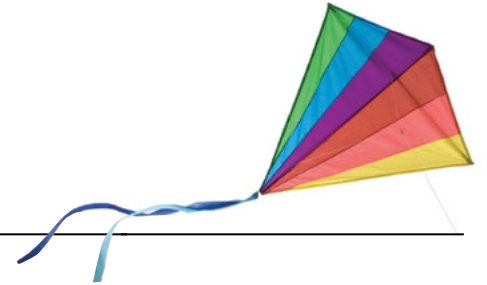




Alignment of



GOLD®

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



WITH

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

aligned to

Revised Tennessee Early Learning Developmental Standards for Four-Year-Olds

adopted 2018

STRAND / STANDARD / COURSE	TN.PK.AL.	Approaches to Learning (PK.AL) – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.AL.CR.	Creativity: Actively engage in learning with curiosity, flexibility, and openness to new ideas.
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CR.1.	Independently interact with a variety of materials through multiple play activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CR.2.	Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CR.3.	Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CR.4.	Demonstrate a willingness to engage in new experiences and activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

STRAND / STANDARD / COURSE	TN.PK.AL.	Approaches to Learning (PK.AL) – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.AL.SR.	Self-Regulation: Engage in learning to effectively plan and problem solve.
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.SR.5.	Maintain focus appropriate to completing a task and/or learning activity. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.SR.6.	Persist in solving a problem or question, with adult prompting. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.SR.7.	Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
STRAND / STANDARD / COURSE	TN.PK.AL.	Approaches to Learning (PK.AL) – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.AL.CT.	Critical Thinking: Actively inquire and reflect about new ideas and activities.
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CT.8.	Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CT.9.	Demonstrate an awareness of connection between prior and new knowledge. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CT.10.	Identify a problem and attempt multiple ways to solve it, with or without assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STRAND / STANDARD / COURSE	TN.PK.AL.	Approaches to Learning (PK.AL) – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.AL.CO.	Communication: Actively engage in conversations with adults and peers.
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CO.11.	Ask and respond to questions with peers and adults in individual and group activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CO.12.	Seek assistance and/or information when needed to complete a task. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STRAND / STANDARD / COURSE	TN.PK.AL.	Approaches to Learning (PK.AL) – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.AL.CB.	Collaboration: Actively engage in learning with other people.
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CB.13.	Engage in play-based, student-directed activities with a peer or peers (e.g., dramatic play, block building, symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CB.14.	Demonstrate a willingness to collaborate with others to solve a problem. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
STRAND / STANDARD / COURSE	TN.PK.SPC.	Social and Personal Competencies (PK.SPC) – 4 Years



CONCEPTUAL STRAND / GUIDING QUESTION	PK.SPC.SA.	Self-Awareness: Demonstrate an awareness of emotions, personal qualities and interests, personal abilities, and sense of personal responsibility.
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SA.1.	Express feelings, needs, opinions, and desires in a way which is appropriate to the situation. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SA.2.	Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SA.3.	Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SA.4.	Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SA.5.	Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SA.6.	Seek and accept guidance from primary caregivers, teachers, and other familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests



GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SA.7.	Demonstrate an understanding of rules through actions and conversations. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SA.8.	Use materials purposefully, safely, and respectfully as set by group rules. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
STRAND / STANDARD / COURSE	TN.PK.SPC.	Social and Personal Competencies (PK.SPC) – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.SPC.SM.	Self-Management: Understand and use strategies for managing emotions and behaviors constructively.
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SM.1.	Express feelings, needs, opinions, and desires and begin to identify causal relationships. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SM.2.	Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
STRAND / STANDARD / COURSE	TN.PK.SPC.	Social and Personal Competencies (PK.SPC) – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.SPC.SCA.	Social Awareness: Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SCA.1.	Show empathy and caring for others. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately

GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SCA.2.	Demonstrate an understanding of how personal choices impact others. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
STRAND / STANDARD / COURSE	TN.PK.SPC.	Social and Personal Competencies (PK.SPC) – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.SPC.RS.	Relationship Skills: Use positive communication skills to interact effectively with others.
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.RS.1.	Seek assistance and/or information when needed to complete a task. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.RS.2.	Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.RS.3.	Initiate play and interact positively with another child or children. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.RS.4.	Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Reading Standards Key Ideas and Details – Standard #1: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.KID.1.	<p>With modeling, prompting, and support, ask and answer questions about informational text read aloud.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.KID.1.	<p>With modeling, prompting, and support, ask, and answer questions about a story read aloud.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Reading Standards Key Ideas and Details – Standard #2: Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.
GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.KID.2.	<p>With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.KID.2.	<p>With prompting and support, orally retell familiar stories including details.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Reading Standards Key Ideas and Details – Standard #3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.KID.3.	<p>With prompting and support, orally identify the connection between information in a text to personal experience or other text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.KID.3.	<p>With prompting and support, orally identify characters, settings, and events from a familiar story.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Reading Standards Craft and Structure – Standard #4: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.CS.4.	<p>With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.CS.4.	<p>With prompting and support, respond to questions about the meaning of unknown words in a story.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Reading Standards Craft and Structure – Standard #5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.CS.5.	<p>Recognize various text features.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.CS.5.	<p>Recognize common types of text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.8 Uses various types of books for their intended purposes</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Reading Standards Craft and Structure – Standard #6: Assess how point of view or purpose shapes the content and style of a text.
GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.CS.6.	<p>With prompting and support, answer questions about who is presenting ideas or information in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.CS.6.	<p>With prompting and support, answer questions about who is telling a story.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Reading Standards Integration of Knowledge and Ideas – Standard #7: Assess how point of view or purpose shapes the content and style of a text.

GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.IKI.7.	<p>With prompting and support, orally describe the relationship between illustrations and the text in which they appear.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.IKI.7.	<p>With prompting and support, orally describe the relationship between illustrations and the story in which they appear.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Reading Standards Integration of Knowledge and Ideas – Standard #8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.
GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.IKI.8.	<p>This standard begins in Kindergarten.</p> <p>No Correlations</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.IKI.8.	<p>Not applicable to literature.</p> <p>No Correlations</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Reading Standards Integration of Knowledge and Ideas – Standard #9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.IKI.9.	<p>With prompting and support, orally identify basic similarities and differences between two texts on the same topic.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.IKI.9.	<p>With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Reading Standards Range of Reading and Level of Text Complexity – Standard #10: Read and comprehend complex literary and informational texts independently and proficiently.
GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.RRTC.10.	<p>Listen and respond to informational texts of appropriate complexity for pre-K.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.RRTC.10.	<p>Listen and respond to stories and poems of appropriate complexity for pre-K.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Foundational Literacy Standards Print Concepts – Standard #1: Demonstrate understanding of the organization and basic features of print.

GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.PC.1.	Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	PK.FL.PC.1.a.	<p>Handle books appropriately, right-side-up, turning pages one at a time, and front to back.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
LEARNING EXPECTATION	PK.FL.PC.1.b.	<p>Recognize that spoken words can be written and read.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
LEARNING EXPECTATION	PK.FL.PC.1.c.	<p>With guidance and support, understand that words are made up of alphabet letters.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
LEARNING EXPECTATION	PK.FL.PC.1.d.	<p>Recognize familiar uppercase letters and some of the most common lowercase letters.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</p>
LEARNING EXPECTATION	PK.FL.PC.1.e.	<p>Distinguish between pictures and words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Foundational Literacy Standards Phonological Awareness – Standard #2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.PA.2.	Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.

LEARNING EXPECTATION	PK.FL.PA.2.a.	<p>Recognize and discriminate between rhyming words in spoken language.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.6 Decides whether two words rhyme</p>
LEARNING EXPECTATION	PK.FL.PA.2.b.	<p>Begin to pronounce and identify syllables in familiar words and words in a sentence.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words</p>
LEARNING EXPECTATION	PK.FL.PA.2.c.	<p>Begin to blend and segment onsets and rhymes of single-syllable spoken words.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words</p>
LEARNING EXPECTATION	PK.FL.PA.2.d.	<p>Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.7 Emerging to 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
LEARNING EXPECTATION	PK.FL.PA.2.e.	<p>Identify whether or not two words begin or end with the same sound.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.6 Matches beginning sounds of some words</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Foundational Literacy Standards Phonics and Word Recognition – Standard #3: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.PWR.3.	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

LEARNING EXPECTATION	PK.FL.PWR.3.a.	<p>Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences <p>Objective 16b.7 Emerging to 16b.8 Produces short and long vowel sounds and most frequent sounds for each consonant</p>
LEARNING EXPECTATION	PK.FL.PWR.3.b.	<p>Recognize high-frequency words by sight, including own name and other familiar words in the environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
LEARNING EXPECTATION	PK.FL.PWR.3.c.	<p>Begin to decode regularly spelled CVC words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Foundational Literacy Standards Word Composition – Standard #4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.WC.4.	Know and apply grade-level phonics and word analysis skills when encoding words.
LEARNING EXPECTATION	PK.FL.WC.4.a.	<p>Begin to recognize the difference between upper and lowercase letters.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>

LEARNING EXPECTATION	PK.FL.WC.4.b.	<p>Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>Objective 19c.3 Emerging to 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Foundational Literacy Standards Fluency – Standard #5: Read with sufficient accuracy and fluency to support comprehension.
GUIDING QUESTION / LEARNING EXPECTATION	PK.F.5.	Interact with text to support comprehension.
LEARNING EXPECTATION	PK.F.5.a.	<p>Use illustrations to retell story events in familiar picture books.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Foundational Literacy Standards Sentence Composition – Standard #6: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
GUIDING QUESTION / LEARNING EXPECTATION	PK.SC.6.	Demonstrate command of the conventions of standard English grammar and usage when speaking, and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support.
LEARNING EXPECTATION	PK.SC.6.a.	<p>With modeling or verbal prompts, orally produce complete sentences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.6 Uses complete, four- to six-word sentences</p>

