR / STANDARD	48-60.HPD-2.	Children engage in and sustain various forms of physical play indoors and out.

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GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-2o.	Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. _GOLD®_ Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.8** Coordinates increasingly complex movements in play and games
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-2p.	Communicate ways physical activity keeps us healthy and makes us feel good. _GOLD®_ Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.6** Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-2q.	Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). _GOLD®_ Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.8** Coordinates increasingly complex movements in play and games • Objective **5** Demonstrates balancing skills Objective **5.8** Sustains balance during complex movement experiences • Objective **6** Demonstrates gross-motor manipulative skills Objective **6.8** Manipulates balls or similar objects with a full range of motion
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-2r.	Transition independently from active to quiet activities most of the time. _GOLD®_ Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors b. Follows limits and expectations Objective **1b.6** Manages classroom rules, routines, and transitions with occasional reminders
STANDARD / COURSE	SC.48-60.HPD.	**Health and Physical Development (HPD) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Physical Health and Growth**
PERFORMANCE DESCRIPTOR / STANDARD	48-60.HPD-3.	**Children develop healthy sleeping habits.**
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-3k.	Communicate ways sleep keeps us healthy and makes us feel good. _GOLD®_ Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.6** Demonstrates confidence in meeting own needs

GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-3l.	Independently start and participate in sleep routines most of the time. *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.6** Demonstrates confidence in meeting own needs
STANDARD / COURSE	SC.48-60.HPD.	Health and Physical Development (HPD) Domain Indicators (48 to 60+ months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Motor Development
PERFORMANCE DESCRIPTOR / STANDARD	48-60.HPD-4.	Children develop the large muscle control and abilities needed to move through and explore their environment.
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-4p.	Coordinate movement of upper and lower body. *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.8** Coordinates increasingly complex movements in play and games • Objective **5** Demonstrates balancing skills Objective **5.8** Sustains balance during complex movement experiences
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-4q.	Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.8** Coordinates increasingly complex movements in play and games • Objective **5** Demonstrates balancing skills Objective **5.8** Sustains balance during complex movement experiences
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-4r.	Move quickly through the environment and stop (run fast, pedal fast). *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.8** Coordinates increasingly complex movements in play and games
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-4s.	Show awareness of own body in relation to other people and objects while moving through space. *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.8** Coordinates increasingly complex movements in play and games
STANDARD / COURSE	SC.48-60.HPD.	Health and Physical Development (HPD) Domain Indicators (48 to 60+ months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Motor Development

PERFORMANCE DESCRIPTOR / STANDARD	48-60.HPD-5.	Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-5m.	Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-5n.	Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-5o.	Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
STANDARD / COURSE	SC.48-60.HPD.	Health and Physical Development (HPD) Domain Indicators (48 to 60+ months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Self-Care
PERFORMANCE DESCRIPTOR / STANDARD	48-60.HPD-6.	Children develop awareness of their needs and the ability to communicate their needs.
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-6i.	Use language to ask adults or peers specifically for the kind of help needed in a particular situation. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-6j.	Consistently use strategies to calm themselves when needed. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
STANDARD / COURSE	SC.48-60.HPD.	Health and Physical Development (HPD) Domain Indicators (48 to 60+ months)

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Self-Care
PERFORMANCE DESCRIPTOR / STANDARD	48-60.HPD-7.	Children develop independence in caring for themselves and their environment.
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-7q.	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. *GOLD®* **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-7r.	Dress and undress themselves independently. *GOLD®* **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-7s.	Perform tasks to maintain the indoor and outdoor learning environment independently. *GOLD®* **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-7t.	Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). *GOLD®* **Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / COURSE	SC.48-60.HPD.	Health and Physical Development (HPD) Domain Indicators (48 to 60+ months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Safety Awareness
PERFORMANCE DESCRIPTOR / STANDARD	48-60.HPD-8.	Children develop awareness of basic safety rules and begin to follow them.
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-8m.	Avoid potentially dangerous behaviors. *GOLD®* **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs

GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-8n.	**Consistently recognize and avoid objects, substances, and activities, within the environment that might cause harm.** _GOLD®_ **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-8o.	**Independently follow established safety rules.** _GOLD®_ **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	48-60.HPD-8p.	**Identify people who can help them in the community (police, firefighter, nurse).** _GOLD®_ **Objectives for Development and Learning** • Objective **30 Shows basic understanding of people and how they live**
STANDARD / COURSE	**SC.48-60.LDC.**	**Language Development and Communication (LDC) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	48-60.LDC-1.	**Children understand communications from others.**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-1n.	**Show understanding of increasingly complex sentences.** _GOLD®_ **Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-1o.	**Respond to requests for information or action.** _GOLD®_ **Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-1p.	**Follow more detailed multistep directions.** _GOLD®_ **Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.8 Follows detailed, instructional, multistep directions**

STANDARD / COURSE	SC.48-60.LDC.	Language Development and Communication (LDC) Domain Indicators (48 to 60+ months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning to Communicate
PERFORMANCE DESCRIPTOR / STANDARD	48-60.LDC-2.	Children participate in conversations with peers and adults..
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-2l.	Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). _GOLD®_ Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills b. Uses social rules of language** Objective **10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-2m.	Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. _GOLD®_ Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.6 Engages in conversations of at least three exchanges**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-2n.	Initiate and participate in conversations related to interests of their own or the persons they are communicating with. _GOLD®_ Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.6 Engages in conversations of at least three exchanges**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-2o.	Participate in a group discussion, making comments and asking questions related to the topic. _GOLD®_ Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**

GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-2p.	Show an appreciation for and can use humor appropriately. *GOLD®* Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
STANDARD / COURSE	SC.48-60.LDC.	Language Development and Communication (LDC) Domain Indicators (48 to 60+ months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning to Communicate
PERFORMANCE DESCRIPTOR / STANDARD	48-60.LDC-3.	Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-3f.	Answer more complex questions with an explanation ("I didn't like camping out because it rained." "Emily is my friend because she's nice to me.") *GOLD®* Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-3g.	Ask specific questions to learn more about their world, understand tasks, and solve problems. *GOLD®* Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
STANDARD / COURSE	SC.48-60.LDC.	Language Development and Communication (LDC) Domain Indicators (48 to 60+ months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning to Communicate
PERFORMANCE DESCRIPTOR / STANDARD	48-60.LDC-4.	Children communicate thoughts, feelings, and ideas clearly.
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-4k.	Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. *GOLD®* Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items

GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-4l.	Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). _GOLD®_ **Objectives for Development and Learning** • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective **10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-4m.	Speak clearly enough to be understood by most people. _GOLD®_ **Objectives for Development and Learning** • 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
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-4n.	States point of view, likes and dislikes. _GOLD®_ **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.6 Describes and tells the use of many familiar items**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-4o.	Relays messages accurately. _GOLD®_ **Objectives for Development and Learning** • 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
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-4p.	Expresses ideas in more than one way. _GOLD®_ **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.6 Describes and tells the use of many familiar items**
STANDARD / COURSE	SC.48-60.LDC.	**Language Development and Communication (LDC) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	48-60.LDC-5.	**Children describe familiar people, places, things, and events.**

GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-5f.	Describe experiences and create and/or retell longer narratives. **_GOLD®_ Objectives for Development and Learning** • Objective **9** Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.8 Tells elaborate stories that refer to other times and places
STANDARD / COURSE	**SC.48-60.LDC.**	**Language Development and Communication (LDC) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	**48-60.LDC-6.**	**Children use most grammatical constructions of their home language well.**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-6i.	Speak in full sentences that are grammatically correct most of the time. **_GOLD®_ Objectives for Development and Learning** • Objective **9** Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
STANDARD / COURSE	**SC.48-60.LDC.**	**Language Development and Communication (LDC) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	**48-60.LDC-7.**	**Children respond to and use a growing vocabulary.**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-7p.	Repeat familiar songs, chants, or rhymes. **_GOLD®_ Objectives for Development and Learning** • Objective **8** Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-7q.	Use a growing vocabulary that includes many kinds of words to express ideas clearly. **_GOLD®_ Objectives for Development and Learning** • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items

GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-7r.	Infer the meaning of different kinds of new words from the context in which they are used (for example, hear "sandals" and "boots" used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). *GOLD*® Objectives for Development and Learning • Objective **8** Listens to and understands increasingly complex language a. Comprehends language Objective **8a.6** Responds appropriately to specific vocabulary and simple statements, questions, and stories
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-7s.	Distinguishes between real and made up words. *GOLD*® Objectives for Development and Learning • Objective **8** Listens to and understands increasingly complex language a. Comprehends language Objective **8a.6** Responds appropriately to specific vocabulary and simple statements, questions, and stories
STANDARD / COURSE	SC.48-60.LDC.	Language Development and Communication (LDC) Domain Indicators (48 to 60+ months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	48-60.LDC-8.	Children develop interest in books and motivation to read.
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-8m.	Engage in reading behaviors independently with increased focus for longer periods of time. *GOLD*® Objectives for Development and Learning • Objective **18** Comprehends and responds to books and other texts b. Uses emergent reading skills Objective **18b.6** Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-8n.	Use and share books and print in their play. *GOLD*® Objectives for Development and Learning • Objective **18** Comprehends and responds to books and other texts b. Uses emergent reading skills Objective **18b.6** Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation

GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-8o.	Listen to and discuss increasingly complex storybooks, information books, and poetry. *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
STANDARD / COURSE	SC.48-60.LDC.	**Language Development and Communication (LDC) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Reading**
PERFORMANCE DESCRIPTOR / STANDARD	48-60.LDC-9.	**Children develop book knowledge and print awareness.**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-9k.	Hold a book upright while turning pages one by one from front to back. *GOLD*® **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-9l.	Recognize print in different forms for a variety of functions (writing a message to friend, pointing to print and saying, "Those words tell the story", or reading familiar signs in the environment). *GOLD*® **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-9m.	Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). *GOLD*® **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation**

GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-9n.	With prompting and support, run their finger under or over print as they pretend to read text. *GOLD®* Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** Objective **17b.7 Emerging to 17b.8 Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-9o.	Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). *GOLD®* Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** Objective **17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-9p.	Identify their name and the names of some friends when they see them in print. *GOLD®* Objectives for Development and Learning • Objective **16 Demonstrates knowledge of the alphabet a. Identifies and names letters** Objective **16a.4 Recognizes and names as many as 10 letters, especially those in own name**
STANDARD / COURSE	SC.48-60.LDC.	**Language Development and Communication (LDC) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Reading**
PERFORMANCE DESCRIPTOR / STANDARD	48-60.LDC-10.	**Children comprehend and use information presented in books and other print media.**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-10o.	Imitate the special language in story- books and story dialogue with accuracy and detail. *GOLD®* Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-10p.	Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. *GOLD®* Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**

GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-10q.	Use knowledge of the world to make sense of more challenging texts. *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-10r.	Relate personal experiences to an increasing variety of events described in familiar and new books. *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-10s.	Ask more focused and detailed questions about a story or the information in a book. *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-10t.	Discuss storybooks by responding to questions about what is happening and predicting what will happen next. *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-10u.	Discuss storybooks by responding to questions about the beginning, middle, and end of the story. *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
STANDARD / COURSE	**SC.48-60.LDC.**	**Language Development and Communication (LDC) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Reading**

PERFORMANCE DESCRIPTOR / STANDARD	48-60.LDC-11.	Children develop phonological awareness.
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-11j.	Distinguishes between similar sounding words (e.g., tree and three). *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** Objective **15a.6 Decides whether two words rhyme**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-11k.	Enjoy rhymes and wordplay, with songs, poems, and books and sometimes add their own variations. *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** Objective **15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-11l.	Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. *GOLD*® Objectives for Development and Learning • Objective **23 Demonstrates knowledge of patterns** Objective **23.4 Copies simple repeating patterns**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-11m.	Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** Objective **15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously** • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** Objective **15b.4 Shows awareness that some words begin the same way**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-11n.	Associate sounds with specific words, such as awareness that different words begin with the same sound. *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** Objective **15b.4 Shows awareness that some words begin the same way**
STANDARD / COURSE	SC.48-60.LDC.	Language Development and Communication (LDC) Domain Indicators (48 to 60+ months)

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	48-60.LDC-12.	Children begin to develop knowledge of the alphabet and the alphabetic principle.
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-12e.	Demonstrate an interest in learning the alphabet. *GOLD*® **Objectives for Development and Learning** • Objective **16 Demonstrates knowledge of the alphabet a. Identifies and names letters** **Objective 16a.2 Recognizes and names a few letters in own name**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-12f.	Show they know that letters function to represent sounds in spoken words. *GOLD*® **Objectives for Development and Learning** • Objective **16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences** **Objective 16b.2 Identifies the sounds of a few letters**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-12g.	Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. *GOLD*® **Objectives for Development and Learning** • Objective **16 Demonstrates knowledge of the alphabet a. Identifies and names letters** **Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-12h.	Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, "A-a-apple."). *GOLD*® **Objectives for Development and Learning** • Objective **16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences** **Objective 16b.4 Produces the correct sounds for 10–20 letters**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-12i.	Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. *GOLD*® **Objectives for Development and Learning** • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** **Objective 15b.4 Shows awareness that some words begin the same way**
STANDARD / COURSE	SC.48-60.LDC.	**Language Development and Communication (LDC) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Writing**
PERFORMANCE DESCRIPTOR / STANDARD	48-60.LDC-13.	**Children use writing and other symbols to record information and communicate for a variety of purposes.**

GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-13f.	Represent thoughts and ideas in drawings and by writing letters or letter-like forms. *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-13g.	Incorporate representations of signs, logos or others commonly used symbols into their drawing or writing to communicate the messages that they convey. *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-13h.	Communicate their thoughts for an adult to write. *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-13i.	Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-13j.	Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational and opinion). *GOLD*® **Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
STANDARD / COURSE	SC.48-60.LDC.	Language Development and Communication (LDC) Domain Indicators (48 to 60+ months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Writing
PERFORMANCE DESCRIPTOR / STANDARD	48-60.LDC-14.	Children use knowledge of letters in their attempts to write.

GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-14d.	Use known letters and approximations of letters to write their own name and some familiar words. *GOLD*® **Objectives for Development and Learning** • Objective **19** Demonstrates writing skills a. Writes name **Objective 19a.8 Writes letter strings** • 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**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-14e.	Try to connect the sounds in a spoken word with letters in the written word (write "M" and say, "This is Mommy."). *GOLD*® **Objectives for Development and Learning** • Objective **15** Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text **Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word**
STANDARD / COURSE	SC.48-60.LDC.	**Language Development and Communication (LDC) Domain Indicators (48 to 60+ months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Writing**
PERFORMANCE DESCRIPTOR / STANDARD	48-60.LDC-15.	**Children use writing skills and conventions.**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-15i.	Use a variety of writing tools and materials with increasing precision. *GOLD*® **Objectives for Development and Learning** • Objective **7** Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools **Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end**
GRADE LEVEL EXAMPLE / STAGE	48-60.LDC-15j.	Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of "words"). *GOLD*® **Objectives for Development and Learning** • Objective **19** Demonstrates writing skills b. Writes to convey ideas and information **Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message**
STANDARD / COURSE	SC.48-60.MTE.	**Mathematical Thinking and Expression (MTE) Indicators (48 to 60 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Number Sense**
PERFORMANCE DESCRIPTOR / STANDARD	48-60.MTC-1.	**Children demonstrate a beginning understanding of numbers and quantity during play and other activities.**

GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-1q.	Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as "more than" and "less than" to describe the sets of objects. _GOLD®_ **Objectives for Development and Learning** • **Objective 20 Uses number concepts and operations b. Quantifies** Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-1r.	Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different. _GOLD®_ **Objectives for Development and Learning** • **Objective 20 Uses number concepts and operations b. Quantifies** Objective **20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-1s.	Rote count to 20 with increasing accuracy. _GOLD®_ **Objectives for Development and Learning** • **Objective 20 Uses number concepts and operations a. Counts** Objective **20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-1t.	Count up to 10 objects in a variety of ways (e.g., left to right, right to left, in stacks, etc.) _GOLD®_ **Objectives for Development and Learning** • **Objective 20 Uses number concepts and operations a. Counts** Objective **20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-1u.	Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question "How many are there?" _GOLD®_ **Objectives for Development and Learning** • **Objective 20 Uses number concepts and operations b. Quantifies** Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-1v.	Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities. _GOLD®_ **Objectives for Development and Learning** • **Objective 20 Uses number concepts and operations c. Connects numerals with their quantities** Objective **20c.6 Identifies numerals to 10 by name and connects each to counted objects**

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GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-1w.	Match numerals 1–10 to sets of objects, with guidance and support. *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** **Objective 20c.5 Emerging to 20c.6 Identifies numerals to 10 by name and connects each to counted objects**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-1x.	Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils) *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations b. Quantifies** **Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-1y.	Given a number 0–5, count out that many objects. *GOLD*® Objectives for Development and Learning • 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**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-1z.	State the number of objects in a small collection (1–5) without counting (when a friend holds up two fingers, look at her hand and say, "Two fingers" without counting). *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations b. Quantifies** **Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-1aa.	Tell what number comes next or what number came before another number when counting. *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations a. Counts** **Objective 20a.7 Emerging to 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-1ab.	Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, "The engine is first, and the caboose is last" when making a train). *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures c. Represents and analyzes data** **Objective 22c.2 Knows a few ordinal numbers**

STANDARD / COURSE	SC.48-60.MTE.	Mathematical Thinking and Expression (MTE) Indicators (48 to 60 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Number Sense
PERFORMANCE DESCRIPTOR / STANDARD	48-60.MTC-2.	Children demonstrate a beginning understanding of numbers and operations during play and other activities.
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-2d.	Use observation and counting with increasing accuracy to answer questions such as "How many do we need?" and "How many more do we need?" during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations a. Counts** Objective **20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-2e.	Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects). *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations b. Quantifies** Objective **20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts**
STANDARD / COURSE	SC.48-60.MTE.	Mathematical Thinking and Expression (MTE) Indicators (48 to 60 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Algebraic Thinking
PERFORMANCE DESCRIPTOR / STANDARD	48-60.MTC-3.	Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-3h.	Sort a group of objects (0–10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute). *GOLD*® Objectives for Development and Learning • Objective **13 Uses classification skills** Objective **13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-3i.	Describe, duplicate, and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). *GOLD*® Objectives for Development and Learning • Objective **23 Demonstrates knowledge of patterns** Objective **23.6 Extends and creates simple repeating patterns**

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GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-3j.	Show beginning abilities to create simple repeating patterns. **_GOLD_® Objectives for Development and Learning** • Objective **23 Demonstrates knowledge of patterns** Objective **23.5 Emerging to 23.6 Extends and creates simple repeating patterns**
STANDARD / COURSE	**SC.48-60.MTE.**	**Mathematical Thinking and Expression (MTE) Indicators (48 to 60 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Geometry and Spatial Understanding**
PERFORMANCE DESCRIPTOR / STANDARD	**48-60.MTC-4.**	**Children begin to identify, describe, classify, and understand shape, size, direction and movement during play and other activities.**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-4l.	Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words. **_GOLD_® Objectives for Development and Learning** • Objective **21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** Objective **21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-4m.	Use 2- and 3-dimensional shapes to represent real world objects (say, "We are building a castle and we need a round block for the tunnel." "I glued a circle and a square on my picture to make a house."). **_GOLD_® Objectives for Development and Learning** • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** Objective **21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-4n.	Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment. **_GOLD_® Objectives for Development and Learning** • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** Objective **21b.4 Identifies a few basic shapes (circle, square, triangle)**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-4o.	Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes ("That's a triangle; it's pointy." "It's a circle because it's round."). **_GOLD_® Objectives for Development and Learning** • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** Objective **21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation**

STANDARD / COURSE	SC.48-60.MTE.	Mathematical Thinking and Expression (MTE) Indicators (48 to 60 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations of Measurement and Data Analysis
PERFORMANCE DESCRIPTOR / STANDARD	48-60.MTC-5.	Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-5k.	Use descriptive language for size, length, or weight (short, tall, long, heavy, and big). _GOLD®_ Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-5l.	Directly compare more than two objects by size, length, or weight ("That rock is heavier than these others; I can't lift it." Look at three strings that are different lengths and select the longest string). _GOLD®_ Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-5m.	Put a few objects in order by size, length, or weight (arrange a group of 3 blocks in order from the shortest to the longest). _GOLD®_ Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-5n.	Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). _GOLD®_ Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-5o.	Describe the weather as hot or cold. (Continue to engage in explorations with temperature.) _GOLD®_ Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-5p.	Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.) _GOLD®_ Objectives for Development and Learning • Objective 22 Compares and measures b. Measures time and money Objective 22b.4 Relates time to daily routines and schedule
STANDARD / COURSE	SC.48-60.MTE.	**Mathematical Thinking and Expression (MTE) Indicators (48 to 60 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Mathematical Thinking and Reasoning**
PERFORMANCE DESCRIPTOR / STANDARD	48-60.MTC-6.	**Children use mathematical thinking to solve problems in their everyday environment.**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-6d.	Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies (figure out how to balance a block structure; to build a bridge; to create a pattern with Legos). _GOLD®_ Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.6 Shows eagerness to learn about a variety of topics and ideas**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-6e.	Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question). _GOLD®_ Objectives for Development and Learning • 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**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-6f.	Begin to explain how a mathematical problem was solved ("I saw that there was always a blue flower after a red flower so I knew to put a blue one next." "I counted four friends who didn't have crackers, so I got four more."). _GOLD®_ Objectives for Development and Learning • Objective **20 Uses number concepts and operations b. Quantifies** Objective **20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many**
GRADE LEVEL EXAMPLE / STAGE	48-60.MTC-6g.	Identify and describe strategies used to complete increasingly difficult puzzles (e.g., when completing a floor puzzle, working on the edges first). _GOLD®_ Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.6 Solves problems without having to try every possibility**

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STANDARD / COURSE	SC.48-60.CD.	Cognitive Development (CD) Domain Indicators (48 to 60 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Construction of Knowledge: Thinking and Reasoning
PERFORMANCE DESCRIPTOR / STANDARD	48-60.CD-1.	Children use their senses to construct knowledge about the world around them.
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-1l.	Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). _GOLD®_ Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.6 Shows eagerness to learn about a variety of topics and ideas**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-1m.	Express knowledge gathered through their senses using play, various art forms, language, and other forms of representation (show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). _GOLD®_ Objectives for Development and Learning • 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**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-1n.	Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). _GOLD®_ Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-1o.	Organize and use information through matching, grouping, and sequencing. _GOLD®_ Objectives for Development and Learning • Objective **13 Uses classification skills** Objective **13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason**
STANDARD / COURSE	SC.48-60.CD.	Cognitive Development (CD) Domain Indicators (48 to 60 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Construction of Knowledge: Thinking and Reasoning
PERFORMANCE DESCRIPTOR / STANDARD	48-60.CD-2.	Children recall information and use it for addressing new situations and problems.

GRADE LEVEL EXAMPLE / STAGE	48-60.CD-2u.	Demonstrate their ability to apply what they know about everyday experiences. **GOLD® Objectives for Development and Learning** • Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-2v.	Describe past events in an organized way, including details or personal reactions. **GOLD® Objectives for Development and Learning** • Objective **12 Remembers and connects experiences a. Recognizes and recalls** Objective **12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-2w.	Improve their ability to make predictions and explain why things happen using what they know. **GOLD® Objectives for Development and Learning** • Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-2x.	Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. **GOLD® Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-2y.	Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. **GOLD® Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.6 Shows eagerness to learn about a variety of topics and ideas**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-2z.	Speculate and imagine what might happen next. **GOLD® Objectives for Development and Learning** • Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**
STANDARD / COURSE	**SC.48-60.CD.**	**Cognitive Development (CD) Domain Indicators (48 to 60 months)**

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KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Construction of Knowledge: Thinking and Reasoning
PERFORMANCE DESCRIPTOR / STANDARD	48-60.CD-3.	Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-3j.	Uses language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-3k.	Express understanding that others may have different thoughts, beliefs, or feelings than their own ("I like ketchup and you don't."). *GOLD*® Objectives for Development and Learning • 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**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-3l.	Use language to describe their thinking processes with adult support. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-3m.	Work on a project over several days, solving problems and making their work more elaborate. *GOLD*® Objectives for Development and Learning • 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**
STANDARD / COURSE	SC.48-60.CD.	Cognitive Development (CD) Domain Indicators (48 to 60 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Creative Expression
PERFORMANCE DESCRIPTOR / STANDARD	48-60.CD-4.	Children demonstrate appreciation for different forms of artistic expression.

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GRADE LEVEL EXAMPLE / STAGE	48-60.CD-4i.	Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). *GOLD*® **Objectives for Development and Learning** • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-4j.	Participate in, describe, and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). *GOLD*® **Objectives for Development and Learning** • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-4k.	Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, "We need a stage for our puppet show"). *GOLD*® **Objectives for Development and Learning** • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-4l.	Recognize the value of artistic expression and the role the arts play in human's lives. *GOLD*® **Objectives for Development and Learning** • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
STANDARD / COURSE	SC.48-60.CD.	Cognitive Development (CD) Domain Indicators (48 to 60 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Creative Expression
PERFORMANCE DESCRIPTOR / STANDARD	48-60.CD-5.	Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.

GRADE LEVEL EXAMPLE / STAGE	48-60.CD-5r.	Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. *GOLD*® **Objectives for Development and Learning** • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective **36 Explores drama through actions and language**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-5s.	Plan and act out scenes based on books, stories, everyday life, and imagination. *GOLD*® **Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-5t.	Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. *GOLD*® **Objectives for Development and Learning** • Objective **33 Explores the visual arts**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-5u.	Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). *GOLD*® **Objectives for Development and Learning** • Objective **34 Explores musical concepts and expression**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-5v.	Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. *GOLD*® **Objectives for Development and Learning** • Objective **35 Explores dance and movement concepts**
STANDARD / COURSE	SC.48-60.CD.	Cognitive Development (CD) Domain Indicators (48 to 60 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	48-60.CD-6.	Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-6k.	Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. *GOLD*® **Objectives for Development and Learning** • Objective **29 Demonstrates knowledge about self**

GRADE LEVEL EXAMPLE / STAGE	48-60.CD-6l.	Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-6m.	Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / COURSE	SC.48-60.CD.	Cognitive Development (CD) Domain Indicators (48 to 60 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	48-60.CD-7.	Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-7e.	Identify and express self as a part of several groups (e.g., family, preschool class, faith community). *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
STANDARD / COURSE	SC.48-60.CD.	Cognitive Development (CD) Domain Indicators (48 to 60 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	48-60.CD-8.	Children identify and demonstrate acceptance of similarities and differences between themselves and others.
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-8f.	Show acceptance of people who are different from themselves as well as people who are similar. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-8g.	Talk about how other children have different family members and family structures than their own ("I live with my Grandma and Shanika lives with her Mom and Dad." "David's dad works but my Daddy stays home and takes care of me."). *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-8h.	Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live

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STANDARD / COURSE	SC.48-60.CD.	Cognitive Development (CD) Domain Indicators (48 to 60 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	48-60.CD-9.	Children explore concepts connected with their daily experiences in their community.
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-9f.	Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox."). *GOLD*® Objectives for Development and Learning • Objective **32 Demonstrates simple geographic knowledge**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-9g.	Observe and talk about changes in themselves and their families over time. *GOLD*® Objectives for Development and Learning • Objective **31 Explores change related to familiar people or places**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-9h.	Observe and talk about how people adapt to seasons and weather conditions (put on sunscreen on sunny days, wear rain gear). *GOLD*® Objectives for Development and Learning • Objective **32 Demonstrates simple geographic knowledge**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-9i.	Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-9j.	Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective **3a.6 Initiates the sharing of materials in the classroom and outdoors**
STANDARD / COURSE	SC.48-60.CD.	Cognitive Development (CD) Domain Indicators (48 to 60 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Scientific Exploration and Knowledge
PERFORMANCE DESCRIPTOR / STANDARD	48-60.CD-10.	Children observe and describe characteristics of living things and the physical world.
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-10k.	Collect items from nature (rocks, leaves, and insects) and classify them using physical characteristics (color, size, shape, texture). *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**

GRADE LEVEL EXAMPLE / STAGE	48-60.CD-10nl.	Notice and react to the natural world and the outdoor environment. *GOLD*® **Objectives for Development and Learning** • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-10m.	Describe some things plants and animals need to live and grow (sunlight, water, food). *GOLD*® **Objectives for Development and Learning** • Objective **25 Demonstrates knowledge of the characteristics of living things**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-10n.	Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). *GOLD*® **Objectives for Development and Learning** • Objective **25 Demonstrates knowledge of the characteristics of living things**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-10no.	Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. *GOLD*® **Objectives for Development and Learning** • Objective **27 Demonstrates knowledge of Earth's environment**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-10p.	Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). *GOLD*® **Objectives for Development and Learning** • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-10q.	Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). *GOLD*® **Objectives for Development and Learning** • Objective **27 Demonstrates knowledge of Earth's environment**
STANDARD / COURSE	**SC.48-60.CD.**	**Cognitive Development (CD) Domain Indicators (48 to 60 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Scientific Exploration and Knowledge**
PERFORMANCE DESCRIPTOR / STANDARD	**48-60.CD-11.**	**Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.**

GRADE LEVEL EXAMPLE / STAGE	48-60.CD-11n.	Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. *GOLD*® Objectives for Development and Learning • 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**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-11o.	Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-11p.	Compare objects, materials, and phenomena by observing and describing their physical characteristics. *GOLD*® Objectives for Development and Learning • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-11q.	Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). *GOLD*® Objectives for Development and Learning • Objective **28 Uses tools and other technology to perform tasks**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-11r.	Make and check predictions through observations and experimentation, with adult support and guidance. *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-11s.	Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective **11e.6 Changes plans if a better idea is thought of or proposed**
GRADE LEVEL EXAMPLE / STAGE	48-60.CD-11t.	Engage in the scientific process by observing, making predictions, recording predictions (through photographs, drawings or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes. *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**

