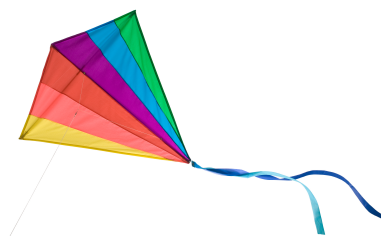


Alignment of



GOLD[®] Objectives for Development & Learning



With

Indiana Early Learning Standards

(Ad. 2023)

Main Criteria: Indiana Early Learning Standards
Secondary Criteria: GOLD® Objectives for Development and Learning
Subject: Early Childhood Education
Grades: Infant, Younger Toddler, Older Toddler, Younger Preschool, Older Preschool
Adopted: 2023

Domain	English/Language Arts (ELA)		
Learning Outcome	Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.		
Standard	Demonstrate Receptive Communication		
Infant	Younger Toddler	Older Toddler	
ELA1.1.1.IT1 Demonstrate continual growth in understanding increasingly complex and varied vocabulary <u>GOLD® Objectives for Development and Learning</u> Objective 8a Comprehends language Objective 8a-2 Shows an interest in the speech of others	ELA1.1.1.IT2 Demonstrate continual growth in understanding increasingly complex and varied vocabulary <u>GOLD® Objectives for Development and Learning</u> Objective 8a Comprehends language Objective 8a-4 Identifies familiar people, animals, and objects when prompted	ELA1.1.1.IT3 Demonstrate continual growth in understanding increasingly complex and varied vocabulary <u>GOLD® Objectives for Development and Learning</u> Objective 8a Comprehends language Objective 8a-4 Identifies familiar people, animals, and objects when prompted	
ELA1.1.2.IT1 Respond to words or gestures <u>GOLD® Objectives for Development and Learning</u> Objective 8b Follows directions Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice	ELA1.1.2.IT2 Respond to simple statements, requests, and/or gestures <u>GOLD® Objectives for Development and Learning</u> Objective 8b Follows directions Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice	ELA1.1.2.IT3 Respond to simple sentences, phrases, gestures, and/or actions <u>GOLD® Objectives for Development and Learning</u> Objective 8b Follows directions Objective 8b-4 Follows simple requests not accompanied by gestures	
ELA1.1.3.IT1 Recognize familiar objects, people, and voices <u>GOLD® Objectives for Development and Learning</u> Objective 12a Recognizes and recalls Objective 12a-2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen Objective 8a Comprehends language Objective 8a-2 Shows an interest in the speech of others		ELA1.1.3.IT3 Follow simple one-step directions <u>GOLD® Objectives for Development and Learning</u> Objective 8b Follows directions Objective 8b-4 Follows simple requests not accompanied by gestures	



Domain	English/Language Arts (ELA)
Learning Outcome	Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.
Standard (CONT...)	Demonstrate Receptive Communication

Infant

ELA1.1.4.IT1 Orient to sounds in the learning environment

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

ELA1.1.5.IT1 Begin to make eye contact when caregiver speaks

GOLD® Objectives for Development and Learning

Objective 10b Uses social rules of language

Objective 10b-2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating

Younger Preschool

ELA1.1.1.PR Demonstrate continual growth in understanding increasingly complex and varied vocabulary

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-2 Shows an interest in the speech of others

ELA1.1.2.PR Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

Objective 8b-6 Follows directions of two or more steps that relate to familiar objects and experiences

ELA1.1.3.PR Listen to and follow multi-step directions with adult support

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

Objective 8b-6 Follows directions of two or more steps that relate to familiar objects and experiences

Older Preschool

ELA1.1.1.PK Demonstrate continual growth in understanding increasingly complex and varied vocabulary

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

ELA1.1.2.PK Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

ELA1.1.3.PK Listen to and follow multi-step directions

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

Objective 8b-8 Follows detailed, instructional, multistep directions



Domain	English/Language Arts (ELA)
Learning Outcome	Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.
Standard (CONT...)	Demonstrate Receptive Communication