LEARNING EXPECTATION	PK.SC.6.b.	<p>Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.1 Emerging to 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships</p>
LEARNING EXPECTATION	PK.SC.6.c.	<p>Use frequently occurring nouns and verbs when speaking and in shared language activities.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.7 Emerging to 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
LEARNING EXPECTATION	PK.SC.6.d.	<p>Form regular plural nouns when speaking and in shared language activities.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.7 Emerging to 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
LEARNING EXPECTATION	PK.SC.6.e.	<p>Understand and use question words (interrogatives) when speaking and in shared language activities.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
LEARNING EXPECTATION	PK.SC.6.f.	<p>With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities.</p> <p><u>GOLD® Objectives for Development and Learning</u> • 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</p>



LEARNING EXPECTATION	PK.SC.6.g.	<p>With prompting and support, produce and expand complete sentences in shared language activities.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences</p>
LEARNING EXPECTATION	PK.FL.SC.6.h.	<p>Begin to recognize that a name begins with a capital letter.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.1 Emerging to 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Foundational Literacy Standards Vocabulary Acquisition – Standard #7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.VA.7a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content.
LEARNING EXPECTATION	PK.FL.VA.7a.1.	<p>Identify new meanings for familiar words and apply them accurately.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 09 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</p>
LEARNING EXPECTATION	PK.FL.VA.7a.2.	<p>Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.1 Emergingn to 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years

CONCEPTUAL STRAND / GUIDING QUESTION		Foundational Literacy Standards Vocabulary Acquisition – Standard #7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.VA.7b.	With guidance and support from adults, explore word relationships and nuances in word meanings.
LEARNING EXPECTATION	PK.FL.VA.7b.1.	Sort common objects into categories to gain a sense of the concepts the categories represent. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
LEARNING EXPECTATION	PK.FL.VA.7b.2.	Demonstrate understanding of frequently occurring verbs and adjectives. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.7 Emerging to 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
LEARNING EXPECTATION	PK.FL.VA.7b.3.	Make real-life connections between words and their use. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
LEARNING EXPECTATION	PK.FL.VA.7b.4.	Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Foundational Literacy Standards Vocabulary Acquisition – Standard #7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using

		context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.VA.7c.	<p>Use words and phrases acquired through conversations, being read to, and responding to texts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Writing Standards Text Types and Protocol – Standard #1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GUIDING QUESTION / LEARNING EXPECTATION	PK.W.TTP.1.	<p>With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.7 Emerging to 19b.8 Uses drawing, dictation, and letter strings to convey a message</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Writing Standards Text Types and Protocol – Standard #2: Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GUIDING QUESTION / LEARNING EXPECTATION	PK.W.TTP.2.	<p>With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.7 Emerging to 19b.8 Uses drawing, dictation, and letter strings to convey a message</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Writing Standards Text Types and Protocol – Standard #3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GUIDING QUESTION / LEARNING EXPECTATION	PK.W.TTP.3.	With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.7 Emerging to 19b.8 Uses drawing, dictation, and letter strings to convey a message
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Writing Standards Production and Distribution of Writing – Standard #4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
GUIDING QUESTION / LEARNING EXPECTATION	PK.W.PDW.4.	With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.7 Emerging to 19b.8 Uses drawing, dictation, and letter strings to convey a message
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Writing Standards Production and Distribution of Writing – Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GUIDING QUESTION / LEARNING EXPECTATION	PK.W.PDW.5.	With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating and/or emergent writing as needed. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.7 Emerging to 19b.8 Uses drawing, dictation, and letter strings to convey a message
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Writing Standards Production and Distribution of Writing – Standard #6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GUIDING QUESTION / LEARNING EXPECTATION	PK.W.PDW.6.	This standard begins in Kindergarten. No Correlations
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years



CONCEPTUAL STRAND / GUIDING QUESTION		Writing Standards Research to Build and Present Knowledge – Standard #7: Conduct short but more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
GUIDING QUESTION / LEARNING EXPECTATION	PK.W.RBPK.7.	<p>With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.7 Emerging to 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.7 Emerging to 19b.8 Uses drawing, dictation, and letter strings to convey a message</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Writing Standards Research to Build and Present Knowledge – Standard #8: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
GUIDING QUESTION / LEARNING EXPECTATION	PK.W.RBPK.8.	<p>With modeling, guidance, and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.7 Emerging to 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.7 Emerging to 19b.8 Uses drawing, dictation, and letter strings to convey a message</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Writing Standards Research to Build and Present Knowledge – Standard #9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
GUIDING QUESTION / LEARNING EXPECTATION	PK.W.RBPK.9.	<p>This standard begins in Grade 4.</p> <p>No Correlations</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Writing Standards Range of Writing – Standard #10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GUIDING QUESTION / LEARNING EXPECTATION	PK.W.RW.10.	With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.7 Emerging to 19b.8 Uses drawing, dictation, and letter strings to convey a message
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Speaking and Listening Standards Comprehension and Collaboration – Standard #1: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
GUIDING QUESTION / LEARNING EXPECTATION	PK.SL.CC.1.	Participate with varied peers and adults in collaborative conversations across activities throughout the day.
LEARNING EXPECTATION	PK.SL.CC.1.a.	Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.8 Uses acceptable language and basic social rules during communication with others
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Speaking and Listening Standards Comprehension and Collaboration – Standard #2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
GUIDING QUESTION / LEARNING EXPECTATION	PK.SL.CC.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers. <u>GOLD® Objectives for Development and Learning</u> • Objective 08 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Speaking and Listening Standards Comprehension and Collaboration – Standard #3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

GUIDING QUESTION / LEARNING EXPECTATION	PK.SL.CC.3.	<p>With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
GUIDING QUESTION / LEARNING EXPECTATION	PK.SL.PKI.4.	<p>Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.8 Tells elaborate stories that refer to other times and places</p>
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

GUIDING QUESTION / LEARNING EXPECTATION	PK.SL.PK1.5.	Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
STRAND / STANDARD / COURSE	TN.PK.ELA.	English Language Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #6: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
GUIDING QUESTION / LEARNING EXPECTATION	PK.SL.PK1.6.	With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.7 Emerging to 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly
STRAND / STANDARD / COURSE	TN.PK.M.	Mathematics – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.CC.A.	Counting and Cardinality (CC) – Standard A: Know number names and the counting sequence.
GUIDING QUESTION / LEARNING EXPECTATION	PK.CC.A.1.	Count forward from 1 to 30. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 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
GUIDING QUESTION / LEARNING EXPECTATION	PK.CC.A.2.	This standard begins in Kindergarten. No Correlations
GUIDING QUESTION / LEARNING EXPECTATION	PK.CC.A.3.	Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.7 Emerging 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals



GUIDING QUESTION / LEARNING EXPECTATION	PK.CC.A.4.	<p>Begin to name numerals 0-10.</p> <p><u>GOLD® Objectives for Development and Learning</u> • 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</p>
STRAND / STANDARD / COURSE	TN.PK.M.	Mathematics – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.CC.B.	Counting and Cardinality (CC) – Standard B: Count to tell the number of objects.
GUIDING QUESTION / LEARNING EXPECTATION	PK.CC.B.4.	Understand the relationship between numbers and quantities; connect counting to cardinality.
LEARNING EXPECTATION	PK.CC.B.4.a.	<p>When counting objects, say the number names in the standard order, using one-to-one correspondence.</p> <p><u>GOLD® Objectives for Development and Learning</u> • 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</p>
LEARNING EXPECTATION	PK.CC.B.4.b.	<p>Understand that the last number name said tells the number of objects counted.</p> <p><u>GOLD® Objectives for Development and Learning</u> • 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</p>
LEARNING EXPECTATION	PK.CC.B.4.c.	<p>Recognize that one more object added to a group of objects changes the quantity as a whole.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
STRAND / STANDARD / COURSE	TN.PK.M.	Mathematics – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.CC.B.	Counting and Cardinality (CC) – Standard B: Count to tell the number of objects.
GUIDING QUESTION / LEARNING EXPECTATION	PK.CC.B.5.	Understand that a number represents a corresponding quantity.
LEARNING EXPECTATION	PK.CC.B.5.a.	Subitize quantities up to 5 (i.e., the ability to look at a quantity and say the quantity [1-5] quickly, just by looking).

		<u>GOLD® Objectives for Development and Learning</u> • 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
LEARNING EXPECTATION	PK.CC.B.5.b.	Given a number from 1-10, count out that many objects. <u>GOLD® Objectives for Development and Learning</u> • 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
LEARNING EXPECTATION	PK.CC.B.5.c.	With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle. <u>GOLD® Objectives for Development and Learning</u> • 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
LEARNING EXPECTATION	PK.CC.B.5.d.	With guidance and support, count to answer “how many?” questions about as many as 5 things in a scattered configuration. <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / STANDARD / COURSE	TN.PK.M.	Mathematics – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.CC.C.	Counting and Cardinality (CC) – Standard C: Compare numbers.
GUIDING QUESTION / LEARNING EXPECTATION	PK.CC.C.6.	Use comparative language, such as more/less than or equal to, to compare and describe collections of objects. <u>GOLD® Objectives for Development and Learning</u> • 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
GUIDING QUESTION / LEARNING EXPECTATION	PK.CC.C.7.	This standard begins in Kindergarten. No Correlations
STRAND / STANDARD / COURSE	TN.PK.M.	Mathematics – 4 Years

CONCEPTUAL STRAND / GUIDING QUESTION	PK.OA.A.	Operations and Algebraic Thinking (OA) – Standard A: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
GUIDING QUESTION / LEARNING EXPECTATION	PK.OA.A.1.	<p>With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.7 Emerging to 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.OA.A.2.	<p>With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.1 Emerging to 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.OA.A.3.	<p>Compose and decompose numbers to 5, in more than one way, by using objects or drawings.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.1 Emerging to 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.OA.A.4.	<p>Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.1 Emerging to 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.OA.A.5.	<p>This standard begins in Kindergarten.</p> <p>No Correlations</p>

STRAND / STANDARD / COURSE	TN.PK.M.	Mathematics – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.NBT.A.	Number and Operations in Base Ten (NBT) – Standard A: Work with numbers 11-19 to gain foundations for place value.
GUIDING QUESTION / LEARNING EXPECTATION	PK.NBT.A.1.	This standard begins in Kindergarten. No Correlations
STRAND / STANDARD / COURSE	TN.PK.M.	Mathematics – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.MD.A.	Measurement and Data (MD) – Standard A: Describe and compare measurable attributes.
GUIDING QUESTION / LEARNING EXPECTATION	PK.MD.A.1.	Describe measurable attributes of a single object, such as length, width, height. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.8 Uses measurement words and some standard measurement tools accurately
GUIDING QUESTION / LEARNING EXPECTATION	PK.MD.A.2.	Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, etc.). <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / STANDARD / COURSE	TN.PK.M.	Mathematics – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.MD.B.	Measurement and Data (MD) – Standard B: Work with money.
GUIDING QUESTION / LEARNING EXPECTATION	PK.MD.B.3.	Begin to recognize currency and its purpose. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.7 Emerging to 22b.8 Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)
STRAND / STANDARD / COURSE	TN.PK.M.	Mathematics – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.MD.C.	Measurement and Data (MD) – Standard C: Classify objects and count the number of objects in each category.