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GRADE LEVEL EXAMPLE / STAGE	48-60.CD-11u.	Analyze the result of an attempted solution and use new information to solve a problem (e.g. after observing a paper boat sinking in the water, making a new boat out of a different material to see if it would float). _GOLD® Objectives for Development and Learning_ • Objective **24 Uses scientific inquiry skills**

South Carolina Early Learning Standards

Ages birth-12 months; adopted 2017

STANDARD / COURSE	SC.B-12.APL.	**Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Curiosity, Information-Seeking, and Eagerness**
PERFORMANCE DESCRIPTOR / STANDARD	**B-12.APL-1.**	**Children show curiosity and express interest in the world around them.**
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-1a.	Show interest in others (smile or gaze at caregiver, make sounds or move body when another person is near). _GOLD® Objectives for Development and Learning_ • Objective **11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds**
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-1b.	Show interest in themselves (watch own hands, play with own feet). _GOLD® Objectives for Development and Learning_ • Objective **11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds**
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-1c.	React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams). _GOLD® Objectives for Development and Learning_ • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment**
STANDARD / COURSE	SC.B-12.APL.	**Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Curiosity, Information-Seeking, and Eagerness**
PERFORMANCE DESCRIPTOR / STANDARD	**B-12.APL-2.**	**Children actively seek to understand the world around them.**

GRADE LEVEL EXAMPLE / STAGE	B-12.APL-2a.	Explore the indoor and outdoor environment using all available senses —smell, hear, see, feel and taste. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.2 Uses senses to explore the immediate environment
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-2b.	With appropriate supports, move toward interesting people, sounds, objects, and activities. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / COURSE	SC.B-12.APL.	**Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Play and Imagination**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.APL-3.	**Children engage in increasingly complex play.**
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-3a.	Show interest in other children playing (watch, turn toward). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.2 Uses senses to explore the immediate environment
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-3b.	Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for "so big"). *GOLD*® **Objectives for Development and Learning** • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective 10a.2 Engages in simple back-and-forth exchanges with others
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-3c.	Play with simple objects, using them to make sounds and other interesting results. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective 11b.2 Repeats actions to obtain similar results

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GRADE LEVEL EXAMPLE / STAGE	B-12.APL-3d.	Begin to participate in give-and-take exchanges of sounds and gestures ("serve and return"). _GOLD®_ **Objectives for Development and Learning** • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.2 Engages in simple back-and-forth exchanges with others**
STANDARD / COURSE	SC.B-12.APL.	**Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Play and Imagination**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.APL-4.	**Children demonstrate creativity, imagination, and inventiveness.**
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-4a.	Use everyday household objects for play (spoons, pots and pans, plastic bowls). _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective **11e.2 Imitates others in using objects in new and/or unanticipated ways**
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-4b.	Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult's attention). _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.2 Repeats actions to obtain similar results**
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-4c.	React to unexpected events with laughter and interest. _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.2 Pays attention to sights and sounds**
STANDARD / COURSE	SC.B-12.APL.	**Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Risk-Taking, Problem-Solving, and Flexibility**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.APL-5.	**Children show curiosity and express interest in the world around them.**
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-5a.	Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult. _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.2 Reacts to a problem; seeks to achieve a specific goal**

GRADE LEVEL EXAMPLE / STAGE	B-12.APL-5b.	Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture tiny crumb with pincer grasp). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.2 Reacts to a problem; seeks to achieve a specific goal**
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-5c.	Look to adult for cues and when reassured, proceed. *GOLD*® Objectives for Development and Learning • 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**
STANDARD / COURSE	SC.B-12.APL.	**Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Risk-Taking, Problem-Solving, and Flexibility**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.APL-6.	**Children use a variety of strategies to solve problems.**
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-6a.	Try one or two strategies to get what they want (make noise, move or reach toward things, reject unwanted item). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.2 Reacts to a problem; seeks to achieve a specific goal**
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-6b.	Try a familiar action in a new activity (hit a button on a new toy; try to open a visitor's purse). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.2 Reacts to a problem; seeks to achieve a specific goal**
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-6c.	Use trial and error to get something done, get what they want, or solve simple problems. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.2 Reacts to a problem; seeks to achieve a specific goal**
STANDARD / COURSE	SC.B-12.APL.	**Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Attentiveness, Effort and Persistence**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.APL-7.	**Children demonstrate initiative.**

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GRADE LEVEL EXAMPLE / STAGE	B-12.APL-7a.	Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don't like). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.2 Indicates needs and wants; participates as adult attends to needs**
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-7b.	Independently explore the different qualities of an object (notice the sound of a rattle, then be drawn to the "feel" of it, exploring it with mouth or hand). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
STANDARD / COURSE	SC.B-12.APL.	Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Attentiveness, Effort and Persistence
PERFORMANCE DESCRIPTOR / STANDARD	B-12.APL-8.	Children maintain attentiveness and focus.
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-8a.	Focus and attend to people and things around them. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.2 Pays attention to sights and sounds**
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-8b.	Repeat interesting actions over and over (push button to make toy pop up). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.2 Repeats actions to obtain similar results**
GRADE LEVEL EXAMPLE / STAGE	B-12.APL-8c.	Notice when the expected does not happen. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.2 Repeats actions to obtain similar results**
STANDARD / COURSE	SC.B-12.APL.	Approaches to Play and Learning (APL) Domain Indicators (Birth to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Attentiveness, Effort and Persistence
PERFORMANCE DESCRIPTOR / STANDARD	B-12.APL-9.	Children persist in challenging activities.

GRADE LEVEL EXAMPLE / STAGE	B-12.APL-9a.	Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach). *GOLD*® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning b. Persists Objective **11b.2** Repeats actions to obtain similar results
STANDARD / COURSE	**SC.B-12.ESD.**	**Emotional and Social Development (ESD) Domain Indicators (Birth to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Developing a Sense of Self**
PERFORMANCE DESCRIPTOR / STANDARD	**B-12.ESD-1.**	**Children demonstrate a positive sense of self-identity and self-awareness.**
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-1a.	Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies). *GOLD*® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning a. Attends and engages Objective **11a.2** Pays attention to sights and sounds
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-1b.	Show interest in their image in a mirror (stare, smile, reach out to touch). *GOLD*® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning a. Attends and engages Objective **11a.2** Pays attention to sights and sounds
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-1c.	Respond to their name with sounds or movement. *GOLD*® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning a. Attends and engages Objective **11a.2** Pays attention to sights and sounds
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-1d.	Express likes and dislikes (smile, cry, and protest). *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.2** Indicates needs and wants; participates as adult attends to needs
STANDARD / COURSE	**SC.B-12.ESD.**	**Emotional and Social Development (ESD) Domain Indicators (Birth to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Developing a Sense of Self**
PERFORMANCE DESCRIPTOR / STANDARD	**B-12.ESD-2.**	**Children demonstrate a positive sense of self-identity and self-awareness.**

GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-2a.	Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.2 Repeats actions to obtain similar results**
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-2b.	Show pleasure at things they have done (wiggle, coo, laugh). *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.2 Vocalizes and gestures to communicate**
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-2c.	Explore the environment with support from a familiar, trusted adult. *GOLD*® Objectives for Development and Learning • 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**
STANDARD / COURSE	**SC.B-12.ESD.**	**Emotional and Social Development (ESD) Domain Indicators (Birth to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Developing a Sense of Self with Others**
PERFORMANCE DESCRIPTOR / STANDARD	**B-12.ESD-3.**	**Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.**
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-3a.	Enjoy being held, cuddled, and talked to by familiar adults. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.2 Demonstrates a secure attachment to one or more adults**
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-3b.	Recognize and reach out to familiar people. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.2 Demonstrates a secure attachment to one or more adults**
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-3c.	Seek to be near their caregivers; stop crying when they come near. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.2 Demonstrates a secure attachment to one or more adults**

GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-3d.	Show signs of separation anxiety when a familiar caregiver leaves. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-3e.	Make eye contact with others. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-3f.	Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for "so big"). *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
STANDARD / COURSE	SC.B-12.ESD.	**Emotional and Social Development (ESD) Domain Indicators (Birth to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Developing a Sense of Self with Others**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.ESD-4.	**Children form relationships and interact positively with other children.**
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-4a.	Notice other infants and children (look at them, turn in other's direction, reach for them, and touch them). *GOLD*® **Objectives for Development and Learning** • 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**
STANDARD / COURSE	SC.B-12.ESD.	**Emotional and Social Development (ESD) Domain Indicators (Birth to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Developing a Sense of Self with Others**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.ESD-5.	**Children demonstrate the social and behavioral skills needed to successfully participate in groups.**
GRADE LEVEL EXAMPLE / STAGE		**Emerging** **No Correlations**
STANDARD / COURSE	SC.B-12.ESD.	**Emotional and Social Development (ESD) Domain Indicators (Birth to 12 months)**

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KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning About Feelings
PERFORMANCE DESCRIPTOR / STANDARD	B-12.ESD-6.	Children identify, manage, and express their feelings.
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-6a.	Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice. _GOLD®_ **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.2 Uses adult support to calm self**
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-6b.	Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss). _GOLD®_ **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.2 Uses adult support to calm self**
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-6c.	Soothe themselves (suck thumb or pacifiers, shift attention, snuggle with soft toy). _GOLD®_ **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**
STANDARD / COURSE	SC.B-12.ESD.	Emotional and Social Development (ESD) Domain Indicators (Birth to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning About Feelings
PERFORMANCE DESCRIPTOR / STANDARD	B-12.ESD-7.	Children recognize and respond appropriately to the needs and feelings of others.
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-7a.	Become upset when another infant is crying. _GOLD®_ **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.2 Reacts to others' emotional expressions**
GRADE LEVEL EXAMPLE / STAGE	B-12.ESD-7b.	Respond differently to positive vs. negative emotional expressions of others. _GOLD®_ **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.2 Reacts to others' emotional expressions**
STANDARD / COURSE	SC.B-12.HPD.	Health and Physical Development (HPD) Domain Indicators (Birth to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Physical Health and Growth

PERFORMANCE DESCRIPTOR / STANDARD	B-12.HPD-1.	Children develop healthy eating habits.
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-1a.	Show interest in feeding routines **GOLD® Objectives for Development and Learning** • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-1b.	Help with feeding themselves (eat finger foods, hold bottle). **GOLD® Objectives for Development and Learning** • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-1c.	Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full). **GOLD® Objectives for Development and Learning** • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-1d.	Indicate foods they like and do not like. **GOLD® Objectives for Development and Learning** • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-1e.	Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away). **GOLD® Objectives for Development and Learning** • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-1f.	Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food. **GOLD® Objectives for Development and Learning** • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STANDARD / COURSE	SC.B-12.HPD.	Health and Physical Development (HPD) Domain Indicators (Birth to 12 months)

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KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Physical Health and Growth
PERFORMANCE DESCRIPTOR / STANDARD	B-12.HPD-2.	Children engage in and sustain various forms of physical play indoors and out.
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-2a.	Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). *GOLD*® **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-2b.	Move their bodies to explore the indoor and outdoor environment. *GOLD*® **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-2c.	Develop strength by continuing movements over short periods of time. *GOLD*® **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
STANDARD / COURSE	SC.B-12.HPD.	Health and Physical Development (HPD) Domain Indicators (Birth to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Physical Health and Growth
PERFORMANCE DESCRIPTOR / STANDARD	B-12.HPD-3.	Children develop healthy sleeping habits.
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-3a.	Sleep for longer periods at a time (more at night, and less during the day). *GOLD*® **Objectives for Development and Learning** • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-3b.	Settle down and fall asleep after a routine that includes a familiar series of events. *GOLD*® **Objectives for Development and Learning** • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-3c.	Develop a personal sleep routine or pattern. *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.2** Indicates needs and wants; participates as adult attends to needs
STANDARD / COURSE	**SC.B-12.HPD.**	**Health and Physical Development (HPD) Domain Indicators (Birth to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Motor Development**
PERFORMANCE DESCRIPTOR / STANDARD	**B-12.HPD-4.**	**Children develop the large muscle control and abilities needed to move through and explore their environment.**
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-4a.	Gain control of arm and leg movements. *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.2** Moves to explore immediate environment
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-4b.	Develop upright posture when sitting and standing. *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.2** Moves to explore immediate environment • Objective **5** Demonstrates balancing skills Objective **5.2** Balances while exploring immediate environment
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-4c.	Move in and out of various positions by rolling, pushing up, and pulling to stand. *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.2** Moves to explore immediate environment • Objective **5** Demonstrates balancing skills Objective **5.2** Balances while exploring immediate environment
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-4d.	Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk). *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.2** Moves to explore immediate environment
STANDARD / COURSE	**SC.B-12.HPD.**	**Health and Physical Development (HPD) Domain Indicators (Birth to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Motor Development**
PERFORMANCE DESCRIPTOR / STANDARD	**B-12.HPD-5.**	**Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.**

GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-5a.	Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-5b.	Transfer objects from one hand to the other. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-5c.	Use a pincer grasp to pick up an object with finger and thumb. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STANDARD / COURSE	SC.B-12.HPD.	Health and Physical Development (HPD) Domain Indicators (Birth to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Self-Care
PERFORMANCE DESCRIPTOR / STANDARD	B-12.HPD-6.	Children develop awareness of their needs and the ability to communicate their needs.
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-6a.	Use different sounds to let caregivers know they need attention. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-6b.	Begin to soothe themselves (suck thumb, find pacifier, reach for a security object). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STANDARD / COURSE	SC.B-12.HPD.	Health and Physical Development (HPD) Domain Indicators (Birth to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Self-Care
PERFORMANCE DESCRIPTOR / STANDARD	B-12.HPD-7.	Children develop independence in caring for themselves and their environment.

GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-7a.	Accept care routines (mouth care, handwashing, diapering, dressing, and bathing). **_GOLD®_ Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-7b.	Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing). **_GOLD®_ Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
STANDARD / COURSE	SC.B-12.HPD.	**Health and Physical Development (HPD) Domain Indicators (Birth to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Safety Awareness**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.HPD-8.	**Children develop awareness of basic safety rules and begin to follow them.**
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-8a.	Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers). **_GOLD®_ Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
GRADE LEVEL EXAMPLE / STAGE	B-12.HPD-8b.	Notice and imitate adults' reactions to new people and situations. **_GOLD®_ Objectives for Development and Learning** • 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**
STANDARD / COURSE	SC.B-12.LDC.	**Language Development and Communication (LDC) Domain Indicators (B to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-1.	**Children understand communications from others.**

GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-1a.	Engage in individual and reciprocal sound exploration and play (make "raspberries" or other sounds with someone. **GOLD® Objectives for Development and Learning** • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.2 Engages in simple back-and-forth exchanges with others**
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-1b.	Show interest in voices, and focus on speech directed at them. **GOLD® Objectives for Development and Learning** • Objective **10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating**
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-1c.	Respond to different tones in speech directed at them. **GOLD® Objectives for Development and Learning** • Objective **10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating**
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-1d.	Respond to simple requests ("Come here." or "Do you want more?"). **GOLD® Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice**
STANDARD / COURSE	SC.B-12.LDC.	Language Development and Communication (LDC) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning to Communicate
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-2.	Children participate in conversations with peers and adults..
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-2a.	Respond differently to facial expressions and tones of voice. **GOLD® Objectives for Development and Learning** • Objective **10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating**

GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-2b.	Pay brief attention to the same object the caregiver is looking at. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-2c.	Engage in turn taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear). *GOLD*® **Objectives for Development and Learning** • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.2 Engages in simple back-and-forth exchanges with others**
STANDARD / COURSE	SC.B-12.LDC.	**Language Development and Communication (LDC) Domain Indicators (B to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-3.	**Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.**
GRADE LEVEL EXAMPLE / STAGE		**Emerging** **No Correlations**
STANDARD / COURSE	SC.B-12.LDC.	**Language Development and Communication (LDC) Domain Indicators (B to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-4.	**Children communicate thoughts, feelings, and ideas clearly.**
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-4a.	Repeat actions to communicate (lift arms to be picked up, point at desired toys). *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-4b.	Make different sounds for different purposes (whimper when wet, cry loudly when hungry). *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**

GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-4c.	"Babble" and pretend to talk using many sounds or signs from the languages used around them. *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
STANDARD / COURSE	SC.B-12.LDC.	**Language Development and Communication (LDC) Domain Indicators (B to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-5.	**Children describe familiar people, places, things, and events.**
GRADE LEVEL EXAMPLE / STAGE		Emerging **No Correlations**
STANDARD / COURSE	SC.B-12.LDC.	**Language Development and Communication (LDC) Domain Indicators (B to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-6.	**Children use most grammatical constructions of their home language well.**
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-6a.	**Make different sounds for different purposes (whimper when wet, cry loudly when hungry).** *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-6b.	**"Jabber" and pretend to talk using many sounds or signs from the languages used around them to communicate.** *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
STANDARD / COURSE	SC.B-12.LDC.	**Language Development and Communication (LDC) Domain Indicators (B to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-7.	**Children respond to and use a growing vocabulary.**

GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-7a.	Make specific sounds, facial expressions, and/or gestures for certain people and objects. *GOLD*® **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-7b.	Imitate sounds, words, and gestures. *GOLD*® **Objectives for Development and Learning** • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.2 Engages in simple back-and-forth exchanges with others**
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-7c.	Recognize spoken or signed words for common items. *GOLD*® **Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.2 Shows an interest in the speech of others**
STANDARD / COURSE	SC.B-12.LDC.	Language Development and Communication (LDC) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-8.	Children develop interest in books and motivation to read.
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-8a.	Pat and chew on tactile books. *GOLD*® **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.2 Shows interest in books**
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-8b.	Look at pictures of faces and simple objects. *GOLD*® **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** Objective **14a.2 Recognizes people, objects, and animals in pictures or photographs**
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-8c.	Listen to simple and repetitive books, stories, and songs. *GOLD*® **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.2 Shows interest in books**

STANDARD / COURSE	SC.B-12.LDC.	Language Development and Communication (LDC) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-9.	Children develop book knowledge and print awareness.
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-9a.	Explore books and paper by tasting, mouthing, crumpling, banging, and patting. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-9b.	Look at pictures while cuddling with caregiver. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs**
STANDARD / COURSE	SC.B-12.LDC.	Language Development and Communication (LDC) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-10.	Children comprehend and use information presented in books and other print media.
GRADE LEVEL EXAMPLE / STAGE		Emerging No Correlations
STANDARD / COURSE	SC.B-12.LDC.	Language Development and Communication (LDC) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-11.	Children develop phonological awareness.
GRADE LEVEL EXAMPLE / STAGE	B-12.LDC-11a.	Imitate and take turns with caregivers making different sounds. *GOLD*® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.2 Engages in simple back-and-forth exchanges with others**
STANDARD / COURSE	SC.B-12.LDC.	Language Development and Communication (LDC) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading

PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-12.	Children begin to develop knowledge of the alphabet and the alphabetic principle.
GRADE LEVEL EXAMPLE / STAGE		Emerging **No Correlations**
STANDARD / COURSE	SC.B-12.LDC.	Language Development and Communication (LDC) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Writing
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-13.	Children use writing and other symbols to record information and communicate for a variety of purposes.
GRADE LEVEL EXAMPLE / STAGE		Emerging **No Correlations**
STANDARD / COURSE	SC.B-12.LDC.	Language Development and Communication (LDC) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Writing
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-14.	Children use knowledge of letters in their attempts to write.
GRADE LEVEL EXAMPLE / STAGE		Emerging **No Correlations**
STANDARD / COURSE	SC.B-12.LDC.	Language Development and Communication (LDC) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Writing
PERFORMANCE DESCRIPTOR / STANDARD	B-12.LDC-15.	Children use writing skills and conventions.
GRADE LEVEL EXAMPLE / STAGE		Emerging **No Correlations**
STANDARD / COURSE	SC.B-12.MTE.	Mathematical Thinking and Expression (MTE) Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Number Sense
PERFORMANCE DESCRIPTOR / STANDARD	B-12.MTC-1.	Children demonstrate a beginning understanding of numbers and quantity during play and other activities.
GRADE LEVEL EXAMPLE / STAGE	B-12.MTC-1a.	Indicate they want "more" with signs, sounds, or looks. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

GRADE LEVEL EXAMPLE / STAGE	B-12.MTC-1b.	Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 7 blocks longer than a tower with 3 blocks, reach for a basket with three balls rather than a basket with one ball). ***GOLD*® Objectives for Development and Learning** • Objective **22 Compares and measures a. Measures objects** **Objective 22a.1 Emerging to 22a.2 Makes simple comparisons between two objects**
STANDARD / COURSE	SC.B-12.MTE.	**Mathematical Thinking and Expression (MTE) Indicators (B to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Number Sense**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.MTC-2.	**Children demonstrate a beginning understanding of numbers and operations during play and other activities.**
GRADE LEVEL EXAMPLE / STAGE		Emerging **No Correlations**
STANDARD / COURSE	SC.B-12.MTE.	**Mathematical Thinking and Expression (MTE) Indicators (B to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Algebraic Thinking**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.MTC-3.	**Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.**
GRADE LEVEL EXAMPLE / STAGE		Emerging **No Correlations**
STANDARD / COURSE	SC.B-12.MTE.	**Mathematical Thinking and Expression (MTE) Indicators (B to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Geometry and Spatial Understanding**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.MTC-4.	**Children begin to identify, describe, classify, and understand shape, size, direction and movement during play and other activities.**
GRADE LEVEL EXAMPLE / STAGE	B-12.MTC-4a.	Examine different shapes by exploring (banging blocks on the floor, roll balls). ***GOLD*® Objectives for Development and Learning** • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.1 Emerging to 21b.2 Matches two identical shapes**

GRADE LEVEL EXAMPLE / STAGE	B-12.MTC-4b.	Attempt to put objects into other objects (such as putting pieces into holes or other spaces). *GOLD®* **Objectives for Development and Learning** • Objective **21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** Objective **21a.1 Emerging to 21a.2 Follows simple directions related to position (in, on, under, up, down)**
STANDARD / COURSE	SC.B-12.MTE.	Mathematical Thinking and Expression (MTE) Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations of Measurement and Data Analysis
PERFORMANCE DESCRIPTOR / STANDARD	B-12.MTC-5.	Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.
GRADE LEVEL EXAMPLE / STAGE	B-12.MTC-5a.	Examine objects of different sizes by exploring (touch, pick up and move objects). *GOLD®* **Objectives for Development and Learning** • Objective **22 Compares and measures a. Measures objects** Objective **22a.2 Makes simple comparisons between two objects**
STANDARD / COURSE	SC.B-12.MTE.	Mathematical Thinking and Expression (MTE) Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Mathematical Thinking and Reasoning
PERFORMANCE DESCRIPTOR / STANDARD	B-12.MTC-6.	Children use mathematical thinking to solve problems in their everyday environment.
GRADE LEVEL EXAMPLE / STAGE		Emerging No Correlations
STANDARD / COURSE	SC.B-12.CD.	Cognitive Development (CD) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Construction of Knowledge: Thinking and Reasoning
PERFORMANCE DESCRIPTOR / STANDARD	B-12.CD-1.	Children use their senses to construct knowledge about the world around them.
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-1a.	Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, and pick up large objects). *GOLD®* **Objectives for Development and Learning** • Objective **22 Compares and measures a. Measures objects** Objective **22a.2 Makes simple comparisons between two objects**

GRADE LEVEL EXAMPLE / STAGE	B-12.CD-1b.	Turn head or move toward sounds. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD / COURSE	SC.B-12.CD.	Cognitive Development (CD) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Construction of Knowledge: Thinking and Reasoning
PERFORMANCE DESCRIPTOR / STANDARD	B-12.CD-2.	Children recall information and use it for addressing new situations and problems.
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-2a.	Search for objects that are hidden or partly hidden. *GOLD*® Objectives for Development and Learning • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-2b.	Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on a family member's shoulder when new person comes near). *GOLD*® Objectives for Development and Learning • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-2c.	Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle). *GOLD*® Objectives for Development and Learning • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.1 Emerging to 12b.2 Looks for familiar persons when they are named; relates objects to events
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-2d.	Repeats an action to make something happen again (make sounds when music stops, bounce up and down to get adult to continue "horsey ride"). *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results

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GRADE LEVEL EXAMPLE / STAGE	B-12.CD-2e.	Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places. *GOLD*® **Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
STANDARD / COURSE	**SC.B-12.CD.**	**Cognitive Development (CD) Domain Indicators (B to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Construction of Knowledge: Thinking and Reasoning**
PERFORMANCE DESCRIPTOR / STANDARD	**B-12.CD-3.**	**Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.**
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-3a.	Show awareness of others' reactions to people, objects, and events. *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-3b.	Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object). *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
STANDARD / COURSE	**SC.B-12.CD.**	**Cognitive Development (CD) Domain Indicators (B to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Creative Expression**
PERFORMANCE DESCRIPTOR / STANDARD	**B-12.CD-4.**	**Children demonstrate appreciation for different forms of artistic expression.**
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-4a.	Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullabies, show bodily excitement when they hear music). *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-4b.	Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet). *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**

STANDARD / COURSE	SC.B-12.CD.	Cognitive Development (CD) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Creative Expression
PERFORMANCE DESCRIPTOR / STANDARD	B-12.CD-5.	Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-5a.	Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf). *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.2 Imitates actions of others during play; uses real objects as props**
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-5b.	Explore sensory properties of art media (smear paint, pat and pound dough). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-5c.	Make a variety of sounds with simple instruments, toys, and their own voice. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.2 Vocalizes and gestures to communicate**
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-5d.	Express themselves by moving their bodies (wave arms when excited, hug soft toy). *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.2 Vocalizes and gestures to communicate**
STANDARD / COURSE	SC.B-12.CD.	Cognitive Development (CD) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	B-12.CD-6.	Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-6a.	Intently observe actions of children, adults, pets, and objects nearby. *GOLD*® Objectives for Development and Learning • 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**

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GRADE LEVEL EXAMPLE / STAGE	B-12.CD-6b.	Seek family members, siblings, caregivers, and teachers for play and for meeting needs. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
STANDARD / COURSE	SC.B-12.CD.	Cognitive Development (CD) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	B-12.CD-7.	Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-7a.	Show a clear preference for familiar people. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
STANDARD / COURSE	SC.B-12.CD.	Cognitive Development (CD) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	B-12.CD-8.	Children identify and demonstrate acceptance of similarities and differences between themselves and others.
GRADE LEVEL EXAMPLE / STAGE		Emerging No Correlations
STANDARD / COURSE	SC.B-12.CD.	Cognitive Development (CD) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	B-12.CD-9.	Children explore concepts connected with their daily experiences in their community.
GRADE LEVEL EXAMPLE / STAGE		Emerging No Correlations
STANDARD / COURSE	SC.B-12.CD.	Cognitive Development (CD) Domain Indicators (B to 12 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Scientific Exploration and Knowledge
PERFORMANCE DESCRIPTOR / STANDARD	B-12.CD-10.	Children observe and describe characteristics of living things and the physical world.

GRADE LEVEL EXAMPLE / STAGE	B-12.CD-10a.	Observe and explore natural phenomena indoors and outdoors, using all senses (rub hands over grass, lift face to feel wind, pat family dog, and splash water). *GOLD®* **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
STANDARD / COURSE	SC.B-12.CD.	**Cognitive Development (CD) Domain Indicators (B to 12 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Scientific Exploration and Knowledge**
PERFORMANCE DESCRIPTOR / STANDARD	B-12.CD-11.	**Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.**
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-11a.	Gather information through sight, hearing, taste, smell, and touch. *GOLD®* **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
GRADE LEVEL EXAMPLE / STAGE	B-12.CD-11b.	Use multiple senses to focus intently on objects, displays, materials, or events. *GOLD®* **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**

South Carolina Early Learning Standards

Ages 8-21 months; adopted 2017

STANDARD / COURSE	SC.8-21.APL.	**Approaches to Play and Learning (APL) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Curiosity, Information-Seeking, and Eagerness**
PERFORMANCE DESCRIPTOR / STANDARD	8-21.APL-1.	**Children show curiosity and express interest in the world around them.**
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-1d.	Imitate what others are doing. *GOLD®* **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective **11e.2 Imitates others in using objects in new and/or unanticipated ways**

GRADE LEVEL EXAMPLE / STAGE	8-21.APL-1e.	Show curiosity about their surroundings (with pointing, facial expressions, words). _GOLD_® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning d. **Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-1f.	Show pleasure when exploring and making things happen (clap, smile, repeat action again and again). _GOLD_® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning b. **Persists** Objective **11b.2 Repeats actions to obtain similar results**
STANDARD / COURSE	SC.8-21.APL.	Approaches to Play and Learning (APL) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Curiosity, Information-Seeking, and Eagerness
PERFORMANCE DESCRIPTOR / STANDARD	8-21.APL-2.	Children actively seek to understand the world around them.
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-2c.	Initiate activities that interest them and try to get others involved. _GOLD_® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-2d.	Use toys and other objects to make things happen (kick a ball, push a button on a toy). _GOLD_® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning b. **Persists** Objective **11b.2 Repeats actions to obtain similar results**
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-2e.	Move toward people and things that are new and/or interesting. _GOLD_® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning a. **Attends and engages** Objective **11a.2 Pays attention to sights and sounds**
STANDARD / COURSE	SC.8-21.APL.	Approaches to Play and Learning (APL) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Play and Imagination
PERFORMANCE DESCRIPTOR / STANDARD	8-21.APL-3.	Children engage in increasingly complex play.