Older Preschool

ELA1.1.4.PK With adult support, discover the meaning of new words and relate them to prior knowledge

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-6 Describes and tells the use of many familiar items

Learning Outcome	Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.
Standard	Demonstrate Expressive Communication

Infant

ELA1.2.1.IT1 Use facial expressions or gestures to communicate

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Younger Toddler

ELA1.2.1.IT2 Demonstrate continual growth in increasingly varied and complex vocabulary

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-4 Names familiar people, animals, and objects

Older Toddler

ELA1.2.1.IT3 Demonstrate continual growth in increasingly varied and complex vocabulary

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-4 Names familiar people, animals, and objects

ELA1.2.2.IT1 Use simple vocalizations to communicate

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

ELA1.2.2.IT2 Use gestures to clarify communication

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

Objective 9b-4 Uses some words and word-like sounds and is understood by most familiar people

ELA1.2.2.IT3 Use gestures and actions to communicate

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-4 Names familiar people, animals, and objects



**Learning
Outcome**

Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.

**Standard
(CONT...)**

Demonstrate Expressive Communication

Infant

ELA1.2.3.IT1 Express sounds and patterns of home language

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Younger Toddler

ELA1.2.3.IT2 Use single words or simple phrases

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-2 Uses one- or two-word sentences or phrases

Older Toddler

ELA1.2.3.IT3 Use simple phrases or simple sentences

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-4 Uses three- to four-word sentences; may omit some words or use some words incorrectly

ELA1.2.4.IT3 Talk about past, present, and future events

GOLD® Objectives for Development and Learning

Objective 9d Tells about another time or place

Objective 9d-4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end

Younger Preschool

ELA1.2.1.PR Demonstrate continual growth in increasingly varied and complex vocabulary

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-6 Describes and tells the use of many familiar items

ELA1.2.2.PR Use complex gestures and actions to communicate

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-6 Describes and tells the use of many familiar items

ELA1.2.3.PR Describe activities and experiences with detail

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-6 Describes and tells the use of many familiar items

Older Preschool

ELA1.2.1.PK Demonstrate continual growth in increasingly varied and complex vocabulary

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-6 Describes and tells the use of many familiar items

ELA1.2.2.PK Use complex gestures and actions to communicate

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-6 Describes and tells the use of many familiar items



**Learning
Outcome**

Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.

**Standard
(CONT...)**

Demonstrate Expressive Communication

Younger Preschool

ELA1.2.4.PR Use expanded sentences

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-4 Uses three- to four-word sentences; may omit some words or use some words incorrectly

Older Preschool

ELA1.2.3.PK Describe activities, experiences, and stories with expanded details

GOLD® Objectives for Development and Learning

Objective 9d Tells about another time or place

Objective 9d-8 Tells elaborate stories that refer to other times and places

ELA1.2.4.PK Use complex sentences

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-6 Describes and tells the use of many familiar items

ELA1.2.5.PK Change word tense to indicate time

GOLD® Objectives for Development and Learning

Objective 9d Tells about another time or place

Objective 9d-8 Tells elaborate stories that refer to other times and places

ELA1.2.6.PK Use communication for a variety of purposes

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-6 Engages in conversations of at least three exchanges



Learning Outcome

Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.

Standard

Demonstrate ability to engage in conversations

Infant

ELA1.3.1.IT1 Attend to an object, event, or person with an adult.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-2 Engages in simple back-and-forth exchanges with others

Younger Toddler

ELA1.3.1.IT2 Demonstrate intent of communicating with others

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-4 Initiates and attends to brief conversations

Older Toddler

ELA1.3.1.IT3 Take turns in a conversation

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-4 Initiates and attends to brief conversations

ELA1.3.2.IT3 Respond to a request for clarification

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-4 Initiates and attends to brief conversations

Younger Preschool

ELA1.3.1.PR Answer questions posed by adults or peers

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

ELA1.3.2.PR Ask questions for understanding and clarity

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

ELA1.3.3.PR Make on-topic comments

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

ELA1.3.4.PR Stay on topic in two-way conversation with others

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-6 Engages in conversations of at least three exchanges