GUIDING QUESTION / LEARNING EXPECTATION	PK.MD.C.4.	Sort a collection of objects into given categories using more than one attribute. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
STRAND / STANDARD / COURSE	TN.PK.M.	Mathematics – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.G.A.	Geometry – Standard A: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
GUIDING QUESTION / LEARNING EXPECTATION	PK.G.A.1.	Begin to use relative position words in appropriate context, such as above, below, beside, and between. <u>GOLD® Objectives for Development and Learning</u> • 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
GUIDING QUESTION / LEARNING EXPECTATION	PK.G.A.2.	Correctly name some two-dimensional shapes. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
GUIDING QUESTION / LEARNING EXPECTATION	PK.G.A.3.	Begin to explore shapes as two-dimensional or three-dimensional. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
GUIDING QUESTION / LEARNING EXPECTATION	PK.G.A.4.	Begin to describe objects in the environment using names of shapes. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
STRAND / STANDARD / COURSE	TN.PK.M.	Mathematics – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.G.B.	Geometry – Standard B: Analyze, compare, create, and compose shapes.



GUIDING QUESTION / LEARNING EXPECTATION	PK.G.B.4.	Describe similarities and differences between two-dimensional shapes. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
GUIDING QUESTION / LEARNING EXPECTATION	PK.G.B.5.	Model shapes in the world by building and drawing shapes. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.7 Emerging to 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
GUIDING QUESTION / LEARNING EXPECTATION	PK.G.B.6.	Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.7 Emerging to 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
STRAND / STANDARD / COURSE	TN.PK.S.	Science – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.PS1.	Physical Science (PS): Matter and its interactions.
GUIDING QUESTION / LEARNING EXPECTATION	PK.PS1.01.a.	Describe and categorize objects based on their observable properties. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GUIDING QUESTION / LEARNING EXPECTATION	PK.PS1.01.b.	Demonstrate an awareness that matter exist in different states (i.e., solid and liquid) and that matter changes as a result of changes in its environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials

GUIDING QUESTION / LEARNING EXPECTATION	PK.PS1.01.c.	Observe, predict, and describe how objects move using common motion related vocabulary (e.g., straight, fast/slow, up/down, zigzag). <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GUIDING QUESTION / LEARNING EXPECTATION	PK.PS1.01.d.	Observe, predict, and describe how objects can be combined, stacked, or arranged to create a new object. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STRAND / STANDARD / COURSE	TN.PK.S.	Science – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.LS1.	Life Science (LS): From molecules to organisms: structures and processes.
GUIDING QUESTION / LEARNING EXPECTATION	PK.LS1.01.a.	Identify common attributes of familiar living things. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GUIDING QUESTION / LEARNING EXPECTATION	PK.LS1.01.b.	Recognize differences between living organisms and non-living materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GUIDING QUESTION / LEARNING EXPECTATION	PK.LS1.01.c.	Recognize and describe the function of the five senses of humans. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STRAND / STANDARD / COURSE	TN.PK.S.	Science – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.ESS2.	Earth Science (ESS2): Earth systems.
GUIDING QUESTION / LEARNING EXPECTATION	PK.ESS2.01.a.	Investigate and identify a variety of Earth materials by their observable properties (e.g. soil, rocks, sand, water). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment

GUIDING QUESTION / LEARNING EXPECTATION	PK.ESS2.01.b.	Observe and discuss changes in weather and seasons using common weather-related vocabulary (e.g., rain, sun, snow, wind, spring, summer, fall/autumn, winter, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / STANDARD / COURSE	TN.PK.S.	Science – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.ESS3.	Earth Science (ESS3): Earth and human activity.
GUIDING QUESTION / LEARNING EXPECTATION	PK.ESS3.01.a.	Observe, describe, and compare the habitats of plants and animals. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GUIDING QUESTION / LEARNING EXPECTATION	PK.ESS3.01.b.	Observe and discuss how humans and animals respond to changes in weather. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GUIDING QUESTION / LEARNING EXPECTATION	PK.ESS3.01.c.	Explore ways that humans use water and materials/resources from the Earth (e.g., water to drink, wood to make blocks, soil to grow food, bricks to make homes, plants to make food, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / STANDARD / COURSE	TN.PK.S.	Science – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.ETS1.	Engineering, Technology and Science (ETS1): Engineering design.
GUIDING QUESTION / LEARNING EXPECTATION	PK.ETS1.01.a.	Use senses to gather, explore, and interpret information. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GUIDING QUESTION / LEARNING EXPECTATION	PK.ETS1.01.b.	With modeling, prompting, and support, record and organize data using graphs, charts, science journals, etc., to communicate conclusions regarding experiments and explorations. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GUIDING QUESTION / LEARNING EXPECTATION	PK.ETS1.01.c.	Make predictions based on observations and prior explorations. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills

STRAND / STANDARD / COURSE	TN.PK.S.	Science – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION	PK.ETS2.	Engineering, Technology and Science (ETS2): Links among engineering, technology, science, and society.
GUIDING QUESTION / LEARNING EXPECTATION	PK.ETS2.01.a.	Recognize that tools have specific characteristics that determine their use. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
GUIDING QUESTION / LEARNING EXPECTATION	PK.ETS2.01.b.	Explore familiar environments through the use of simple tools. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
STRAND / STANDARD / COURSE	TN.PK.SS.	Social Studies – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Culture: Students will explore different traditions, customs, and cultures within their families, schools, and communities.
GUIDING QUESTION / LEARNING EXPECTATION	PK.01.	In conversation, describe familiar people, places, things, and events, with reference to a student's home and school. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GUIDING QUESTION / LEARNING EXPECTATION	PK.02.	Begin to recognize similarities and differences between family customs and cultures. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STRAND / STANDARD / COURSE	TN.PK.SS.	Social Studies – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Economics: Students will identify basic wants and needs, the ways families produce, consume, and exchange goods and services in their communities, and the work people do in order to spend and save money.
GUIDING QUESTION / LEARNING EXPECTATION	PK.03.	Begin to distinguish between wants and needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GUIDING QUESTION / LEARNING EXPECTATION	PK.04.	Identify how the basic human needs of food, clothing, shelter, and transportation are met. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

GUIDING QUESTION / LEARNING EXPECTATION	PK.05.	Begin to recognize money and its uses. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GUIDING QUESTION / LEARNING EXPECTATION	PK.06.	Identify different types of jobs, including work done in the home, school, and community. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GUIDING QUESTION / LEARNING EXPECTATION	PK.07.	Give examples of how people exchange goods and use money to acquire wants and needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STRAND / STANDARD / COURSE	TN.PK.SS.	Social Studies – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Geography: Students will demonstrate an understanding of the concept of location, what maps and globes represent, and their geographical location.
GUIDING QUESTION / LEARNING EXPECTATION	PK.08.	Use directions such as up, down, in front, and behind. <u>GOLD® Objectives for Development and Learning</u> • 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
GUIDING QUESTION / LEARNING EXPECTATION	PK.09.	Identify what a map represents. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GUIDING QUESTION / LEARNING EXPECTATION	PK.10.	Understand how roads help people get around, and how they are used to organize locations within a city. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
STRAND / STANDARD / COURSE	TN.PK.SS.	Social Studies – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Government and Civics: Students will learn the foundations of good citizenship, including civic responsibilities and patriotism, through the rules by which they live, the authority figures within their community and the United States, and national symbols.
GUIDING QUESTION / LEARNING EXPECTATION	PK.11.	Give examples of people who are authority figures. • Objective 30 Shows basic understanding of people and how they live

GUIDING QUESTION / LEARNING EXPECTATION	PK.12.	Recognize shapes found on flags and identify the American flag. • Objective 30 Shows basic understanding of people and how they live
GUIDING QUESTION / LEARNING EXPECTATION	PK.13.	Begin to recognize the name and role of the current President of the United States. • Objective 30 Shows basic understanding of people and how they live
GUIDING QUESTION / LEARNING EXPECTATION	PK.14.	Identify roles of authority figures at home, in school, and in the community, including parents, school principals, volunteers, police officers, fire and rescue workers, mayor, governor, and president. • Objective 30 Shows basic understanding of people and how they live
GUIDING QUESTION / LEARNING EXPECTATION	PK.15.	Identify the need for rules. • Objective 30 Shows basic understanding of people and how they live
GUIDING QUESTION / LEARNING EXPECTATION	PK.16.	This standard begins in Kindergarten. No Correlations
STRAND / STANDARD / COURSE	TN.PK.SS.	Social Studies – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		History: Students will understand the chronological organization of history and the importance of holidays.
GUIDING QUESTION / LEARNING EXPECTATION	PK.17.	Begin to understand the use of words and phrases about time, including: morning, afternoon, night, today, tomorrow, and yesterday. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GUIDING QUESTION / LEARNING EXPECTATION	K.18.	This standard begins in Kindergarten. No Correlations
GUIDING QUESTION / LEARNING EXPECTATION	K.19.	This standard begins in Kindergarten. No Correlations
GUIDING QUESTION / LEARNING EXPECTATION	K.20.	This standard begins in Kindergarten. No Correlations
STRAND / STANDARD / COURSE	TN.PK.CA.	Creative Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Visual Arts: Express self and represent what the student knows, thinks, believes, and feels through visual arts.

GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.1.	Experiment with a variety of media and art materials for tactile experience and exploration. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.2.	Create artistic works with intent and purpose using varying tools, texture, color, and technique. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.3.	Present and respond to visual art created by self and others. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STRAND / STANDARD / COURSE	TN.PK.CA.	Creative Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Music: Express self by engaging in musical activities.
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.4.	Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.5.	Create and perform using voice, traditional instruments, and/or non-traditional instruments. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STRAND / STANDARD / COURSE	TN.PK.CA.	Creative Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Creative Movement & Dance
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.6.	Respond to feelings through dance or creative movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.7.	Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, use of "props"). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts

STRAND / STANDARD / COURSE	TN.PK.CA.	Creative Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Theatre/Dramatic Play
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.8.	Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.9.	Respond and react to theatre and drama presentations. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STRAND / STANDARD / COURSE	TN.PK.CA.	Creative Arts – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Cultural Differences
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.10.	Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures. <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / STANDARD / COURSE	TN.PK.PD.	Physical Development – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Sensorimotor: Use senses to assist and guide learning; using sensory information to plan and carry out movements.
GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.1.	Compare, contrast, and describe different sights, smells, sounds, tastes, and textures found in the environment. <u>No Correlations</u>
GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.2.	Demonstrate awareness of spatial boundaries and the ability to work and move within them. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STRAND / STANDARD / COURSE	TN.PK.PD.	Physical Development – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Gross Motor: Demonstrate coordination and control of large muscles.



GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.3.	Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping). <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.4.	Explore a variety of equipment and activities that enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology). <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / STANDARD / COURSE	TN.PK.PD.	Physical Development – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Fine Motor: Demonstrate eye-hand coordination and dexterity needed to manipulate objects.
GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.5.	Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, lacing, clay, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.6.	Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives). <u>GOLD® Objectives for Development and Learning</u> • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STRAND / STANDARD / COURSE	TN.PK.PD.	Physical Development – 4 Years
CONCEPTUAL STRAND / GUIDING QUESTION		Personal Health & Safety

GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.7.	<p>Demonstrate personal care and hygiene skills.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.8.	<p>Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.9.	<p>Demonstrate awareness and understanding of safety rules.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>

Revised Tennessee Early Learning Developmental Standards

Birth – 48 Months, adopted 2014

STRAND / STANDARD / COURSE	TN.AL.0-12.	Approaches to Learning (AL) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Engages and Interacts
GUIDING QUESTION / LEARNING EXPECTATION	AL.0-12.1.	<p>Interact with caregiver in a playful manner.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>

GUIDING QUESTION / LEARNING EXPECTATION	AL.0-12.2.	<p>Show awareness of familiar items in her environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
GUIDING QUESTION / LEARNING EXPECTATION	AL.0-12.3.	<p>Demonstrate some awareness of familiar people and activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
STRAND / STANDARD / COURSE	TN.AL.0-12.	Approaches to Learning (AL) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Flexibility and Inventiveness
GUIDING QUESTION / LEARNING EXPECTATION	AL.0-12.4.	<p>Demonstrate emerging ability to transition from one thing to another with little protest.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
GUIDING QUESTION / LEARNING EXPECTATION	AL.0-12.5.	<p>Begin to explore materials by mouthing, touching and throwing.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
GUIDING QUESTION / LEARNING EXPECTATION	AL.0-12.6.	<p>Demonstrate emerging awareness of the properties of materials.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / STANDARD / COURSE	TN.AL.0-12.	Approaches to Learning (AL) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Problem Solving

GUIDING QUESTION / LEARNING EXPECTATION	AL.0-12.7.	With prompting and support show awareness of people and things in his environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
GUIDING QUESTION / LEARNING EXPECTATION	AL.0-12.8.	Show emerging awareness of his/her effect on her environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
STRAND / STANDARD / COURSE	TN.AL.0-12.	Approaches to Learning (AL) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Persistence
GUIDING QUESTION / LEARNING EXPECTATION	AL.0-12.9.	Begin to pay attention to familiar sounds, activities and people. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
GUIDING QUESTION / LEARNING EXPECTATION	AL.0-12.10.	Become involved in familiar activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STRAND / STANDARD / COURSE	TN.SE.0-12.	Social Emotional Development (SE) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Self-Awareness (Self-Concept)
GUIDING QUESTION / LEARNING EXPECTATION	SE.0-12.1.	Begin to express preferences and interests. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GUIDING QUESTION / LEARNING EXPECTATION	SE.0-12.2.	Express feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self

GUIDING QUESTION / LEARNING EXPECTATION	SE.0-12.3.	Pay attention and responds to name and images of self. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STRAND / STANDARD / COURSE	TN.SE.0-12.	Social Emotional Development (SE) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Self- Regulation (Self-Control)
GUIDING QUESTION / LEARNING EXPECTATION	SE.0-12.4.	Demonstrate some ability to self-regulate. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
GUIDING QUESTION / LEARNING EXPECTATION	SE.0-12.5.	Begin to relate to other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials and actions
STRAND / STANDARD / COURSE	TN.SE.0-12.	Social Emotional Development (SE) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Cooperation
GUIDING QUESTION / LEARNING EXPECTATION	SE.0-12.6.	Demonstrate awareness of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.2 Responds appropriately to others' expressions of wants
GUIDING QUESTION / LEARNING EXPECTATION	SE.0-12.7.	Recognize actions and images of familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
GUIDING QUESTION / LEARNING EXPECTATION	SE.0-12.8.	Engage in social play with familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults



GUIDING QUESTION / LEARNING EXPECTATION	SE.0-12.9.	<p>Begin to show awareness of feelings displayed by others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions</p>
STRAND / STANDARD / COURSE	TN.LE.0-12.	Language and Early Literacy (LE) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Receptive Language
GUIDING QUESTION / LEARNING EXPECTATION	LE.0-12.1.	<p>Respond to sights and sounds.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others</p>
STRAND / STANDARD / COURSE	TN.LE.0-12.	Language and Early Literacy (LE) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Expressive Language
GUIDING QUESTION / LEARNING EXPECTATION	LE.0-12.2.	<p>Use some sounds and body movements to communicate.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>
STRAND / STANDARD / COURSE	TN.LE.0-12.	Language and Early Literacy (LE) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Speech
GUIDING QUESTION / LEARNING EXPECTATION	LE.0-12.3.	<p>Develop and makes sounds.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>
STRAND / STANDARD / COURSE	TN.LE.0-12.	Language and Early Literacy (LE) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Reading Foundational Skills

GUIDING QUESTION / LEARNING EXPECTATION	LE.0-12.4.	Focus eyes on simple pictures in books or drawings. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
GUIDING QUESTION / LEARNING EXPECTATION	LE.0-12.5.	Begin to explore physical properties of a book. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
GUIDING QUESTION / LEARNING EXPECTATION	LE.0-12.6.	Show increased involvement and enjoyment with books. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STRAND / STANDARD / COURSE	TN.LE.0-12.	Language and Early Literacy (LE) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Writing Behaviors and Skills
GUIDING QUESTION / LEARNING EXPECTATION	LE.0-12.7.	Begin to show interest in exploring writing tools. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
GUIDING QUESTION / LEARNING EXPECTATION	LE.0-12.8.	Begin to use writing tools. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
STRAND / STANDARD / COURSE	TN.MA.0-12.	Math (MA) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Counting and Cardinality

GUIDING QUESTION / LEARNING EXPECTATION	MA.0-12.1.	Pay attention to what is happening in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / STANDARD / COURSE	TN.MA.0-12.	Math (MA) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Comparing Numbers
GUIDING QUESTION / LEARNING EXPECTATION	MA.0-12.2.	Aware of surroundings; makes things happen, most often unintentionally. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / STANDARD / COURSE	TN.MA.0-12.	Math (MA) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Operations and Algebra
GUIDING QUESTION / LEARNING EXPECTATION	MA.0-12.3.	Make things happen through use of senses of sight, sound, taste, and touch. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / STANDARD / COURSE	TN.MA.0-12.	Math (MA) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Measurement and Data
GUIDING QUESTION / LEARNING EXPECTATION	MA.0-12.4.	Begin to experiment with containers and items. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / STANDARD / COURSE	TN.MA.0-12.	Math (MA) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Geometry and Spatial Sense

GUIDING QUESTION / LEARNING EXPECTATION	MA.0-12.5.	<p>Display short term memory.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
STRAND / STANDARD / COURSE	TN.MA.0-12.	Math (MA) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Problem Solving and Analyzing Data
GUIDING QUESTION / LEARNING EXPECTATION	MA.0-12.6.	<p>Begin to understand concept of object permanence.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
STRAND / STANDARD / COURSE	TN.S.0-12.	Science (S) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Sensory Awareness
GUIDING QUESTION / LEARNING EXPECTATION	S.0-12.1.	<p>Begins to use all five senses to explore and understand surroundings.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / STANDARD / COURSE	TN.S.0-12.	Science (S) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Observation and Exploration
GUIDING QUESTION / LEARNING EXPECTATION	S.0-12.2.	<p>Show interest in surroundings by focusing on faces and objects in close range.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds</p>
STRAND / STANDARD / COURSE	TN.S.0-12.	Science (S) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Problem Solving

GUIDING QUESTION / LEARNING EXPECTATION	S.0-12.3.	<p>Begin to expect actions when basic needs are met in response to expressions of comfort and discomfort.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
STRAND / STANDARD / COURSE	TN.S.0-12.	Science (S) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Simple Tools
GUIDING QUESTION / LEARNING EXPECTATION	S.0-12.4.	<p>Use body movements to explore and understand surroundings.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / STANDARD / COURSE	TN.S.0-12.	Science (S) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Earth and Space
GUIDING QUESTION / LEARNING EXPECTATION	S.0-12.5.	<p>Explore textures, sounds, tastes found in nature.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / STANDARD / COURSE	TN.S.0-12.	Science (S) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Sequencing and Time
GUIDING QUESTION / LEARNING EXPECTATION	S.0-12.6.	<p>Begin to understand familiar routines.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>