GRADE LEVEL EXAMPLE / STAGE	8-21.APL-3e.	Play alongside other children, sometimes imitating their actions. *GOLD*® **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.1 Emerging to 11e.2 Imitates others in using objects in new and/or unanticipated ways
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-3f.	Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, use a chair as pretend car). *GOLD*® **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective 14b.2 Imitates actions of others during play; uses real objects as props
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-3g.	Take turns in simple games (pat-a-cake, peek-a-boo). **No Correlations**
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-3h.	Offer toys and objects to others. *GOLD*® **Objectives for Development and Learning** • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective 3a.2 Responds appropriately to others' expressions of wants
STANDARD / COURSE	SC.8-21.APL.	Approaches to Play and Learning (APL) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Play and Imagination
PERFORMANCE DESCRIPTOR / STANDARD	8-21.APL-4.	Children demonstrate creativity, imagination, and inventiveness.
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-4d.	Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, tries to stack bears). *GOLD*® **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
STANDARD / COURSE	SC.8-21.APL.	Approaches to Play and Learning (APL) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Risk-Taking, Problem-Solving, and Flexibility
PERFORMANCE DESCRIPTOR / STANDARD	8-21.APL-5.	Children show curiosity and express interest in the world around them.

GRADE LEVEL EXAMPLE / STAGE	8-21.APL-5d.	Try unfamiliar experiences and interact with new people, with a familiar adult nearby. *GOLD®* Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-5e.	Move away from a familiar adult to explore, but check in frequently. *GOLD®* Objectives for Development and Learning • 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
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-5f.	Show interest in toys that offer a challenge and try to work. *GOLD®* Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
STANDARD / COURSE	SC.8-21.APL.	Approaches to Play and Learning (APL) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Risk-Taking, Problem-Solving, and Flexibility
PERFORMANCE DESCRIPTOR / STANDARD	8-21.APL-6.	Children use a variety of strategies to solve problems.
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-6d.	Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a toy from him/her; try to put a ball in a box—if it will not fit, gets a bigger box). *GOLD®* Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-6e.	Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something). *GOLD®* Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal

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GRADE LEVEL EXAMPLE / STAGE	8-21.APL-6f.	After unsuccessful attempts to solve a problem, ask for help from an adult (point, gesture, and speak). **GOLD® Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-6g.	Vary actions on purpose to solve a problem (when fitting a shape into a sorter bang, then turn the shape to fit; when opening a drawer shake, then pull its handle). **GOLD® Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
STANDARD / COURSE	**SC.8-21.APL.**	**Approaches to Play and Learning (APL) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Attentiveness, Effort and Persistence**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.APL-7.**	**Children demonstrate initiative.**
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-7c.	Express choices with actions or simple language (choose Cheerios or a cracker). **No Correlations**
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-7d.	Seek to repeat experiences they enjoy or succeed at (do shape sorter over and over, climb up and down stairs). **GOLD® Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STANDARD / COURSE	**SC.8-21.APL.**	**Approaches to Play and Learning (APL) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Attentiveness, Effort and Persistence**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.APL-8.**	**Children maintain attentiveness and focus.**
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-8d.	Focus on self-selected activity for a short period of time (decide to play in the sandbox and stay there for a couple of minutes). **GOLD® Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

GRADE LEVEL EXAMPLE / STAGE	8-21.APL-8e.	Focus on an interesting activity or interaction shared with adults for a short period of time. **GOLD® Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
STANDARD / COURSE	SC.8-21.APL.	Approaches to Play and Learning (APL) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Attentiveness, Effort and Persistence
PERFORMANCE DESCRIPTOR / STANDARD	8-21.APL-9.	Children persist in challenging activities.
GRADE LEVEL EXAMPLE / STAGE	8-21.APL-9d.	Keep trying to accomplish tasks that they are not able to do immediately (put on a jacket, engage a busy adult in play). **GOLD® Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
STANDARD / COURSE	SC.8-21.ESD.	Emotional and Social Development (ESD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self
PERFORMANCE DESCRIPTOR / STANDARD	8-21.ESD-1.	Children demonstrate a positive sense of self-identity and self-awareness.
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-1e.	Show awareness of specific body parts. **GOLD® Objectives for Development and Learning** • Objective **29 Demonstrates knowledge about self**
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-1f.	Recognize themselves in a mirror (point to self, make faces in mirror). **GOLD® Objectives for Development and Learning** • Objective **29 Demonstrates knowledge about self**
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-1g.	Express choices with gestures, signs, or words (select a toy they want) **GOLD® Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs b. Speaks clearly** Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
STANDARD / COURSE	SC.8-21.ESD.	Emotional and Social Development (ESD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self

PERFORMANCE DESCRIPTOR / STANDARD	8-21.ESD-2.	Children demonstrate a positive sense of self-identity and self-awareness.
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-2d.	Explore the environment on their own, but check in with a familiar, trusted adult occasionally. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-2e.	Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-2f.	Bring others things they like or show them things they have done. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
STANDARD / COURSE	SC.8-21.ESD.	Emotional and Social Development (ESD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self with Others
PERFORMANCE DESCRIPTOR / STANDARD	8-21.ESD-3.	Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-3g.	Show preference for and emotional connection with adults who take care of them on a regular basis ("check in" with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult leaves). *GOLD*® Objectives for Development and Learning • 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**
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-3h.	Offer toys and objects to familiar adults. *GOLD*® Objectives for Development and Learning • 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**

GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-3i.	Looks to adult for affirmation of behavior/guidance. *GOLD*® **Objectives for Development and Learning** • 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**
STANDARD / COURSE	SC.8-21.ESD.	Emotional and Social Development (ESD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self with Others
PERFORMANCE DESCRIPTOR / STANDARD	8-21.ESD-4.	Children form relationships and interact positively with other children.
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-4b.	Show pleasure at the arrival of familiar peers. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend**
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-4c.	Enjoy playing alongside other children. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.2 Plays near other children; uses similar materials or actions**
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-4d.	Imitate actions of older siblings and playmates. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.2 Plays near other children; uses similar materials or actions**
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-4e.	Offer toys and objects to other children. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.2 Plays near other children; uses similar materials or actions**
STANDARD / COURSE	SC.8-21.ESD.	Emotional and Social Development (ESD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self with Others
PERFORMANCE DESCRIPTOR / STANDARD	8-21.ESD-5.	Children demonstrate the social and behavioral skills needed to successfully participate in groups.

GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-5a.	Use gestures, sounds, objects, or words to get another person to do something (bring box to adult to be opened, make noise to get someone to look). *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs b. Speaks clearly** Objective **9b.4 Uses some words and word-like sounds and is understood by most familiar people**
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-5b.	Follow simple directions some of the time. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** Objective **1b.4 Accepts redirection from adults**
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-5c.	Control impulses some of the time (look at forbidden object and say, "No, no," allow adult to direct them to a different activity). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** Objective **1b.4 Accepts redirection from adults**
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-5d.	Accept adult help to resolve problems and conflicts, and cooperate when adults redirect them from a situation that poses a problem. *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations b. Solves social problems** Objective **3b.3 Emerging to 3b.4 Seeks adult help to resolve social problems**
STANDARD / COURSE	SC.8-21.ESD.	**Emotional and Social Development (ESD) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning About Feelings**
PERFORMANCE DESCRIPTOR / STANDARD	8-21.ESD-6.	**Children identify, manage, and express their feelings.**
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-6d.	Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.4 Comforts self by seeking out special object or person**
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-6e.	Use body language, facial expression, and sometimes words to communicate feelings (clap when happy, pout and hunch shoulders when sad, shout "Whee!" when excited). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.4 Comforts self by seeking out special object or person**

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GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-6f.	Separate from parent or main caregiver without being overcome by stress. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-6g.	Find comfort and calm down in a familiar setting or with a familiar person. *GOLD*® **Objectives for Development and Learning** • 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**
STANDARD / COURSE	SC.8-21.ESD.	**Emotional and Social Development (ESD) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning About Feelings**
PERFORMANCE DESCRIPTOR / STANDARD	8-21.ESD-7.	**Children recognize and respond appropriately to the needs and feelings of others.**
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-7c.	Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.4 Demonstrates concern about the feelings of others**
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-7d.	Look at familiar caregivers to see how the caregiver is feeling (do something wrong and look to see if the caregiver is angry, bump head and start crying after the caregiver expresses concern/tries to comfort). *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.2 Reacts to others' emotional expressions**
GRADE LEVEL EXAMPLE / STAGE	8-21.ESD-7e.	Match their tone and emotions to that of others during interactions. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.2 Reacts to others' emotional expressions**
STANDARD / COURSE	SC.8-21.HPD.	**Health and Physical Development (HPD) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Physical Health and Growth**

PERFORMANCE DESCRIPTOR / STANDARD	8-21.HPD-1.	Children develop healthy eating habits.
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-1g.	Try new foods. *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors **c.** Takes care of own needs appropriately Objective **1c.4** Seeks to do things for self
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-1h.	Feed themselves with some assistance (may use hands, spoons, or cups with or without lids). *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors **c.** Takes care of own needs appropriately Objective **1c.4** Seeks to do things for self
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-1i.	Ask for or accept food when hungry. *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors **c.** Takes care of own needs appropriately Objective **1c.4** Seeks to do things for self
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-1j.	Eat enough to meet nutritional needs, even when the amount or type of food varies over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others). *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors **c.** Takes care of own needs appropriately Objective **1c.4** Seeks to do things for self
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-1k.	Eat a variety of small pieces of age-appropriate table foods. *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors **c.** Takes care of own needs appropriately Objective **1c.4** Seeks to do things for self
STANDARD / COURSE	SC.8-21.HPD.	Health and Physical Development (HPD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Physical Health and Growth
PERFORMANCE DESCRIPTOR / STANDARD	8-21.HPD-2.	Children engage in and sustain various forms of physical play indoors and out.

GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-2d.	Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving). *GOLD*® **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills Objective **4.4** Experiments with different ways of moving
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-2e.	Anticipate and ask for outdoor play (point at door and say, "Out!", resist coming indoors). *GOLD*® **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills Objective **4.4** Experiments with different ways of moving
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-2f.	Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over). *GOLD*® **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills Objective **4.4** Experiments with different ways of moving
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-2g.	Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time. *GOLD*® **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills Objective **4.4** Experiments with different ways of moving • Objective **5** Demonstrates balancing skills Objective **5.4** Experiments with different ways of balancing • Objective **6** Demonstrates gross-motor manipulative skills Objective **6.4** Manipulates balls or similar objects with stiff body movements
STANDARD / COURSE	SC.8-21.HPD.	Health and Physical Development (HPD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Physical Health and Growth
PERFORMANCE DESCRIPTOR / STANDARD	8-21.HPD-3.	Children develop healthy sleeping habits.
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-3d.	Cooperate with sleep routines (choose a book, get preferred sleep toy). *GOLD*® **Objectives for Development and Learning** • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.4** Seeks to do things for self

GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-3e.	Use simple sounds, gestures, or words to show they are tired (say, "Night, night.").
		GOLD® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**
STANDARD / COURSE	**SC.8-21.HPD.**	**Health and Physical Development (HPD) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Motor Development**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.HPD-4.**	**Children develop the large muscle control and abilities needed to move through and explore their environment.**
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-4e.	Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor). *GOLD*® Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** Objective **4.4 Experiments with different ways of moving** • Objective **5 Demonstrates balancing skills** Objective **5.4 Experiments with different ways of balancing**
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-4f.	Move arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps). *GOLD*® Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** Objective **4.4 Experiments with different ways of moving**
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-4g.	Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker). *GOLD*® Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** Objective **4.4 Experiments with different ways of moving**
STANDARD / COURSE	**SC.8-21.HPD.**	**Health and Physical Development (HPD) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Motor Development**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.HPD-5.**	**Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.**
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-5d.	Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball). *GOLD*® Objectives for Development and Learning • Objective **6 Demonstrates gross-motor manipulative skills** Objective **6.4 Manipulates balls or similar objects with stiff body movements**

GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-5e.	Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers). *GOLD*® **Objectives for Development and Learning** • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-5f.	Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling), however imperfectly. *GOLD*® **Objectives for Development and Learning** • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
STANDARD / COURSE	SC.8-21.HPD.	Health and Physical Development (HPD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Self-Care
PERFORMANCE DESCRIPTOR / STANDARD	8-21.HPD-6.	Children develop awareness of their needs and the ability to communicate their needs.
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-6c.	Use gestures, words, signs, or sign language to communicate what they need. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-6d.	Use objects and follow routines that are comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch). *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.4 Seeks to do things for self
STANDARD / COURSE	SC.8-21.HPD.	Health and Physical Development (HPD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Self-Care
PERFORMANCE DESCRIPTOR / STANDARD	8-21.HPD-7.	Children develop independence in caring for themselves and their environment.

GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-7c.	Cooperate and help with care routines and cleanup (mouth care, hand-washing, diapering, dressing, bathing). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-7d.	Drink from a cup (with or without a lid) and feed themselves with their fingers or a spoon. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
STANDARD / COURSE	**SC.8-21.HPD.**	**Health and Physical Development (HPD) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Safety Awareness**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.HPD-8.**	**Children develop awareness of basic safety rules and begin to follow them.**
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-8c.	Watch for adult reactions to unfamiliar things or situations that might be dangerous. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-8d.	Show some caution about unfamiliar and/or unsafe situations. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
GRADE LEVEL EXAMPLE / STAGE	8-21.HPD-8e.	Respond to simple warnings that prevent harm ("Stop!" "Hot!" "Wait!"). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
STANDARD / COURSE	**SC.8-21.LDC.**	**Language Development and Communication (LDC) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.LDC-1.**	**Children understand communications from others.**

GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-1e.	Respond to others by using words or signs. *GOLD®* Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.4 Identifies familiar people, animals, and objects when prompted**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-1f.	Respond appropriately to gestures, facial expressions, tone of voice, and some words that show emotions. *GOLD®* Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.4 Identifies familiar people, animals, and objects when prompted**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-1g.	Follow simple directions and/or visual cues ("Put your pillow on the mat." "Please sit by me."). *GOLD®* Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language b. Follows directions** Objective **8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice**
STANDARD / COURSE	**SC.8-21.LDC.**	**Language Development and Communication (LDC) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.LDC-2.**	**Children participate in conversations with peers and adults..**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-2d.	Establish joint attention by looking at an object, at their caregiver, and back at the object. *GOLD®* Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.2 Pays attention to sights and sounds**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-2e.	Respond to and initiate dialogue with another person. *GOLD®* Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.4 Initiates and attends to brief conversations**

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GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-2f.	Use movement or behavior to initiate interaction with another person. *GOLD*® **Objectives for Development and Learning** • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.4 Initiates and attends to brief conversations**
STANDARD / COURSE	**SC.8-21.LDC.**	**Language Development and Communication (LDC) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.LDC-3.**	**Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-3a.	Respond to simple statements and questions about pictures, play, people, and things that are happening. *GOLD*® **Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.4 Identifies familiar people, animals, and objects when prompted**
STANDARD / COURSE	**SC.8-21.LDC.**	**Language Development and Communication (LDC) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.LDC-4.**	**Children communicate thoughts, feelings, and ideas clearly.**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-4d.	Communicate through facial expressions, sounds, and body movements. *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-4e.	Expect others to understand them and show frustration, often through their behavior, if not understood. *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people**

GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-4f.	Use non-verbal gestures to express ideas and feelings. _GOLD®_ **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary **Objective 9a.2 Vocalizes and gestures to communicate**
STANDARD / COURSE	**SC.8-21.LDC.**	**Language Development and Communication (LDC) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.LDC-5.**	**Children describe familiar people, places, things, and events.**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-5a.	Act out familiar scenes and events, and imitate familiar people. _GOLD®_ **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.2 Imitates actions of others during play; uses real objects as props**
STANDARD / COURSE	**SC.8-21.LDC.**	**Language Development and Communication (LDC) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.LDC-6.**	**Children use most grammatical constructions of their home language well.**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-6c.	"Jabber" and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language. _GOLD®_ **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.3 Emerging to 9b.4 Uses some words and word-like sounds and is understood by most familiar people**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-6d.	Use a few words to communicate (make requests and ask questions). _GOLD®_ **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people**
STANDARD / COURSE	**SC.8-21.LDC.**	**Language Development and Communication (LDC) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.LDC-7.**	**Children respond to and use a growing vocabulary.**

GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-7d.	Show steady increase in words used (e.g., name family members and familiar objects). **_GOLD_® Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.4 Names familiar, people, animals, and objects**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-7e.	Imitate parts of familiar songs, chants, or rhymes. **_GOLD_® Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.4 Names familiar, people, animals, and objects**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-7f.	Respond to simple words and phrases that they hear often. **_GOLD_® Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.4 Identifies familiar people, animals, and objects when prompted**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-7g.	Use several words to make requests (e.g., "done," "wannit," "please") as well as to label people and objects. **_GOLD_® Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.4 Names familiar, people, animals, and objects**
STANDARD / COURSE	**SC.8-21.LDC.**	**Language Development and Communication (LDC) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Reading**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.LDC-8.**	**Children develop interest in books and motivation to read.**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-8d.	Engage in reading behaviors independently (choose books, turn pages (but not always in order, tell the story). **_GOLD_® Objectives for Development and Learning** • **Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills** **Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues**

GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-8e.	Show interest in books (e.g., tactile and picture books). ***GOLD*** **Objectives for Development and Learning** • **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-8f.	Listen to simple and repetitive books, stories, and songs for a brief time. ***GOLD*** **Objectives for Development and Learning** • **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-8g.	Carry books around, "name" them, and select books for adults to read out loud. ***GOLD*** **Objectives for Development and Learning** • **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
STANDARD / COURSE	SC.8-21.LDC.	Language Development and Communication (LDC) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	8-21.LDC-9.	Children develop book knowledge and print awareness.
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-9c.	Turn pages (but not always in the right order); point to and label pictures in books; sometimes treat pictures as real (licking a picture of ice cream, rubbing "fur" of a cat in a book). ***GOLD*** **Objectives for Development and Learning** • **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-9d.	Identify some environmental print and logos (favorite cereal box, a sign for a familiar store). ***GOLD*** **Objectives for Development and Learning** • **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
STANDARD / COURSE	SC.8-21.LDC.	Language Development and Communication (LDC) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading

PERFORMANCE DESCRIPTOR / STANDARD	8-21.LDC-10.	Children comprehend and use information presented in books and other print media.
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-10a.	Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-10b.	Allow entire short book to be "read" with willingness to look at most pages. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective 17a.2 Shows interest in books
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-10c.	Make appropriate sounds when looking at pictures (say, "Quack, quack" when looking at a duck, "Vrrrrrooom" when looking at a car). *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time
STANDARD / COURSE	SC.8-21.LDC.	Language Development and Communication (LDC) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	8-21.LDC-11.	Children develop phonological awareness.
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-11b.	Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures. *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** Objective 15a.2 Joins in rhyming songs and games • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds

GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-11c.	Vocalizes familiar words and sounds. *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.4 Names familiar, people, animals, and objects**
STANDARD / COURSE	**SC.8-21.LDC.**	**Language Development and Communication (LDC) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Reading**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.LDC-12.**	**Children begin to develop knowledge of the alphabet and the alphabetic principle.**
GRADE LEVEL EXAMPLE / STAGE		Emerging **No Correlations**
STANDARD / COURSE	**SC.8-21.LDC.**	**Language Development and Communication (LDC) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Writing**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.LDC-13.**	**Children use writing and other symbols to record information and communicate for a variety of purposes.**
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-13a.	Make marks, scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make marks with marker or crayon). *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills a. Writes name** **Objective 19a.2 Makes scribbles or marks** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message**
STANDARD / COURSE	**SC.8-21.LDC.**	**Language Development and Communication (LDC) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Writing**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.LDC-14.**	**Children use knowledge of letters in their attempts to write.**
GRADE LEVEL EXAMPLE / STAGE		Emerging **No Correlations**
STANDARD / COURSE	**SC.8-21.LDC.**	**Language Development and Communication (LDC) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Writing**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.LDC-15.**	**Children use writing skills and conventions.**

GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-15a.	Hold marker or crayon with the fist. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
GRADE LEVEL EXAMPLE / STAGE	8-21.LDC-15b.	Dot or scribble with crayons, may progress to vertical lines. *GOLD*® Objectives for Development and Learning • 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
STANDARD / COURSE	SC.8-21.MTE.	Mathematical Thinking and Expression (MTE) Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Number Sense
PERFORMANCE DESCRIPTOR / STANDARD	8-21.MTC-1.	Children demonstrate a beginning understanding of numbers and quantity during play and other activities.
GRADE LEVEL EXAMPLE / STAGE	8-21.MTC-1c.	Explore quantity (e.g.,, filling and dumping containers). *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
GRADE LEVEL EXAMPLE / STAGE	8-21.MTC-1d.	Use words or actions that show understanding of the concepts of "more," "less," and "all" (ask for more food, stop asking for more blocks when told they have "all" of the blocks). *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
GRADE LEVEL EXAMPLE / STAGE	8-21.MTC-1e.	Recognize when presented with two obviously unequal sets of objects that one set has more or less than the other (Can point to which set of crayons has more). *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
STANDARD / COURSE	SC.8-21.MTE.	Mathematical Thinking and Expression (MTE) Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Number Sense
PERFORMANCE DESCRIPTOR / STANDARD	8-21.MTC-2.	Children demonstrate a beginning understanding of numbers and operations during play and other activities.

GRADE LEVEL EXAMPLE / STAGE		Emerging
		No Correlations
STANDARD / COURSE	**SC.8-21.MTE.**	**Mathematical Thinking and Expression (MTE) Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Algebraic Thinking**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.MTC-3.**	**Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.**
GRADE LEVEL EXAMPLE / STAGE	8-21.MTC-3a.	**Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area).** *GOLD*® **Objectives for Development and Learning** • Objective **13 Uses classification skills** **Objective 13.2 Matches similar objects**
GRADE LEVEL EXAMPLE / STAGE	8-21.MTC-3b.	**Can follow along and imitate patterns of sounds and movement (for example, repeating a chorus in a song or clapping a simple rhythm).** *GOLD*® **Objectives for Development and Learning** • Objective **23 Demonstrates knowledge of patterns** **Objective 23.2 Shows interest in simple patterns in everyday life**
STANDARD / COURSE	**SC.8-21.MTE.**	**Mathematical Thinking and Expression (MTE) Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Geometry and Spatial Understanding**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.MTC-4.**	**Children begin to identify, describe, classify, and understand shape, size, direction and movement during play and other activities.**
GRADE LEVEL EXAMPLE / STAGE	8-21.MTC-4c.	**Explore space with their bodies (fit self into large box, crawl under table, and climb over low walls).** *GOLD*® **Objectives for Development and Learning** • Objective **21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)**
GRADE LEVEL EXAMPLE / STAGE	8-21.MTC-4d.	**Put basic shapes into a shape sorter using trial and error.** *GOLD*® **Objectives for Development and Learning** • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.1 Emerging to 21b.2 Matches two identical shapes**
STANDARD / COURSE	**SC.8-21.MTE.**	**Mathematical Thinking and Expression (MTE) Indicators (8 to 21 months)**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations of Measurement and Data Analysis
PERFORMANCE DESCRIPTOR / STANDARD	8-21.MTC-5.	Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.
GRADE LEVEL EXAMPLE / STAGE	8-21.MTC-5b.	Participate in activities that compare the size and weight of objects. *GOLD*® **Objectives for Development and Learning** • Objective **22 Compares and measures a. Measures objects** **Objective 22a.2 Makes simple comparisons between two objects**
GRADE LEVEL EXAMPLE / STAGE	8-21.MTC-5c.	Engage in beginning explorations with temperature (quickly touching cold and warm items). *GOLD*® **Objectives for Development and Learning** • Objective **22 Compares and measures a. Measures objects** **Objective 22a.2 Makes simple comparisons between two objects**
STANDARD / COURSE	SC.8-21.MTE.	Mathematical Thinking and Expression (MTE) Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Mathematical Thinking and Reasoning
PERFORMANCE DESCRIPTOR / STANDARD	8-21.MTC-6.	Children use mathematical thinking to solve problems in their everyday environment.
GRADE LEVEL EXAMPLE / STAGE		Emerging No Correlations
STANDARD / COURSE	SC.8-21.CD.	Cognitive Development (CD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Construction of Knowledge: Thinking and Reasoning
PERFORMANCE DESCRIPTOR / STANDARD	8-21.CD-1.	Children use their senses to construct knowledge about the world around them.
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-1c.	Actively explore objects by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**

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GRADE LEVEL EXAMPLE / STAGE	8-21.CD-1d.	Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
STANDARD / COURSE	**SC.8-21.CD.**	**Cognitive Development (CD) Domain Indicators (8 to 21 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Construction of Knowledge: Thinking and Reasoning**
PERFORMANCE DESCRIPTOR / STANDARD	**8-21.CD-2.**	**Children recall information and use it for addressing new situations and problems.**
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-2f.	Search in several places where an object has been hidden recently. *GOLD*® **Objectives for Development and Learning** • Objective **12 Remembers and connects experiences a. Recognizes and recalls** Objective **12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen**
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-2g.	Notice a change in familiar objects, places, or events (frown at family member with a new haircut, look for furniture that was moved). *GOLD*® **Objectives for Development and Learning** • Objective **12 Remembers and connects experiences a. Recognizes and recalls** Objective **12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen**
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-2h.	Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, "water" plants with pitcher). *GOLD*® **Objectives for Development and Learning** • Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.2 Looks for familiar persons when they are named; relates objects to events**
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-2i.	Imitate behaviors they have seen in the past or in other places. *GOLD*® **Objectives for Development and Learning** • Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.2 Looks for familiar persons when they are named; relates objects to events**
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-2j.	Identify objects and people in pictures by pointing or looking. *GOLD*® **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** Objective **14a.2 Recognizes people, objects, and animals in pictures or photographs**

STANDARD / COURSE	SC.8-21.CD.	Cognitive Development (CD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Creative Expression
PERFORMANCE DESCRIPTOR / STANDARD	8-21.CD-3.	Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-3c.	Show awareness of others' feelings about things by looking to see how they react. *GOLD*® **Objectives for Development and Learning** • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
STANDARD / COURSE	SC.8-21.CD.	Cognitive Development (CD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Creative Expression
PERFORMANCE DESCRIPTOR / STANDARD	8-21.CD-4.	Children demonstrate appreciation for different forms of artistic expression.
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-4d.	Show interest or pleasure in response to images, objects, and music (say, "Aaah" and reach for a brightly colored picture, look at or reach toward fluttering leaves). *GOLD*® **Objectives for Development and Learning** • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-4d.	Participate in and explore a wide range of media (use finger paint, glue scraps of paper on another paper, dance to music). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / COURSE	SC.8-21.CD.	Cognitive Development (CD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Creative Expression
PERFORMANCE DESCRIPTOR / STANDARD	8-21.CD-5.	Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-5e.	Use hats and clothes for dress-up make-believe. *GOLD*® **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective 14b.2 Imitates actions of others during play; uses real objects as props

GRADE LEVEL EXAMPLE / STAGE	8-21.CD-5f.	Explore art materials freely (make marks, squeeze clay, tear paper). *GOLD*® Objectives for Development and Learning • Objective **33 Explores the visual arts**
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-5g.	Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-5h.	Move to music in their own way. *GOLD*® Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** Objective **4.4 Experiments with different ways of moving**
STANDARD / COURSE	SC.8-21.CD.	Cognitive Development (CD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	8-21.CD-6.	Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-6c.	Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, "read" a magazine). *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.2 Imitates actions of others during play; uses real objects as props**
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-6d.	Know whom they can go to for help (regular caregiver vs. visitor, family member vs. neighbor). *GOLD*® Objectives for Development and Learning • 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**
STANDARD / COURSE	SC.8-21.CD.	Cognitive Development (CD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	8-21.CD-7.	Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).