Older Preschool

ELA1.3.1.PK Answer open-ended questions posed by adults or peers

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-6 Engages in conversations of at least three exchanges

Objective 8a Comprehends language

Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

ELA1.3.2.PK Ask questions for understanding and clarity

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-6 Engages in conversations of at least three exchanges

Objective 8a Comprehends language

Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

ELA1.3.3.PK Make on-topic comments

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-6 Engages in conversations of at least three exchanges

Objective 8a Comprehends language

Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories



ELA13.4.PK Stay on topic in two-way conversation that involves multiple turns

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-6 Engages in conversations of at least three exchanges



Learning Outcome

Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.

Standard (CONT...)

Demonstrate ability to engage in conversations

Older Preschool

ELA1.3.5.PK Communicate actively in group activities

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-6 Engages in conversations of at least three exchanges

ELA1.3.6.PK Vary tone and volume of expression to match the situation

GOLD® Objectives for Development and Learning

Objective 10b Uses social rules of language

Objective 10b-6 Uses acceptable language and basic social rules while communicating with others; may need reminders

Learning Outcome

Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.

Standard

Demonstrate awareness of the alphabet

Infant

ELA2.1.1.IT1 (Developmentally appropriate/emerging outcomes first appear in younger toddler) This skill is not developmentally expected or typically observed at this age range.

GOLD® Objectives for Development and Learning

No aligned objectives

Younger Toddler

ELA2.1.1.IT2 Distinguish words from pictures

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-2 Shows understanding that text is meaningful and can be read

Older Toddler

ELA2.1.1.IT3 Begin to recognize some frequently occurring letters in meaningful context

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

Objective 16a-2 Recognizes and names a few letters in own name

ELA2.1.2.IT3 Recognize symbols have meaning

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-2 Shows understanding that text is meaningful and can be read



Younger Preschool

ELA2.1.1.PR Recognize and identify some uppercase and a few lowercase letters in a meaningful context (e.g., the first letter in their name)

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

Older Preschool

ELA2.1.1.PK Recognize and identify most uppercase and some lowercase letters

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

Objective 16a-4 Recognizes and names as many as 10 letters, especially those in own name

ELA2.1.2.PK Recognize own name in print

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

Learning Outcome

Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.

Standard

Demonstrate phonological awareness

Infant

ELA2.2.1.IT1 Orient to sounds in the learning environment

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

ELA2.2.2.IT1 Discriminate sounds in the learning environment

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

Younger Toddler

ELA2.2.1.IT2 Begin to engage in word and sound play with adults

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

ELA2.2.2.IT2 Repeat words that contain similar-sounding phonemes (pig-dig, cat-mat)

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

Older Toddler

ELA2.2.1.IT3 Begin to engage in word and sound play with adults

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

Objective 15b-2 Sings songs and recites rhymes and refrains with repeating initial sounds

ELA2.2.2.IT3 Distinguish between words that contain similar-sounding phonemes (pig-dig, cat-mat)

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-4 Fills in the missing rhyming word; generates rhyming words spontaneously



Learning Outcome

Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.

Standard (CONT...)

Demonstrate phonological awareness

Younger Preschool

ELA2.2.1.PR Demonstrate basic knowledge of letter-sound correspondence

GOLD® Objectives for Development and Learning

Objective 16b Identifies letter-sound correspondences

Objective 16b-2 Identifies the sounds of a few letters

ELA2.2.2.PR Engage in rhyming games and songs; can recognize a familiar rhyme

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-4 Fills in the missing rhyming word; generates rhyming words spontaneously

ELA2.2.3.PR Identify rhyming words in spoken language

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-4 Fills in the missing rhyming word; generates rhyming words spontaneously

ELA2.2.4.PR Orally blend and segment familiar compound words, with modeling and support

GOLD® Objectives for Development and Learning

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-2 Shows awareness of separate words in sentences

ELA2.2.5.PR Demonstrate awareness of sounds as separate units

GOLD® Objectives for Development and Learning

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-2 Shows awareness of separate words in sentences