GUIDING QUESTION / LEARNING EXPECTATION	S.0-12.7.	<p>Begin to anticipate familiar actions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
GUIDING QUESTION / LEARNING EXPECTATION	S.0-12.8.	<p>With support and assistance builds understanding of sensations of cold, hot, warm, dry.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.1 Emerging to 11d.2 Uses senses to explore the immediate environment</p>
STRAND / STANDARD / COURSE	TN.S.0-12.	Science (S) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Living Things
GUIDING QUESTION / LEARNING EXPECTATION	S.0-12.9.	<p>Begin to recognize familiar animals.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
GUIDING QUESTION / LEARNING EXPECTATION	S.0-12.10.	<p>Begin to recognize familiar animals have needs that are similar to their own.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
STRAND / STANDARD / COURSE	TN.S.0-12.	Science (S) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Physical Science
GUIDING QUESTION / LEARNING EXPECTATION	S.0-12.11.	<p>Begin to observe properties of objects with support and assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GUIDING QUESTION / LEARNING EXPECTATION	S.0-12.12.	<p>Develop an awareness of objects in the environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>

GUIDING QUESTION / LEARNING EXPECTATION	S.0-12.13.	Develop awareness of how objects move and begin to recognize vocabulary descriptors for movements. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STRAND / STANDARD / COURSE	TN.SS.0-12.	Social Studies (SS) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Interactions and Culture
GUIDING QUESTION / LEARNING EXPECTATION	SS.0-12.1.	Engage with familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
GUIDING QUESTION / LEARNING EXPECTATION	SS.0-12.2.	Show emerging awareness of and some anxiety towards unfamiliar people. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STRAND / STANDARD / COURSE	TN.SS.0-12.	Social Studies (SS) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		History
GUIDING QUESTION / LEARNING EXPECTATION	SS.0-12.3.	Begin to form an individual schedule. <u>GOLD® Objectives for Development and Learning</u> • 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
GUIDING QUESTION / LEARNING EXPECTATION	SS.0-12.4.	Demonstrate emerging awareness of familiar with routines. <u>GOLD® Objectives for Development and Learning</u> • 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

GUIDING QUESTION / LEARNING EXPECTATION	SS.0-12.5.	Explore environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / STANDARD / COURSE	TN.CA.0-12.	Creative Arts (CA) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Music
GUIDING QUESTION / LEARNING EXPECTATION	CA.0-12.1.	Respond to sound in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
GUIDING QUESTION / LEARNING EXPECTATION	CA.0-12.2.	Begin to produce sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
STRAND / STANDARD / COURSE	TN.CA.0-12.	Creative Arts (CA) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Art
GUIDING QUESTION / LEARNING EXPECTATION	CA.0-12.3.	Begin to focus on and show fascination for fun toys and activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
GUIDING QUESTION / LEARNING EXPECTATION	CA.0-12.4.	Show interest in art tools. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STRAND / STANDARD / COURSE	TN.CA.0-12.	Creative Arts (CA) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Dramatic Play and Movement

GUIDING QUESTION / LEARNING EXPECTATION	CA.0-12.5.	Begin to discover his/her body. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GUIDING QUESTION / LEARNING EXPECTATION	CA.0-12.6.	Begin to purposefully act on his environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / STANDARD / COURSE	TN.PD.0-12.	Physical Development (PD) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Gross Motor (Large Muscle)
GUIDING QUESTION / LEARNING EXPECTATION	PD.0-12.1.	Gain control of head and body. <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / STANDARD / COURSE	TN.PD.0-12.	Physical Development (PD) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Fine Motor (Small Muscle)
GUIDING QUESTION / LEARNING EXPECTATION	PD.0-12.2.	Hold things briefly before dropping. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STRAND / STANDARD / COURSE	TN.PD.0-12.	Physical Development (PD) Birth – 12 months
CONCEPTUAL STRAND / GUIDING QUESTION		Self-Help

GUIDING QUESTION / LEARNING EXPECTATION	PD.0-12.3.	<p>Show increased awareness of and cooperation with personal routines.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
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STRAND / STANDARD / COURSE	TN.AL.13-24.	Approaches to Learning (AL) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Engages and Interacts
GUIDING QUESTION / LEARNING EXPECTATION	AL.13-24.1.	<p>Interact with familiar people and a variety of materials in a playful manner.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
GUIDING QUESTION / LEARNING EXPECTATION	AL.13-24.2.	<p>Begin to self-select play activities to support own curiosity and to engage in pretend and imaginative play.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
GUIDING QUESTION / LEARNING EXPECTATION	AL.13-24.3.	<p>Demonstrate an emerging awareness of the connection between prior and new knowledge.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</p>
STRAND / STANDARD / COURSE	TN.AL.13-24.	Approaches to Learning (AL) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Flexibility and Inventiveness

GUIDING QUESTION / LEARNING EXPECTATION	AL.13-24.4.	<p>Attempt new things with adult support.</p> <p><u>GOLD® Objectives for Development and Learning</u> • 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</p>
GUIDING QUESTION / LEARNING EXPECTATION	AL.13-24.5.	<p>Begin to ask simple questions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • 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</p>
GUIDING QUESTION / LEARNING EXPECTATION	AL.13-24.6.	<p>Use materials in ways other than originally intended.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</p>
STRAND / STANDARD / COURSE	TN.AL.13-24.	Approaches to Learning (AL) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Problem Solving
GUIDING QUESTION / LEARNING EXPECTATION	AL.13-24.7.	<p>Begin to identify a problem.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
GUIDING QUESTION / LEARNING EXPECTATION	AL.13-24.8.	<p>Show increasing awareness of his effect on his environment.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
STRAND / STANDARD / COURSE	TN.AL.13-24.	Approaches to Learning (AL) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Persistence

GUIDING QUESTION / LEARNING EXPECTATION	AL.13-24.9.	Recognize and respond to familiar sounds, activities and people. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
GUIDING QUESTION / LEARNING EXPECTATION	AL.13-24.10.	Show increasing involvement in familiar activities. <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / STANDARD / COURSE	TN.SE.13-24.	Social Emotional Development (SE) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Self-Awareness (Self-Concept)
GUIDING QUESTION / LEARNING EXPECTATION	SE.13-24.1.	Show preferences, likes and dislikes. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GUIDING QUESTION / LEARNING EXPECTATION	SE.13-24.2.	Express wishes, worries and fears. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manage feelings Objective 1a.4 Comforts self by seeking out special object or person
GUIDING QUESTION / LEARNING EXPECTATION	SE.13-24.3.	Explore the environment to find out who he is and what he can do. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STRAND / STANDARD / COURSE	TN.SE.13-24.	Social Emotional Development (SE) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Self- Regulation (Self-Control)
GUIDING QUESTION / LEARNING EXPECTATION	SE.13-24.4.	Attempt to manage own behavior with guidance and support. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manage feelings Objective 1a.4 Comforts self by seeking out special object or person

GUIDING QUESTION / LEARNING EXPECTATION	SE.13-24.5.	<p>Begin to test social boundaries.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.2 Expresses feelings during a conflict</p>
STRAND / STANDARD / COURSE	TN.SE.13-24.	Social Emotional Development (SE) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Cooperation
GUIDING QUESTION / LEARNING EXPECTATION	SE.13-24.6.	<p>May interact with another child for a short period of time.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups</p>
GUIDING QUESTION / LEARNING EXPECTATION	SE.13-24.7.	<p>Enjoy imitating the actions of adults.</p> <p>No Correlations</p>
GUIDING QUESTION / LEARNING EXPECTATION	SE.13-24.8.	<p>Begin to engage in social play with other children.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups</p>
GUIDING QUESTION / LEARNING EXPECTATION	SE.13-24.9.	<p>Show awareness of the feelings displayed by others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.2 Reacts to others' emotional expressions</p>
STRAND / STANDARD / COURSE	TN.LE.13-24.	Language and Early Literacy (LE) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Receptive Language
GUIDING QUESTION / LEARNING EXPECTATION	LE.13-24.1.	<p>Show increased understanding of words and gestures.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</p>
STRAND / STANDARD / COURSE	TN.LE.13-24.	Language and Early Literacy (LE) 13 months – 24 months

CONCEPTUAL STRAND / GUIDING QUESTION		Expressive Language
GUIDING QUESTION / LEARNING EXPECTATION	LE.13-24.2.	<p>Use consistent sounds, gestures, and some words to communicate.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.3 Emerging to 9a.4 Names familiar, people, animals, and objectives</p>
STRAND / STANDARD / COURSE	TN.LE.13-24.	Language and Early Literacy (LE) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Speech
GUIDING QUESTION / LEARNING EXPECTATION	LE.13-24.3.	<p>Develop and make sounds with intentionality to communicate needs.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
STRAND / STANDARD / COURSE	TN.LE.13-24.	Language and Early Literacy (LE) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Reading Foundational Skills
GUIDING QUESTION / LEARNING EXPECTATION	LE.13-24.4.	<p>Begin to show interest in exploring books.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
GUIDING QUESTION / LEARNING EXPECTATION	LE.13-24.5.	<p>Show awareness and interest in familiar pictures and begin to interact with story through familiar hand motions and expression of emotions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time</p>
GUIDING QUESTION / LEARNING EXPECTATION	LE.13-24.6.	<p>Show enjoyment of books and stories.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>