GRADE LEVEL EXAMPLE / STAGE	8-21.CD-7b.	Recognize children and others they spend a lot of time with (make sounds, say name, and move toward or away from child). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** Objective 2c.2 Plays near other children; uses similar materials or actions
STANDARD / COURSE	SC.8-21.CD.	Cognitive Development (CD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	8-21.CD-8.	Children identify and demonstrate acceptance of similarities and differences between themselves and others.
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-8a.	Compare their own physical features with those of others by looking and touching. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** Objective 2c.2 Plays near other children; uses similar materials or actions
STANDARD / COURSE	SC.8-21.CD.	Cognitive Development (CD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	8-21.CD-9.	Children explore concepts connected with their daily experiences in their community.
GRADE LEVEL EXAMPLE / STAGE		Emerging No Correlations
STANDARD / COURSE	SC.8-21.CD.	Cognitive Development (CD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Scientific Exploration and Knowledge
PERFORMANCE DESCRIPTOR / STANDARD	8-21.CD-10.	Children observe and describe characteristics of living things and the physical world.
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-10b.	Use abilities to observe and explore natural phenomena indoors and outdoors with focus, using all senses (notice and interact with small insects, smell flowers, catch falling snow, shuffle through leaves). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / COURSE	SC.8-21.CD.	Cognitive Development (CD) Domain Indicators (8 to 21 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Scientific Exploration and Knowledge

PERFORMANCE DESCRIPTOR / STANDARD	8-21.CD-11.	Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-11c.	Use all senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon). *GOLD*® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.2** Uses senses to explore the immediate environment
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-11d.	Use toys and other objects to make things happen (kick a ball, push a button on a toy). *GOLD*® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning b. Persists Objective **11b.2** Repeats actions to obtain similar results
GRADE LEVEL EXAMPLE / STAGE	8-21.CD-11e.	Explore objects and materials by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth). *GOLD*® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.2** Uses senses to explore the immediate environment

South Carolina Early Learning Standards

Ages 18-36 months; adopted 2017

STANDARD / COURSE	SC.18-36.APL.	Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Curiosity, Information-Seeking, and Eagerness
PERFORMANCE DESCRIPTOR / STANDARD	18-36.APL-1.	Children show curiosity and express interest in the world around them.
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-1g.	Discover things that interest and amaze them and seek to share them with others. *GOLD*® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.4** Explores and investigates ways to make something happen

GRADE LEVEL EXAMPLE / STAGE	18-36.APL-1h.	Show pleasure in new skills and in what they have done. _GOLD_® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-1i.	Watch what others are doing and often try to participate. _GOLD_® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective **11e.2 Imitates others in using objects in new and/or unanticipated ways**
STANDARD / COURSE	SC.18-36.APL.	Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Curiosity, Information-Seeking, and Eagerness
PERFORMANCE DESCRIPTOR / STANDARD	18-36.APL-2.	Children actively seek to understand the world around them.
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-2f.	Seek more information about people and their surroundings ("study" an object carefully, stare for long moments, and become absorbed in figuring out a situation). _GOLD_® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-2g.	Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box). _GOLD_® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-2h.	Communicate what they want to do or know using gestures, facial expressions, or words (ask "What's that?"). _GOLD_® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective **9c.2 Uses one- or two-word sentences or phrases**
STANDARD / COURSE	SC.18-36.APL.	Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Play and Imagination

PERFORMANCE DESCRIPTOR / STANDARD	18-36.APL-3.	Children engage in increasingly complex play.
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-3i.	Try to involve other children in play. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups**
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-3j.	Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone). *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-3k.	Play with others with a common purpose (play a chase game). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups**
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-3l.	Communicate about what is happening during pretend play ("He eating," point to a picture on a communication board when feeding a toy baby with a spoon; "Now go work," after putting on shoes and necktie). *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
STANDARD / COURSE	SC.18-36.APL.	Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Play and Imagination
PERFORMANCE DESCRIPTOR / STANDARD	18-36.APL-4.	Children demonstrate creativity, imagination, and inventiveness.
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-4e.	Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, tries to stack bears). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective **11e.4 Uses creativity and imagination during play and routine tasks**

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GRADE LEVEL EXAMPLE / STAGE	18-36.APL-4f.	Pretend to be somebody or something other than themselves.
		GOLD® **Objectives for Development and Learning** • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-4g.	Pretend one object is really something different (use Legos® as food while stirring a pot). *GOLD*® **Objectives for Development and Learning** • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STANDARD / COURSE	SC.18-36.APL.	**Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Risk-Taking, Problem-Solving, and Flexibility**
PERFORMANCE DESCRIPTOR / STANDARD	18-36.APL-5.	**Children show curiosity and express interest in the world around them.**
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-5g.	Explore freely without a familiar adult nearby. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-5h.	Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.4 Practices an activity many times until successful**
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-5i.	Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, "I can do it."). *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**

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GRADE LEVEL EXAMPLE / STAGE	18-36.APL-5j.	Want to do things their own way (say "Me do it!", push an adult's hand away if the person is trying to help). *GOLD*® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / COURSE	**SC.18-36.APL.**	**Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Risk-Taking, Problem-Solving, and Flexibility**
PERFORMANCE DESCRIPTOR / STANDARD	**18-36.APL-6.**	**Children use a variety of strategies to solve problems.**
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-6h.	Try a variety of strategies to get what they want or solve a problem. *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-6i.	Use language to obtain help to solve a problem (tell adults, "My car broke."). *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-6j.	Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use, pile blocks on a towel and drag them across the floor when there are too many to carry). *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
STANDARD / COURSE	**SC.18-36.APL.**	**Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Attentiveness, Effort and Persistence**
PERFORMANCE DESCRIPTOR / STANDARD	**18-36.APL-7.**	**Children demonstrate initiative.**

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GRADE LEVEL EXAMPLE / STAGE	18-36.APL-7e.	Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls). *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-7f.	Show increasing interest in performing tasks independently (puts on jacket and tries to zip it up). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-7g.	Show and/or tell others what they have done. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / COURSE	SC.18-36.APL.	Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Attentiveness, Effort and Persistence
PERFORMANCE DESCRIPTOR / STANDARD	18-36.APL-8.	Children maintain attentiveness and focus.
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-8f.	Focus on a person or a hands-on activity for a short period of time (participate in singing a song, stay focused long enough to build a block tower). *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-8g.	Keep working on interesting activities with other things going on around them. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
STANDARD / COURSE	SC.18-36.APL.	Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Attentiveness, Effort and Persistence

PERFORMANCE DESCRIPTOR / STANDARD	18-36.APL-9.	Children persist in challenging activities.
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-9c.	Seek help from others to complete a challenging activity. **GOLD® Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-9d.	Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit). **GOLD® Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
STANDARD / COURSE	SC.18-36.ESD.	Emotional and Social Development (ESD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self
PERFORMANCE DESCRIPTOR / STANDARD	18-36.ESD-1.	Children demonstrate a positive sense of self-identity and self-awareness.
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-1h.	Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, "I help Daddy!"). **GOLD® Objectives for Development and Learning** • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-1i.	Use their own name or a personal pronoun to refer to themselves (I, me, and mine). **GOLD® Objectives for Development and Learning** • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-1j.	Make choices and have favorite clothes, toys, and activities. **GOLD® Objectives for Development and Learning** • Objective 29 Demonstrates knowledge about self
STANDARD / COURSE	SC.18-36.ESD.	Emotional and Social Development (ESD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self
PERFORMANCE DESCRIPTOR / STANDARD	18-36.ESD-2.	Children demonstrate a positive sense of self-identity and self-awareness.

GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-2g.	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. _GOLD®_ **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-2h.	Explore the environment independently to satisfy their own interests (seek out toy or favorite materials). _GOLD®_ **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-2i.	Show confidence in their abilities through actions and/or language (try to lift a heavy object, say, "I'm strong!"). _GOLD®_ **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-2j.	Attempt to reach goals without help from others (push adult away, say "Me do it myself!"). _GOLD®_ **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / COURSE	**SC.18-36.ESD.**	**Emotional and Social Development (ESD) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Developing a Sense of Self with Others**
PERFORMANCE DESCRIPTOR / STANDARD	**18-36.ESD-3.**	**Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-3j.	Seek out trusted teachers and caregivers as needed (for emotional support physical assistance, social interaction, problem solving, and approval). _GOLD®_ **Objectives for Development and Learning** • 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**

GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-3k.	Form close relationships with their primary caregivers and other familiar adults. _GOLD®_ **Objectives for Development and Learning** • 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**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-3l.	Seek help from trusted adults when upset (when fearful or having difficulty with something). _GOLD®_ **Objectives for Development and Learning** • 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**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-3m.	Are less likely to get upset when primary caregiver is with them. _GOLD®_ **Objectives for Development and Learning** • 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**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-3n.	Use words to influence caregivers' behavior (ask for help, talk about something they want the adult to do). _GOLD®_ **Objectives for Development and Learning** • 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**
STANDARD / COURSE	SC.18-36.ESD.	Emotional and Social Development (ESD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self with Others
PERFORMANCE DESCRIPTOR / STANDARD	18-36.ESD-4.	Children form relationships and interact positively with other children.
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-4f.	Show affection or preference for particular children (spontaneously hug, want to play, call child a friend). _GOLD®_ **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-4g.	Remember and use names of familiar playmates. _GOLD®_ **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend**

GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-4h.	Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me."). *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-4i.	Participate in play with other children. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.4 Uses successful strategies for entering groups**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-4j.	Show positive emotion and turn taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys). *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.4 Plays with one or two preferred playmates**
STANDARD / COURSE	**SC.18-36.ESD.**	**Emotional and Social Development (ESD) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Developing a Sense of Self with Others**
PERFORMANCE DESCRIPTOR / STANDARD	**18-36.ESD-5.**	**Children demonstrate the social and behavioral skills needed to successfully participate in groups.**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-5e.	Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-5f.	Adjust their behavior to fit different situations (tiptoes near a sleeping baby, use a quiet voice inside, runs outside). *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-5g.	Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table). *GOLD*® **Objectives for Development and Learning** • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.2 Responds appropriately to others' expressions of wants**

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GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-5h.	Show caring and cooperation (help to put away toys, offer to help another person). *GOLD*® **Objectives for Development and Learning** • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.2 Responds appropriately to others' expressions of wants**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-5i.	Wait for a short time to get what they want (a turn with a toy, snack), with guidance and support. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-5j.	Accept "no" without getting overly upset. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.4 Accepts redirection from adults**
STANDARD / COURSE	SC.18-36.ESD.	**Emotional and Social Development (ESD) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning About Feelings**
PERFORMANCE DESCRIPTOR / STANDARD	18-36.ESD-6.	**Children identify, manage, and express their feelings.**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-6h.	Express a range of emotions (happiness, sadness, fear, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. *GOLD*® **Objectives for Development and Learning** • Objective **3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.2 Expresses feelings during a conflict**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-6i.	Communicate to make needs known. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**

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GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-6j.	Manage emotions and control impulses with guidance and support (Say "I don't like that!" instead of hitting; wait by door instead of running ahead when excited to go out). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-6k.	Display emotional outbursts less often. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective 1a.6 Is able to look at a situation differently or delay gratification
STANDARD / COURSE	SC.18-36.ESD.	**Emotional and Social Development (ESD) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning About Feelings**
PERFORMANCE DESCRIPTOR / STANDARD	18-36.ESD-7.	**Children recognize and respond appropriately to the needs and feelings of others.**
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-7f.	Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective 2b.4 Demonstrates concern about the feelings of others
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-7g.	Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective 2b.4 Demonstrates concern about the feelings of others
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-7h.	Offer help to meet the needs of others (pick up item someone dropped help another child who is having trouble building a block tower). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective 2b.4 Demonstrates concern about the feelings of others

GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-7i.	Recognize facial expressions or actions associated with different emotions. ***GOLD*® Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.4 Demonstrates concern about the feelings of others**
STANDARD / COURSE	**SC.18-36.HPD.**	**Health and Physical Development (HPD) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Physical Health and Growth**
PERFORMANCE DESCRIPTOR / STANDARD	**18-36.HPD-1.**	**Children develop healthy eating habits.**
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-1l.	Try new foods. ***GOLD*® Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-1m.	Feeds self using utensils and hands. ***GOLD*® Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-1n.	Allow children to eat foods depending on their appetite and personal preferences (make food choices at a meal, leave unwanted food on plate, and ask for seconds of favorite food). ***GOLD*® Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-1o.	Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples). ***GOLD*® Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / COURSE	**SC.18-36.HPD.**	**Health and Physical Development (HPD) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Physical Health and Growth**

PERFORMANCE DESCRIPTOR / STANDARD	18-36.HPD-2.	Children engage in and sustain various forms of physical play indoors and out.
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-2h.	Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-2i.	Show satisfaction with new active skills and strengths (ask others to watch them, say, "I'm big and strong!"). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-2j.	With guidance and support, transition from active to quiet activities. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
STANDARD / COURSE	SC.18-36.HPD.	Health and Physical Development (HPD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Physical Health and Growth
PERFORMANCE DESCRIPTOR / STANDARD	18-36.HPD-3.	Children develop healthy sleeping habits.
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-3f.	Use language about sleep (say, "Time for bed," after clearing lunch things; give sign for sleep). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-3g.	With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-3h.	Learning to fall asleep on their own. _GOLD®_ **Objectives for Development and Learning** • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / COURSE	SC.18-36.HPD.	**Health and Physical Development (HPD) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Motor Development**
PERFORMANCE DESCRIPTOR / STANDARD	18-36.HPD-4.	**Children develop the large muscle control and abilities needed to move through and explore their environment.**
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-4h.	Move arms and legs to complete a task (kick, jump, step, pedal, push away). _GOLD®_ **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-4i.	Move through the world with a variety of movements and with increasing independence (run, jump, and pedal). _GOLD®_ **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-4j.	Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide). _GOLD®_ **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective **5** Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing • Objective **6** Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-4k.	Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps). _GOLD®_ **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective **5** Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing • Objective **6** Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements

STANDARD / COURSE	SC.18-36.HPD.	Health and Physical Development (HPD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Motor Development
PERFORMANCE DESCRIPTOR / STANDARD	18-36.HPD-5.	Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-5g.	Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time). *GOLD*® Objectives for Development and Learning • Objective **7** Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-5h.	Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters). *GOLD*® Objectives for Development and Learning • Objective **7** Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-5i.	Use tools that require finger and hand control (large paintbrush, switches, and shovel). *GOLD*® Objectives for Development and Learning • Objective **7** Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STANDARD / COURSE	SC.18-36.HPD.	Health and Physical Development (HPD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Self-Care
PERFORMANCE DESCRIPTOR / STANDARD	18-36.HPD-6.	Children develop awareness of their needs and the ability to communicate their needs.
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-6e.	Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-6f.	Soothe themselves when needed (find a quiet area for alone time, look at book before nap). _GOLD_® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / COURSE	SC.18-36.HPD.	**Health and Physical Development (HPD) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Self-Care**
PERFORMANCE DESCRIPTOR / STANDARD	18-36.HPD-7.	**Children develop independence in caring for themselves and their environment.**
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-7e.	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. _GOLD_® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-7f.	Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, and begin to show an interest in toileting). _GOLD_® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-7g.	Feed themselves with a spoon. _GOLD_® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-7h.	Help with meal and snack routines. _GOLD_® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs

GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-7i.	Begin to take care of objects (put toys away, handle materials carefully, water plants or garden). _GOLD®_ **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / COURSE	**SC.18-36.HPD.**	**Health and Physical Development (HPD) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Safety Awareness**
PERFORMANCE DESCRIPTOR / STANDARD	**18-36.HPD-8.**	**Children develop awareness of basic safety rules and begin to follow them.**
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-8f.	Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened). _GOLD®_ **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-8g.	Increase self-control over their impulses (reminds self not to touch something; wait for adult vs. running ahead). _GOLD®_ **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-8h.	With guidance, recognize and avoid situations that might cause harm. _GOLD®_ **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / COURSE	**SC.18-36.LDC.**	**Language Development and Communication (LDC) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	**18-36.LDC-1.**	**Children understand communications from others.**

GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-1h.	Respond when others talk to them, using a larger variety of words or signs. _GOLD_® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.4 Initiates and attends to brief conversations**
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-1i.	Respond appropriately to gestures, facial expressions, tone of voice, and some words that show emotions. _GOLD_® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.4 Initiates and attends to brief conversations**
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-1j.	Follow two-step directions with visual cues if needed ("Pick up the paper and put it in the trash." "Get your cup and put it on the table."). _GOLD_® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language b. Follows directions** Objective **8b.6 Follows directions of two or more steps that relate to familiar objects and experiences**
STANDARD / COURSE	SC.18-36.LDC.	**Language Development and Communication (LDC) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-2.	**Children participate in conversations with peers and adults..**
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-2g.	Engage in short dialogues of a few turns. _GOLD_® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.4 Initiates and attends to brief conversations**
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-2h.	Ask questions or use verbal or nonverbal cues to initiate communication with another child or adult. _GOLD_® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.4 Initiates and attends to brief conversations**
STANDARD / COURSE	SC.18-36.LDC.	**Language Development and Communication (LDC) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**

PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-3.	Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-3b.	Answer simple questions ("What is she doing?" "What happened to the bear in the story?"). *GOLD*® Objectives for Development and Learning • Objective **8** Listens to and understands increasingly complex language a. Comprehends language Objective **8a.4** Identifies familiar people, animals, and objects when prompted
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-3c.	Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information. *GOLD*® Objectives for Development and Learning • 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
STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning to Communicate
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-4.	Children communicate thoughts, feelings, and ideas clearly.
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-4g.	Communicate messages with expression, tone, and inflection. *GOLD*® Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs b. Speaks clearly Objective **9b.4** Uses some words and word-like sounds and is understood by most familiar people
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-4h.	Use speech that is understood most of the time by familiar listeners. *GOLD*® Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs b. Speaks clearly Objective **9b.4** Uses some words and word-like sounds and is understood by most familiar people
STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning to Communicate
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-5.	Children describe familiar people, places, things, and events.

GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-5b.	Talk to themselves and others about what they are "working on," what they are doing, routines, and events of the day. *GOLD*® **Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.4 Names familiar, people, animals, and objects**
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-5c.	Use dramatic play to act out familiar scenes and events, and imitate familiar people. *GOLD*® **Objectives for Development and Learning** • **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
STANDARD / COURSE	SC.18-36.LDC.	**Language Development and Communication (LDC) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-6.	**Children use most grammatical constructions of their home language well.**
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-6e.	Communicate in short sentences that follow the word order of their home language. *GOLD*® **Objectives for Development and Learning** • **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**
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-6f.	Combine two and three words. *GOLD*® **Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.3 Emerging to 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly**
STANDARD / COURSE	SC.18-36.LDC.	**Language Development and Communication (LDC) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Learning to Communicate**
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-7.	**Children respond to and use a growing vocabulary.**

GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-7h.	Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy). *GOLD*® Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective **9a.4** Names familiar, people, animals, and objects
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-7i.	Participate in or repeat familiar songs, chants, or rhymes. *GOLD*® Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective **9a.4** Names familiar, people, animals, and objects
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-7j.	Show they understand many new vocabulary words and a variety of concepts (big and little, in and out). *GOLD*® Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective **9a.4** Names familiar, people, animals, and objects
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-7k.	Use proper nouns for people and things. *GOLD*® Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective **9a.4** Names familiar, people, animals, and objects
STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-8.	Children develop interest in books and motivation to read.
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-8h.	Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). *GOLD*® Objectives for Development and Learning • Objective **18** Comprehends and responds to books and other texts b. Uses emergent reading skills Objective **18b.2** Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-8i.	Listen for short periods of time to storybooks, informational books stories, poetry, songs and finger plays. *GOLD*® **Objectives for Development and Learning** • **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-9.	Children develop book knowledge and print awareness.
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-9e.	Hold a book upright, turn some pages front to back (but not always in the right order), close book, and say, "done" or "the end." *GOLD*® **Objectives for Development and Learning** • **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers**
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-9f.	Demonstrate understanding of the need for and the uses of print (pretend to read a "grocery list" during play; say, "I want chicken" when looking at a menu). *GOLD*® **Objectives for Development and Learning** • **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**
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-9g.	Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; say, "That means light" when looking at a symbol of a light bulb located over the light switch). *GOLD*® **Objectives for Development and Learning** • **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**
STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-10.	Children comprehend and use information presented in books and other print media.

GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-10d.	Chime in on a repeated line in a book while being read to by an adult. _GOLD® Objectives for Development and Learning_ • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.2 Contributes particular language from the book at the appropriate time**
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-10e.	Pretend to read familiar books from memory; repeat familiar phrases while looking at a book. _GOLD® Objectives for Development and Learning_ • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** Objective **18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues**
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-10f.	Begin to relate personal experiences to events described in familiar books. _GOLD® Objectives for Development and Learning_ • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** Objective **18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues**
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-10g.	Answer simple questions about stories. _GOLD® Objectives for Development and Learning_ • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.4 Asks and answers questions about the text; refers to pictures**
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-10h.	Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories. _GOLD® Objectives for Development and Learning_ • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.2 Contributes particular language from the book at the appropriate time**
STANDARD / COURSE	**SC.18-36.LDC.**	**Language Development and Communication (LDC) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Reading**
PERFORMANCE DESCRIPTOR / STANDARD	**18-36.LDC-11.**	**Children develop phonological awareness.**

GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-11d.	Participate in rhyming games. *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** Objective **15a.2 Joins in rhyming songs and games**
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-11e.	Notice sounds that are the same and different. *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** Objective **15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously**
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-11f.	Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. *GOLD*® Objectives for Development and Learning • Objective **23 Demonstrates knowledge of patterns** Objective **23.2 Shows interest in simple patterns in everyday life**
STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-12.	Children begin to develop knowledge of the alphabet and the alphabetic principle.
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-12a.	Demonstrate an interest in letters by asking about and/or naming some of them. *GOLD*® Objectives for Development and Learning • Objective **16 Demonstrates knowledge of the alphabet a. Identifies and names letters** Objective **16a.2 Recognizes and names a few letters in own name**
STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Writing
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-13.	Children use writing and other symbols to record information and communicate for a variety of purposes.
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-13b.	Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil). *GOLD*® Objectives for Development and Learning • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** Objective **19b.2 Uses drawing, dictation, and scribbles or marks to convey a message**
STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Writing
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-14.	Children use knowledge of letters in their attempts to write.
GRADE LEVEL EXAMPLE / STAGE		Emerging **No Correlations**
STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Writing
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-15.	Children use writing skills and conventions.
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-15c.	Explore a variety of tools that can be used for writing. *GOLD®* Objectives for Development and Learning • 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
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-15d.	Scribble and/or imitate an adult's marks with markers, crayons, paints, etc. *GOLD®* Objectives for Development and Learning • 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
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-15e.	Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. *GOLD®* Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.5 Emerging to 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
STANDARD / COURSE	SC.18-36.MTE.	Mathematical Thinking and Expression (MTE) Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Number Sense
PERFORMANCE DESCRIPTOR / STANDARD	18-36.MTC-1.	Children demonstrate a beginning understanding of numbers and quantity during play and other activities.

GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-1f.	Use words or actions that show understanding of the concepts of "more," "all," and/or "none" (ask for more food, stop asking for more blocks when told they have "all" of the blocks, become upset when told there is no more Play-Doh). _GOLD®_ Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-1g.	Recognize when presented with two obviously unequal sets of objects that one set has more than the other and/or that one set has less than the other. (can point to which set of crayons has more or less depending on what is asked.) _GOLD®_ Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-1h.	Attempt to chant or recite numbers, but not necessarily in the correct order. (e.g., counting objects on a page during a read aloud) _GOLD®_ Objectives for Development and Learning • Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)
GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-1i.	Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car). _GOLD®_ Objectives for Development and Learning • 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
GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-1j.	Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls). _GOLD®_ Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 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
STANDARD / COURSE	SC.18-36.MTE.	Mathematical Thinking and Expression (MTE) Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Number Sense
PERFORMANCE DESCRIPTOR / STANDARD	18-36.MTC-2.	Children demonstrate a beginning understanding of numbers and operations during play and other activities.

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GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-2o.	Use observation and emerging counting skills (1, 2, and 3) during play and other daily activities. **GOLD® Objectives for Development and Learning** • Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)
STANDARD / COURSE	SC.18-36.MTE.	**Mathematical Thinking and Expression (MTE) Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Algebraic Thinking**
PERFORMANCE DESCRIPTOR / STANDARD	18-36.MTC-3.	**Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.**
GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-3c.	Sort familiar objects into categories (cars with cars, plates separated from cups; rectangle blocks on one shelf and square blocks on another). **GOLD® Objectives for Development and Learning** • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-3d.	Can follow along and imitate patterns of sounds and movement (for example, repeating a chorus in a song or clapping a simple rhythm). **GOLD® Objectives for Development and Learning** • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
STANDARD / COURSE	SC.18-36.MTE.	**Mathematical Thinking and Expression (MTE) Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Foundations for Geometry and Spatial Understanding**
PERFORMANCE DESCRIPTOR / STANDARD	18-36.MTC-4.	**Children begin to identify, describe, classify, and understand shape, size, direction and movement during play and other activities.**
GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-4e.	Respond to and begin to use words describing positions (in, on, over, under, etc.). **GOLD® Objectives for Development and Learning** • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-4f.	Name or match a few 2- and 3-dimensional shapes (circle, square, cylinder). **GOLD® Objectives for Development and Learning** • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes

GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-4g.	Stack or line up blocks that are the same shape. *GOLD*® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-4h.	Complete shape sorter with intention. *GOLD*® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
STANDARD / COURSE	SC.18-36.MTE.	Mathematical Thinking and Expression (MTE) Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations of Measurement and Data Analysis
PERFORMANCE DESCRIPTOR / STANDARD	18-36.MTC-5.	Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.
GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-5d.	Use size and amount words to label and compare objects, people, and collections (big truck, a lot of crackers, little baby). *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-5e.	Engage in continued explorations with temperature. *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
STANDARD / COURSE	SC.18-36.MTE.	Mathematical Thinking and Expression (MTE) Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Mathematical Thinking and Reasoning
PERFORMANCE DESCRIPTOR / STANDARD	18-36.MTC-6.	Children use mathematical thinking to solve problems in their everyday environment.
GRADE LEVEL EXAMPLE / STAGE		Emerging No Correlations
STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Construction of Knowledge: Thinking and Reasoning

PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-1.	Children use their senses to construct knowledge about the world around them.
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-1e.	Explore objects and materials physically to learn about their properties. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-1f.	Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, and funnel). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-1g.	Express knowledge gathered through their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Construction of Knowledge: Thinking and Reasoning
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-2.	Children recall information and use it for addressing new situations and problems.
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-2k.	Search for objects in several places, even when not seen recently. *GOLD*® Objectives for Development and Learning • 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**
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-2l.	Show they remember people, objects, and events (tell about them, act them out, point out similar happenings). *GOLD*® Objectives for Development and Learning • 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**

GRADE LEVEL EXAMPLE / STAGE	18-36.CD-2m.	Show they remember the order in which familiar events happen (finish line in story or song, get ready to go outdoors after snack). *GOLD*® **Objectives for Development and Learning** • 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**
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-2n.	Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent). *GOLD*® **Objectives for Development and Learning** • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STANDARD / COURSE	**SC.18-36.CD.**	**Cognitive Development (CD) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Construction of Knowledge: Thinking and Reasoning**
PERFORMANCE DESCRIPTOR / STANDARD	**18-36.CD-3.**	**Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.**
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-3d.	Use words like "think," "remember," and "pretend." *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-3e.	Talk about what they and other people want or like. *GOLD*® **Objectives for Development and Learning** • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective **3a.2 Responds appropriately to others' expressions of wants**
STANDARD / COURSE	**SC.18-36.CD.**	**Cognitive Development (CD) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Creative Expression**
PERFORMANCE DESCRIPTOR / STANDARD	**18-36.CD-4.**	**Children demonstrate appreciation for different forms of artistic expression.**

GRADE LEVEL EXAMPLE / STAGE	18-36.CD-4e.	Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). **GOLD® Objectives for Development and Learning** • Objective 33 Explores the visual arts • Objective **34 Explores musical concepts and expression**
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-4f.	Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). **GOLD® Objectives for Development and Learning** • Objective 33 Explores the visual arts • Objective **34 Explores musical concepts and expression** • Objective **35 Explores dance and movement concepts** • Objective **36 Explores drama through actions and language**
STANDARD / COURSE	SC.18-36.CD.	**Cognitive Development (CD) Domain Indicators (18 to 36 months)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		**Creative Expression**
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-5.	**Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.**
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-5i.	Recreate familiar scenes using play materials, language, and actions. **GOLD® Objectives for Development and Learning** • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-5j.	Experiment and create art with clay, crayons, markers, paint, and collage materials. **GOLD® Objectives for Development and Learning** • Objective **33 Explores the visual arts**
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-5k.	Make up simple nonsense songs, sign, chant, and dance (sing "la-la-la-la" on two pitches, twirl around and fall down, "march" by lifting knees high). **GOLD® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-5l.	Express ideas and feelings through music, movement, and dance. **GOLD® Objectives for Development and Learning** • Objective **34 Explores musical concepts and expression** • Objective **35 Explores dance and movement concepts**
STANDARD / COURSE	SC.18-36.CD.	**Cognitive Development (CD) Domain Indicators (18 to 36 months)**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-6.	Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-6e.	Use play to show what they know about relationships and roles in families and other familiar contexts. *GOLD*® **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-6f.	Talk about what others do during the day ("Mommy at work. Mimi at home."). *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs d. Tells about another time or place** **Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end**
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-6g.	Help with daily routines (put cups out for lunch, feed pets, wash tables). *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-7.	Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-7c.	Put self into categories based on age, gender, and physical characteristics ("I'm a girl." "I have long hair."). *GOLD*® **Objectives for Development and Learning** • Objective **29 Demonstrates knowledge about self**
STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-8.	Children identify and demonstrate acceptance of similarities and differences between themselves and others.

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GRADE LEVEL EXAMPLE / STAGE	18-36.CD-8b.	Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics. *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-8c.	Show awareness of similarities and differences among people and families during play. *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-9.	Children explore concepts connected with their daily experiences in their community.
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-9a.	Use play to communicate what they know about their community (pretend to go to the store, pretend to be a police officer). *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Scientific Exploration and Knowledge
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-10.	Children observe and describe characteristics of living things and the physical world.
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-10m.	Participate in the care of living things with guidance and support (water plants, help to feed the classroom pet). *GOLD*® Objectives for Development and Learning • Objective **25 Demonstrates knowledge of the characteristics of living things**
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-10n.	Show curiosity and investigate the world of nature indoors and outdoors (pick up rocks, scratch frost on window, ask questions about things seen outdoors). *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Scientific Exploration and Knowledge

PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-11.	Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-11f.	Investigate differences between materials (sand, water, goop, moving air). *GOLD*® Objectives for Development and Learning • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-11g.	Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass). *GOLD*® Objectives for Development and Learning • Objective **28 Uses tools and other technology to perform tasks**
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-11h.	Notice changes in materials when mixing and manipulating (paint, Play-Doh, food ingredients). *GOLD*® Objectives for Development and Learning • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**