Older Preschool

ELA2.2.1.PK Demonstrate basic knowledge of letter-sound correspondence

GOLD® Objectives for Development and Learning

Objective 16b Identifies letter-sound correspondences

Objective 16b-4 Produces the correct sounds for 10 to 20 letters

ELA2.2.2.PK Engage in rhyming games and songs; can recognize a familiar rhyme

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-6 Decides whether two words rhyme

ELA2.2.3.PK Make rhymes to simple words

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-6 Decides whether two words rhyme

ELA2.2.4.PK Blend and segment syllables in spoken words with modeling and support

GOLD® Objectives for Development and Learning

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-4 Shows awareness of separate syllables in words

ELA2.2.5.PK Isolate the initial sound in some words

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

Objective 15b-6 Matches beginning sounds of some words



Learning Outcome

Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.

Standard

Demonstrate awareness and understanding of concepts of print

Infant

ELA2.3.1.IT1 Look at books while an adult holds and manipulates the book

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

ELA2.3.2.IT1 Begin to hold and manipulate a book with adult support

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

ELA2.3.3.IT1 Respond to songs

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

ELA2.3.4.IT1 Listen to repetition of familiar words, songs, signs, rhymes, and stories

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Younger Toddler

ELA2.3.1.IT2 Bring book to adult to read

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-2 Shows understanding that text is meaningful and can be read

ELA2.3.2.IT2 Hold and manipulate a book independently

GOLD® Objectives for Development and Learning

Objective 17a 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

ELA2.3.3.IT2 Pretend to read familiar books

GOLD® Objectives for Development and Learning

Objective 17a 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

ELA2.3.4.IT2 Attend to pictures and text for several minutes

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-2 Shows understanding that text is meaningful and can be read

Older Toddler

ELA2.3.1.IT3 Recognize familiar books by cover

GOLD® Objectives for Development and Learning

Objective 17a 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

ELA2.3.2.IT3 Recite parts of well-known stories, rhymes, songs

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-2 Contributes particular language from the book at the appropriate time

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-2 Retells some events or information from a familiar story or other text with close adult prompting

ELA2.3.3.IT3 Hold books with two hands and turn pages

GOLD® Objectives for Development and Learning

Objective 17a 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



Learning Outcome

Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.

Standard (CONT...)

Demonstrate awareness and understanding of concepts of print

Younger Preschool

ELA2.3.1.PR Begin to understand that books are comprised of written words

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-4 Indicates where to start reading and the direction to follow

ELA2.3.2.PR Respond to and interact with read-alouds of literary and informational text

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

ELA2.3.3.PR Hold books right side up and turn pages left to right

GOLD® Objectives for Development and Learning

Objective 17a 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

Older Preschool

ELA2.3.1.PK Understand that print carries meaning

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-4 Indicates where to start reading and the direction to follow

ELA2.3.2.PK Track words in a book from left to right, top to bottom, and page to page with adult support

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-4 Indicates where to start reading and the direction to follow

Learning Outcome

Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.

Standard

Demonstrate comprehension

Infant

ELA2.4.1.IT1 Demonstrate interest in hearing a familiar story or book

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

Younger Toddler

ELA2.4.1.IT2 Show preference for familiar stories

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-2 Contributes particular language from the book at the appropriate time

Older Toddler

ELA2.4.1.IT3 Show preference for familiar stories and repeat phrases of the story

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-2 Contributes particular language from the book at the appropriate time



Learning Outcome

Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.

Standard (CONT...)

Demonstrate comprehension

Infant

ELA2.4.2.IT1 Attend to caregiver's voice while being held and/or read to

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

Younger Toddler

ELA2.4.2.IT2 With adult support, respond to simple questions about a story

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-2 Contributes particular language from the book at the appropriate time

Older Toddler

ELA2.4.2.IT3 Answer simple questions about a story

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-2 Retells some events or information from a familiar story or other text with close adult prompting

ELA2.4.3.IT3 Tell a story from pictures in a book to support language comprehension

GOLD® Objectives for Development and Learning

Objective 18b 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

Younger Preschool

ELA2.4.1.PR Respond and interact with literature, including both fiction and building background knowledge with nonfiction text

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-4 Asks and answers questions about the text; refers to pictures

Older Preschool

ELA2.4.1.PK Respond and interact with literature, including both fiction and building background knowledge with nonfiction text

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-6 Identifies story-related problems, events, and resolutions during conversations with an adult



Learning Outcome

Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.