STRAND / STANDARD / COURSE	TN.LE.13-24.	Language and Early Literacy (LE) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Writing Behaviors and Skills
GUIDING QUESTION / LEARNING EXPECTATION	LE.13-24.7.	<p>Show increased interest in exploring writing tools.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <p>Objective 7b.2 Grasps drawing and writing tools, jabbing at paper</p>
GUIDING QUESTION / LEARNING EXPECTATION	LE.13-24.8.	<p>Begin to use writing tools to make marks on paper.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <p>Objective 7b.2 Grasps drawing and writing tools, jabbing at paper</p>
STRAND / STANDARD / COURSE	TN.MA.13-24.	Math (MA) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Counting and Cardinality
GUIDING QUESTION / LEARNING EXPECTATION	MA.13-24.1.	<p>Show interest while watching and listening to others counting.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</p>
STRAND / STANDARD / COURSE	TN.MA.13-24.	Math (MA) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Comparing Numbers
GUIDING QUESTION / LEARNING EXPECTATION	MA.13-24.2.	<p>Begin to understand similarities and differences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.1 Emerging to 20a.2 Verbally counts (not always in the correct order)</p>
STRAND / STANDARD / COURSE	TN.MA.13-24.	Math (MA) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Operations and Algebra

GUIDING QUESTION / LEARNING EXPECTATION	MA.13-24.3.	Show interest in and understanding of identifying characteristics of objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
STRAND / STANDARD / COURSE	TN.MA.13-24.	Math (MA) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Measurement and Data
GUIDING QUESTION / LEARNING EXPECTATION	MA.13-24.4.	Continue to experiment with containers and items with little understanding of capacity. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.1 Emerging to 22a.2 Makes simple comparisons between two objects
STRAND / STANDARD / COURSE	TN.MA.13-24.	Math (MA) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Geometry and Spatial Sense
GUIDING QUESTION / LEARNING EXPECTATION	MA.13-24.5.	Begin to show interest in how things fit together. <u>GOLD® Objectives for Development and Learning</u> • 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)
STRAND / STANDARD / COURSE	TN.MA.13-24.	Math (MA) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Problem Solving and Analyzing Data
GUIDING QUESTION / LEARNING EXPECTATION	MA.13-24.6.	Begin to understand how parts work together. <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / STANDARD / COURSE	TN.S.13-24.	Science (S) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Sensory Awareness

GUIDING QUESTION / LEARNING EXPECTATION	S.13-24.1.	Use all five senses to explore and understand surroundings. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / STANDARD / COURSE	TN.S.13-24.	Science (S) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Observation and Exploration
GUIDING QUESTION / LEARNING EXPECTATION	S.13-24.2.	Use exploration as a means of understanding and processing differences and similarities. <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / STANDARD / COURSE	TN.S.13-24.	Science (S) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Problem Solving
GUIDING QUESTION / LEARNING EXPECTATION	S.13-24.3.	Expect specific results when playing with toys and other objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
STRAND / STANDARD / COURSE	TN.S.13-24.	Science (S) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Simple Tools
GUIDING QUESTION / LEARNING EXPECTATION	S.13-24.4.	Begin to use simple tools to build knowledge of world through observation and awareness of surroundings. <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / STANDARD / COURSE	TN.S.13-24.	Science (S) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Earth and Space

GUIDING QUESTION / LEARNING EXPECTATION	S.13-24.5.	Explore a variety of earth materials found in nature and created environments. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / STANDARD / COURSE	TN.S.13-24.	Science (S) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Sequencing and Time
GUIDING QUESTION / LEARNING EXPECTATION	S.13-24.6.	Show increased knowledge and memory for details and routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.3 Emerging to 12b.4 Remembers the sequence of personal routines and experiences with teacher support
GUIDING QUESTION / LEARNING EXPECTATION	S.13-24.7.	Demonstrate some understanding of when things happen in relation to routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.3 Emerging to 12b.4 Remembers the sequence of personal routines and experiences with teacher support
GUIDING QUESTION / LEARNING EXPECTATION	S.13-24.8.	With support and assistance develops understanding of consequences of sensations related to weather conditions. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / STANDARD / COURSE	TN.S.13-24.	Science (S) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Living Things
GUIDING QUESTION / LEARNING EXPECTATION	S.13-24.9.	Recognize familiar animals and begins to identify characteristics of familiar animals with support and assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GUIDING QUESTION / LEARNING EXPECTATION	S.13-24.10.	Build understanding of the needs of familiar animals and begin to identify and imitate caring for familiar animals and plants with support and assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STRAND / STANDARD / COURSE	TN.S.13-24.	Science (S) 13 months – 24 months



CONCEPTUAL STRAND / GUIDING QUESTION		Physical Science
GUIDING QUESTION / LEARNING EXPECTATION	S.13-24.11.	<p>Categorize objects based on simple observable properties.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GUIDING QUESTION / LEARNING EXPECTATION	S.13-24.12.	<p>Observe descriptors of objects in the environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GUIDING QUESTION / LEARNING EXPECTATION	S.13-24.13.	<p>Observe how objects move and identify common motion related vocabulary.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STRAND / STANDARD / COURSE	TN.SS.13-24.	Social Studies (SS) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Interactions and Culture
GUIDING QUESTION / LEARNING EXPECTATION	SS.13-24.1.	<p>Rely on the presence of familiar adults to try things.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
GUIDING QUESTION / LEARNING EXPECTATION	SS.13-24.2.	<p>Show awareness of and continued anxiety towards unfamiliar adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
STRAND / STANDARD / COURSE	TN.SS.13-24.	Social Studies (SS) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		History

GUIDING QUESTION / LEARNING EXPECTATION	SS.13-24.3.	Need and expect routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
GUIDING QUESTION / LEARNING EXPECTATION	SS.13-24.4.	Begin to recognize routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
GUIDING QUESTION / LEARNING EXPECTATION	SS.19-24.5.	Begin to recognize changes in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
STRAND / STANDARD / COURSE	TN.CA.13-24.	Creative Arts (CA) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Music
GUIDING QUESTION / LEARNING EXPECTATION	CA.13-24.1.	Respond to and show preference for certain sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GUIDING QUESTION / LEARNING EXPECTATION	CA.13-24.2.	Begin to use sounds for music making. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STRAND / STANDARD / COURSE	TN.CA.13-24.	Creative Arts (CA) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Art
GUIDING QUESTION / LEARNING EXPECTATION	CA.13-24.3.	Focus on and show fascination in fun things. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen

GUIDING QUESTION / LEARNING EXPECTATION	CA.13-24.4.	Use crayon to scribble on paper. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
STRAND / STANDARD / COURSE	TN.CA.13-24.	Creative Arts (CA) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Dramatic Play and Movement
GUIDING QUESTION / LEARNING EXPECTATION	CA.13-24.5.	Demonstrate control of body. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
GUIDING QUESTION / LEARNING EXPECTATION	CA.13-24.6.	Begin to use the environment for pretend play. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
STRAND / STANDARD / COURSE	TN.PD.13-24.	Physical Development (PD) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Gross Motor (Large Muscle)
GUIDING QUESTION / LEARNING EXPECTATION	PD.13-24.1.	Move from place to place. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STRAND / STANDARD / COURSE	TN.PD.13-24.	Physical Development (PD) 13 months – 24 months
CONCEPTUAL STRAND / GUIDING QUESTION		Fine Motor (Small Muscle)
GUIDING QUESTION / LEARNING EXPECTATION	PD.13-24.2.	Manipulate small objects exploring how they can be combined and changed. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
STRAND / STANDARD / COURSE	TN.PD.13-24.	Physical Development (PD) 13 months – 24 months

CONCEPTUAL STRAND / GUIDING QUESTION		Self-Help
GUIDING QUESTION / LEARNING EXPECTATION	PD.13-24.3.	<p>Participate in personal care routines with guidance and assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>

STRAND / STANDARD / COURSE	TN.AL.25-36.	Approaches to Learning (AL) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Engages and Interacts
GUIDING QUESTION / LEARNING EXPECTATION	AL.25-36.1.	<p>Interact with other children in a playful manner.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.3 Emerging to 4 Uses successful strategies for entering groups</p>
GUIDING QUESTION / LEARNING EXPECTATION	AL.25-36.2.	<p>Self-select play activities to support own curiosity and to engage in pretend and imaginative play.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
GUIDING QUESTION / LEARNING EXPECTATION	AL.25-36.3.	<p>Demonstrate an increasing awareness of the connection between prior and new knowledge.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support</p>
STRAND / STANDARD / COURSE	TN.AL.25-36.	Approaches to Learning (AL) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Flexibility and Inventiveness

GUIDING QUESTION / LEARNING EXPECTATION	AL.25-36.4.	<p>Attempt new things with excitement and anticipation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.4 Explores and investigates ways to make something happen</p>
GUIDING QUESTION / LEARNING EXPECTATION	AL.25-36.5.	<p>Demonstrate emerging ability to ask questions for information or clarification.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.4 Explores and investigates ways to make something happen</p>
GUIDING QUESTION / LEARNING EXPECTATION	AL.25-36.6.	<p>Invent uses for materials other than originally intended.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
STRAND / STANDARD / COURSE	TN.AL.25-36.	Approaches to Learning (AL) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Problem Solving
GUIDING QUESTION / LEARNING EXPECTATION	AL. 25-36.7.	<p>Identify a problem and try to solve it.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
GUIDING QUESTION / LEARNING EXPECTATION	AL.25-36.8.	<p>Begin to intentionally affect his environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
STRAND / STANDARD / COURSE	TN.AL.25-36.	Approaches to Learning (AL) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Persistence

GUIDING QUESTION / LEARNING EXPECTATION	AL.25 –36.9.	Demonstrate increasing interest in familiar activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GUIDING QUESTION / LEARNING EXPECTATION	AL.25-36.10.	Play with favorite toy, repeating actions over and over. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
STRAND / STANDARD / COURSE	TN.SE.25-36.	Social Emotional Development (SE) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Self-Awareness (Self-Concept)
GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.1.	Show an emerging sense of self. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.2.	Demonstrate increased skill in identifying and expressing feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manage feelings Objective 1a.4 Comforts self by seeking out special object or person
GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.3.	Begin to gain a sense of mastery and achievement. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND / STANDARD / COURSE	TN.SE.25-36.	Social Emotional Development (SE) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Self- Regulation (Self-Control)
GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.4.	Demonstrate emerging ability to manage own behavior. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manage feelings Objective 1a.4 Comforts self by seeking out special object or person

GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.5.	<p>Show willingness to follow simple rules.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.4 Accepts redirection from adults</p>
STRAND / STANDARD / COURSE	TN.SE.25-36.	Social Emotional Development (SE) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Cooperation
GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.6.	<p>Play beside other children for several minutes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</p>
GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.7.	<p>Share some pretend play themes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</p>
GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.8.	<p>Play with others more frequently and for longer periods of time.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships d. Makes friends <p>Objective 2d.4 Plays with one or two preferred playmates</p>
GUIDING QUESTION / LEARNING EXPECTATION	SE.25-36.9.	<p>Respond to other children's feelings.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.4 Demonstrates concern about the feelings of others</p>
STRAND / STANDARD / COURSE	TN.LE.25-36.	Language and Early Literacy (LE) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Receptive Language

GUIDING QUESTION / LEARNING EXPECTATION	LE.25-36.1.	Understand questions, simple directions, beginning concepts, and the ideas and sequence of stories. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
STRAND / STANDARD / COURSE	TN.LE.25-36.	Language and Early Literacy (LE) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Expressive Language
GUIDING QUESTION / LEARNING EXPECTATION	LE.25-36.2.	Use words and some standards of speech to express thoughts and ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly
STRAND / STANDARD / COURSE	TN.LE.25-36.	Language and Early Literacy (LE) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Speech
GUIDING QUESTION / LEARNING EXPECTATION	LE.25-36.3.	Produce speech that is increasingly understandable by most familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
STRAND / STANDARD / COURSE	TN.LE.25-36.	Language and Early Literacy (LE) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Reading Foundational Skills
GUIDING QUESTION / LEARNING EXPECTATION	LE.25-36.4.	Begin to understand the connection between books and personal experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time

GUIDING QUESTION / LEARNING EXPECTATION	LE.25-36.5.	Recognize and enjoy reading familiar books. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
GUIDING QUESTION / LEARNING EXPECTATION	LE.25-36.6.	Begin to recite from memory familiar books. <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / STANDARD / COURSE	TN.LE.25-36.	Language and Early Literacy (LE) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Writing Behaviors and Skills
GUIDING QUESTION / LEARNING EXPECTATION	LE.25-36.7.	Use a variety of writing tools to make scribbles. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
GUIDING QUESTION / LEARNING EXPECTATION	LE.25-36.8.	Scribble and draws with intentionality. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.3 Uses drawing, dictation, and scribbles or marks to convey a message
STRAND / STANDARD / COURSE	TN.M.25-36.	Math (M) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Counting and Cardinality
GUIDING QUESTION / LEARNING EXPECTATION	MA.25-36.1.	Begin to count by rote. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)
STRAND / STANDARD / COURSE	TN.M.25-36.	Math (M) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Comparing Numbers

GUIDING QUESTION / LEARNING EXPECTATION	MA.25-36.2.	<p>Begin to build understanding of concepts such as more and one more.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
STRAND / STANDARD / COURSE	TN.M.25-36.	Math (M) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Operations and Algebra
GUIDING QUESTION / LEARNING EXPECTATION	MA.25-36.3.	<p>Demonstrate emerging understanding of the relationship between objects, solving simple jigsaw puzzles and matching similar shapes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
STRAND / STANDARD / COURSE	TN.M.25-36.	Math (M) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Measurement and Data
GUIDING QUESTION / LEARNING EXPECTATION	MA.25-36.4.	<p>Demonstrate emerging understanding of basic concepts of measurement i.e. height, length, capacity.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects Objective 22a.3 Emerging to 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
STRAND / STANDARD / COURSE	TN.M.25-36.	Math (M) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Geometry and Spatial Sense
GUIDING QUESTION / LEARNING EXPECTATION	MA.25-36.5.	<p>Explore world and understands position in space and how to get around.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
STRAND / STANDARD / COURSE	TN.M.25-36.	Math (M) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Problem Solving and Analyzing Data

GUIDING QUESTION / LEARNING EXPECTATION	MA.25-36.6.	Explore materials and understands simple acts of cause and effect. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
STRAND / STANDARD / COURSE	TN.S.25-36.	Science (S) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Sensory Awareness
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.1.	Demonstrate emerging ability to connect sensory input with words and expressions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STRAND / STANDARD / COURSE	TN.S.25-36.	Science (S) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Observation and Exploration
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.2.	Build knowledge of world through observation of surroundings. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STRAND / STANDARD / COURSE	TN.S.25-36.	Science (S) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Problem Solving
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.3.	Begin to use reasoning skill and imagination when planning ways to make things happen. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STRAND / STANDARD / COURSE	TN.S.25-36.	Science (S) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Simple Tools

GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.4.	Use simple tools to build knowledge of world through observation and awareness of surroundings. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STRAND / STANDARD / COURSE	TN.S.25-36.	Science (S) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Earth and Space
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.5.	Explore and begins to identify a variety of earth materials by distinct properties. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / STANDARD / COURSE	TN.S.25-36.	Science (S) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Sequencing and Time
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.6.	Begin to understand consequences when recreating events. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.7.	Demonstrate some understanding of when things happen in relation to routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.8.	Increasing understanding of consequences of weather related events. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / STANDARD / COURSE	TN.S.25-36.	Science (S) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Living Things

GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.9.	Identify and associate the similarities, categories, and different structures of familiar plants and animals with familiar characteristics. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.10.	Observe and describe familiar characteristics of plants and animals. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STRAND / STANDARD / COURSE	TN.S.25-36.	Science (S) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Physical Science
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.11.	Build understanding to describe and categorize objects based on simple observable properties. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.12.	Demonstrate an emerging awareness of changes in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GUIDING QUESTION / LEARNING EXPECTATION	S.25-36.13.	Observe and make simple predictions and build simple descriptors for how objects move and begin to use common related vocabulary. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STRAND / STANDARD / COURSE	TN.SS.25-36.	Social Studies (SS) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Interactions and Culture
GUIDING QUESTION / LEARNING EXPECTATION	SS.25-30.1.	Show need for familiar adult's approval. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

GUIDING QUESTION / LEARNING EXPECTATION	SS.25-30.2.	Show cautious interest in unfamiliar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STRAND / STANDARD / COURSE	TN.SS.25-36.	Social Studies (SS) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		History
GUIDING QUESTION / LEARNING EXPECTATION	SS.25-36.3.	Begin to identify common events and routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
GUIDING QUESTION / LEARNING EXPECTATION	SS.25-36.4.	Begin to categorize time intervals. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.1 Emerging to 22b.2 Knows usual sequence of basic daily events=
GUIDING QUESTION / LEARNING EXPECTATION	SS.25-36.5.	Begin to react to changes in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / STANDARD / COURSE	TN.CA.25-36.	Creative Arts (CA) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Music
GUIDING QUESTION / LEARNING EXPECTATION	CA.25-36.1.	Enjoy moving to and singing to music. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GUIDING QUESTION / LEARNING EXPECTATION	CA.25-36.2.	Enjoy making own music. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STRAND / STANDARD / COURSE	TN.CA.25-36.	Creative Arts (CA) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Art

GUIDING QUESTION / LEARNING EXPECTATION	CA.25-36.3.	Focus on and shows fascination in fun things. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GUIDING QUESTION / LEARNING EXPECTATION	CA.25-36.4.	Scribble and paint. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STRAND / STANDARD / COURSE	TN.CA.25-36.	Creative Arts (CA) 25 months – 36 months
CONCEPTUAL STRAND / GUIDING QUESTION		Dramatic Play and Movement
GUIDING QUESTION / LEARNING EXPECTATION	CA.25-36.5.	Demonstrate increasing control of body. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GUIDING QUESTION / LEARNING EXPECTATION	CA.25-36.6.	Become more purposeful in using the environment for pretend play. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language

STRAND / STANDARD / COURSE	TN.AL.37-48.	Approaches to Learning (AL) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Engages and Interacts
GUIDING QUESTION / LEARNING EXPECTATION	AL.37-48.1.	Demonstrate increasing interest in interactions within his environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

GUIDING QUESTION / LEARNING EXPECTATION	AL.37-48.2.	Demonstrate ability to act out more complex pretend play scenarios. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
GUIDING QUESTION / LEARNING EXPECTATION	AL.37-48.3.	Demonstrate awareness of connection between prior and new knowledge. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
STRAND / STANDARD / COURSE	TN.AL.37-48.	Approaches to Learning (AL) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Flexibility and Inventiveness
GUIDING QUESTION / LEARNING EXPECTATION	AL.37-48.4.	Attempt more challenging things. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
GUIDING QUESTION / LEARNING EXPECTATION	AL.37-48.5.	Continue to ask questions for information or clarification. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
GUIDING QUESTION / LEARNING EXPECTATION	AL.37-48.6.	Use materials in complex ways, may use in ways other than originally intended. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
STRAND / STANDARD / COURSE	TN.AL.37-48.	Approaches to Learning (AL) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Problem Solving

GUIDING QUESTION / LEARNING EXPECTATION	AL.37-48.7.	<p>Identify a problem and sometimes solve it with the help of others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.6 Changes plans if a better idea is thought of or proposed</p>
GUIDING QUESTION / LEARNING EXPECTATION	AL.37-48.8.	<p>Continue to make things happen within his environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
STRAND / STANDARD / COURSE	TN.AL.37-48.	Approaches to Learning (AL) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Persistence
GUIDING QUESTION / LEARNING EXPECTATION	AL.37-48.9.	<p>Stay interested in an activity for longer periods of time.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
GUIDING QUESTION / LEARNING EXPECTATION	AL.37-48.10.	<p>Work at a task or activity for longer periods of time.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
STRAND / STANDARD / COURSE	TN.SE.37-48.	Social Emotional Development (SE) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Self-Awareness (Self-Concept)
GUIDING QUESTION / LEARNING EXPECTATION	SE.37-48.1.	<p>Show positive self-esteem.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>