Standard (CONT...)

Demonstrate comprehension

Younger Preschool

ELA2.4.2.PR Answer questions about a story

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-4 Asks and answers questions about the text; refers to pictures

ELA2.4.3.PR With adult support, begin to retell familiar stories

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

Older Preschool

ELA2.4.2.PK Answer questions about a story

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-6 Identifies story-related problems, events, and resolutions during conversations with an adult

ELA2.4.3.PK Retell familiar stories

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate

Learning Outcome

Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.

Standard

Demonstrate mechanics of writing

Infant

ELA3.1.1.IT1 Grasp and manipulate objects when placed in hand

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-2 Reaches for, touches, and holds objects purposefully

Younger Toddler

ELA3.1.1.IT2 Explore drawing, painting, and writing as a way of communicating

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-2 Uses drawing, dictation, and scribbles or marks to convey a message

Older Toddler

ELA3.1.1.IT3 Explore drawing, painting, and writing as a way of communicating

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message



Learning Outcome

Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.

Standard (CONT...)

Demonstrate mechanics of writing

Younger Toddler

ELA3.1.2.IT2 Imitate drawing marks or scribbling

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-2 Uses drawing, dictation, and scribbles or marks to convey a message

Older Toddler

ELA3.1.2.IT3 Make scribbles or shapes to convey meaning

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

ELA3.1.3.IT3 Experiment with a variety of writing tools, materials, and surfaces

GOLD® Objectives for Development and Learning

Objective 7b 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

ELA3.1.4.IT3 Imitate simple lines and shapes

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

Younger Preschool

ELA3.1.1.PR Recognize that drawings, paintings, and writings are meaningful representations

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

Objective 14a-4 Draws or constructs, and then identifies what it is

ELA3.1.2.PR Copy simple lines and shapes during play

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message

ELA3.1.3.PR Use writing tools with adult support during play

GOLD® Objectives for Development and Learning

Objective 7b 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

Older Preschool

ELA3.1.1.PK Create letter-like shapes, symbols, letters, and words with modeling and support

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-10 Uses drawing, dictation, and early invented spelling to convey a message

ELA3.1.2.PK Use writing tools

GOLD® Objectives for Development and Learning

Objective 7b Uses writing and drawing tools

Objective 7b-6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

ELA3.1.3.PK Copy more complex lines, shapes, and some letters, particularly the letters in their name

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-10 Writes partially accurate first name



Learning Outcome

Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.

Standard (CONT...)

Demonstrate mechanics of writing

Younger Preschool

ELA3.1.4.PR Create a simple picture

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

Objective 14a-4 Draws or constructs, and then identifies what it is

Learning Outcome

Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.

Standard

Demonstrate ability to communicate a story

Infant

ELA3.2.1.IT1 (Developmentally appropriate/emerging outcomes first appear in older toddler) This skill is not developmentally expected or typically observed at this age range.

GOLD® Objectives for Development and Learning

No aligned objectives

Younger Toddler

ELA3.2.1.IT2 (Developmentally appropriate/emerging outcomes first appear in older toddler) This skill is not developmentally expected or typically observed at this age range.

GOLD® Objectives for Development and Learning

No aligned objectives

Older Toddler

ELA3.2.1.IT3 Draw pictures and scribble to generate and express ideas

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

ELA3.2.2.IT3 Dictate a story for an adult to write

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message



**Learning
Outcome**

Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.