GUIDING QUESTION / LEARNING EXPECTATION	SE.37-48.2.	<p>Verbalize feelings, needs and wants.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GUIDING QUESTION / LEARNING EXPECTATION	SE.37-48.3.	<p>Show greater comfort with independence and increased feelings of self- worth.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STRAND / STANDARD / COURSE	TN.SE.37-48.	Social Emotional Development (SE) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Self- Regulation (Self-Control)
GUIDING QUESTION / LEARNING EXPECTATION	SE.37-48.4.	<p>Manage own behavior with increasing skill.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person</p>
GUIDING QUESTION / LEARNING EXPECTATION	SE.37-48.5.	<p>Begin to demonstrate an understanding of social expectations.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups</p>
STRAND / STANDARD / COURSE	TN.SE.37-48.	Social Emotional Development (SE) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Cooperation
GUIDING QUESTION / LEARNING EXPECTATION	SE.37-48.6.	<p>Engage in cooperative play with other children.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups</p>

GUIDING QUESTION / LEARNING EXPECTATION	SE.37-48.7.	<p>Begin to develop more complex pretend play themes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.5 Emerging to 4b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
GUIDING QUESTION / LEARNING EXPECTATION	SE.37-48.8.	<p>Show increasing willingness to work out problems with peers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.6 Suggest solutions to social problems</p>
GUIDING QUESTION / LEARNING EXPECTATION	SE.37-48.9.	<p>Show increasing ability to understand the feelings of others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.4 Demonstrates concern about the feelings of others</p>
STRAND / STANDARD / COURSE	TN.LE.37-48.	Language and Early Literacy (LE) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Receptive Language
GUIDING QUESTION / LEARNING EXPECTATION	LE.37-48.1.	<p>Listen with understanding and interest to conversations, directions, music and a variety of reading materials.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
STRAND / STANDARD / COURSE	TN.LE.37-48.	Language and Early Literacy (LE) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Expressive Language
GUIDING QUESTION / LEARNING EXPECTATION	LE.37-48.2.	<p>Use language for a variety of purposes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.6 Describes and tells the use of many familiar items</p>



GUIDING QUESTION / LEARNING EXPECTATION	LE.37-48.3.	Produce speech that is clear enough to be understood by most people. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
GUIDING QUESTION / LEARNING EXPECTATION	LE.37-48.4.	Demonstrate interest in books and what they contain. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
GUIDING QUESTION / LEARNING EXPECTATION	LE.37-48.5.	Demonstrate knowledge of how to use a book. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow
GUIDING QUESTION / LEARNING EXPECTATION	LE.37-48.6.	Show awareness that print conveys a message, that print is read rather than pictures. <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / STANDARD / COURSE	TN.LE.37-48.	Language and Early Literacy (LE) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Writing Behaviors and Skills
GUIDING QUESTION / LEARNING EXPECTATION	LE.37-48.7.	Begin to attend to print in the environment, especially own name. <u>GOLD® Objectives for Development and Learning</u> • 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
GUIDING QUESTION / LEARNING EXPECTATION	LE.37-48.8.	Attempt to “write” own name. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.6 Writes mock letters or letter-like forms

STRAND / STANDARD / COURSE	TN.MA.37-48.	Math (MA) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Counting and Cardinality
GUIDING QUESTION / LEARNING EXPECTATION	MA.37-48.1.	<p>Begin to identify and label objects using numbers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
STRAND / STANDARD / COURSE	TN.MA.37-48.	Math (MA) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Comparing Numbers
GUIDING QUESTION / LEARNING EXPECTATION	MA.37-48.2.	<p>Begin to use comparative language such as more/less, equal to describe objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
STRAND / STANDARD / COURSE	TN.MA.37-48.	Math (MA) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Operations and Algebra
GUIDING QUESTION / LEARNING EXPECTATION	MA.37-48.3.	<p>Explores and begins to sort and classify objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
STRAND / STANDARD / COURSE	TN.MA.37-48.	Math (MA) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Measurement and Data
GUIDING QUESTION / LEARNING EXPECTATION	MA.37-48.4.	<p>Begin to demonstrate understanding of time, length, weight, capacity and temperature.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
STRAND / STANDARD / COURSE	TN.MA.37-48.	Math (MA) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Geometry and Spatial Sense



GUIDING QUESTION / LEARNING EXPECTATION	MA.37-48.5.	Become aware of his body and personal space during active exploration of physical environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (<i>beside, between, next to</i>)
STRAND / STANDARD / COURSE	TN.MA.37-48.	Math (MA) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Problem Solving and Analyzing Data
GUIDING QUESTION / LEARNING EXPECTATION	MA.37-48.6.	Show interest in creating simple graphs. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
STRAND / STANDARD / COURSE	TN.S.37-48.	Science (S) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Sensory Awareness
GUIDING QUESTION / LEARNING EXPECTATION	S.37-48.1.	Demonstrate growing ability to connect sensory input with words and expressions. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STRAND / STANDARD / COURSE	TN.S.37-48.	Science (S) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Observation and Exploration
GUIDING QUESTION / LEARNING EXPECTATION	S.37-48.2.	Observe surroundings in relation to prior knowledge and methods. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STRAND / STANDARD / COURSE	TN.S.37-48.	Science (S) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Problem Solving

GUIDING QUESTION / LEARNING EXPECTATION	S.37-48.3.	Build understanding of reasoning skill and imagination when planning ways to make things happen. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STRAND / STANDARD / COURSE	TN.S.37-48.	Science (S) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Simple Tools
GUIDING QUESTION / LEARNING EXPECTATION	S.37-48.4.	Imitate familiar actions in using simple tools to build knowledge of world through observation and awareness of surroundings. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
STRAND / STANDARD / COURSE	TN.S.37-48.	Science (S) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Earth and Space
GUIDING QUESTION / LEARNING EXPECTATION	S.37-48.5.	Begin to investigate and identify a variety of earth materials by their observable properties. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / STANDARD / COURSE	TN.S.37-48.	Science (S) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Sequencing and Time
GUIDING QUESTION / LEARNING EXPECTATION	S.37-48.6.	Understand sequencing and time in relation to daily routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GUIDING QUESTION / LEARNING EXPECTATION	S.37-48.7.	Use acquired knowledge of details of routines to carry out some routines independently. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

GUIDING QUESTION / LEARNING EXPECTATION	S.37-48.8.	Demonstrates understanding of simple weather conditions and related vocabulary. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / STANDARD / COURSE	TN.S.37-48.	Science (S) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Living Things
GUIDING QUESTION / LEARNING EXPECTATION	S.37-48.9.	Begin to describe and identify the similarities, categories, and different structures of familiar plants and animals. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GUIDING QUESTION / LEARNING EXPECTATION	S.37-48.10.	Observe and describe and characteristics and needs of plants and animals. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STRAND / STANDARD / COURSE	TN.S.37-48.	Science (S) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Physical Science
GUIDING QUESTION / LEARNING EXPECTATION	S.37-48.11.	Describe and categorize objects based on some observable properties. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GUIDING QUESTION / LEARNING EXPECTATION	S.37-48.12.	Develop an awareness that objects can change in their environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GUIDING QUESTION / LEARNING EXPECTATION	S.37-48.13.	Observe, predict, and solve problems based on prior knowledge and experiences and describe how objects move. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STRAND / STANDARD / COURSE	TN.SS.37-48.	Social Studies (SS) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Interactions and Culture

GUIDING QUESTION / LEARNING EXPECTATION	SS.37-48.1.	<p>Begins to understand concept of individual, culture and community.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GUIDING QUESTION / LEARNING EXPECTATION	SS.37-48.2.	<p>Demonstrate increasing interest in unfamiliar people.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
STRAND / STANDARD / COURSE	TN.SS.37-48.	Social Studies (SS) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		History
GUIDING QUESTION / LEARNING EXPECTATION	SS.37-48.3.	<p>Identify common events and routines.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
GUIDING QUESTION / LEARNING EXPECTATION	SS.37-48.4.	<p>Begin to categorize time intervals.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
GUIDING QUESTION / LEARNING EXPECTATION	SS.37-48.5.	<p>React to changes in environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
STRAND / STANDARD / COURSE	TN.CA.37-48.	Creative Arts (CA) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Music
GUIDING QUESTION / LEARNING EXPECTATION	CA.37-48.1.	<p>Enjoy participating in group music activities and music making activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 34 Explores musical concepts and expression
GUIDING QUESTION / LEARNING EXPECTATION	CA.37-48.2.	<p>Experiment with voice and instruments.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 34 Explores musical concepts and expression
STRAND / STANDARD / COURSE	TN.CA.37-48.	Creative Arts (CA) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Art

GUIDING QUESTION / LEARNING EXPECTATION	CA.37-48.3.	Focus on and shows fascination for fun things. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GUIDING QUESTION / LEARNING EXPECTATION	CA.37-48.4.	Scribble and paint and begin to use other art materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STRAND / STANDARD / COURSE	TN.CA.37-48.	Creative Arts (CA) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Dramatic Play and Movement
GUIDING QUESTION / LEARNING EXPECTATION	CA.37-48.5.	Control body to participate in creative movement and drama. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
GUIDING QUESTION / LEARNING EXPECTATION	CA.37-48.6.	Become more creative in dramatic play activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STRAND / STANDARD / COURSE	TN.PD.37-48.	Physical Development (PD) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Gross Motor (Large Muscle)
GUIDING QUESTION / LEARNING EXPECTATION	PD.37-48.1.	Move with enough control to perform more complex tasks. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates skills Objective 4.6 Moves purposefully from place to place with control
STRAND / STANDARD / COURSE	TN.PD.37-48.	Physical Development (PD) 37 months – 48 months
CONCEPTUAL STRAND / GUIDING QUESTION		Fine Motor (Small Muscle)
GUIDING QUESTION / LEARNING EXPECTATION	PD.37-48.2.	Use hands with increasing control and precision for a variety of purposes. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STRAND / STANDARD / COURSE	TN.PD.37-48.	Physical Development (PD) 37 months – 48 months

CONCEPTUAL STRAND / GUIDING QUESTION		Self-Help
GUIDING QUESTION / LEARNING EXPECTATION	PD.37-48.3.	<p>Begin to perform self-help skills and follows basic health and safety rules.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>

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