**Standard
(CONT...)**

Demonstrate ability to communicate a story

Younger Preschool

ELA3.2.1.PR Create writing with the intent of communicating

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-2 Uses drawing, dictation, and scribbles or marks to convey a message

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

ELA3.2.2.PR Dictate a story for an adult to write

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message

ELA3.2.3.PR Use pictures, letters, and symbols to communicate a story

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message

Older Preschool

ELA3.2.1.PK Create writing with the intent of communicating

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-10 Uses drawing, dictation, and early invented spelling to convey a message

ELA3.2.2.PK Dictate a story that demonstrates simple details and narrative structure

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-10 Uses drawing, dictation, and early invented spelling to convey a message

ELA3.2.3.PK Use letters, symbols, and words to share an idea with someone

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-10 Uses drawing, dictation, and early invented spelling to convey a message

ELA3.2.4.PK Use writing to label drawings

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-10 Uses drawing, dictation, and early invented spelling to convey a message



Domain

Mathematics (M)

Learning Outcome

Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

Standard

Demonstrate strong sense of counting

Infant**M1.1.1.IT1** Repeat a movement like a clap**GOLD® Objectives for Development and Learning****Objective 11b Persists**

Objective 11b-2 Repeats actions to obtain similar results

Younger Toddler**M1.1.1.IT2** Imitate verbal counting sequence not necessarily in order**GOLD® Objectives for Development and Learning****Objective 20a Counts**

Objective 20a-2 Verbally counts (not always in the correct order)

Older Toddler**M1.1.1.IT3** Count the number sequence 1-5**GOLD® Objectives for Development and Learning****Objective 20a Counts**

Objective 20a-4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

M1.1.2.IT2 Line up or organize objects**GOLD® Objectives for Development and Learning****Objective 20a Counts**

Objective 20a-2 Verbally counts (not always in the correct order)

M1.1.2.IT3 Begin to apply verbal counting sequence to objects in order to develop one-to-one correspondence**GOLD® Objectives for Development and Learning****Objective 20a Counts**

Objective 20a-4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

Younger Preschool**M1.1.1.PR** Count the number sequence 1-10**GOLD® Objectives for Development and Learning****Objective 20a Counts**

Objective 20a-4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

M1.1.2.PR Recognize that the count remains the same regardless of the order or arrangement of the objects**GOLD® Objectives for Development and Learning****Objective 20a Counts**

Objective 20a-4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

M1.1.3.PR Apply one-to-one correspondence with small number of objects and/or people (2- 3 objects)**GOLD® Objectives for Development and Learning****Objective 20a Counts**

Objective 20a-4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

Older Preschool**M1.1.1.PK** Count the number sequence 1-20**GOLD® Objectives for Development and Learning****Objective 20a 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

M1.1.2.PK Recognize the last number name said tells the number of objects counted**GOLD® Objectives for Development and Learning****Objective 20a 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

M1.1.3.PK Apply one-to-one correspondence with increasing number of objects and/or people (5-10 objects)**GOLD® Objectives for Development and Learning****Objective 20a 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



M1.1.4.PR Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object



Domain	Mathematics (M)
Learning Outcome	Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.
Standard (CONT...)	Demonstrate strong sense of counting

Younger Preschool

M1.1.5.PR Identify, without counting, small quantities of items (1-3) presented in an irregular or unfamiliar pattern (subitize)

GOLD® Objectives for Development and Learning

Objective 20b 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

Older Preschool

M1.1.4.PK Draw pictures, symbols, or use manipulatives to represent spoken number 0-10

GOLD® Objectives for Development and Learning

Objective 20b 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

M1.1.5.PK Identify, without counting, small quantities of items (1-4) presented in an irregular or unfamiliar pattern (subitize)

GOLD® Objectives for Development and Learning

Objective 20b 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 Outcome

Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

Standard

Demonstrate understanding of written numerals

Infant

M1.2.1.IT1 (Developmentally appropriate/emerging outcomes first appear in younger toddler) This skill is not developmentally expected or typically observed at this age range.

GOLD® Objectives for Development and Learning

No aligned objectives

Younger Toddler

M1.2.1.IT2 Attend to books with pictures and numerals for a few minutes

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-2 Recognizes and names a few numerals

Older Toddler

M1.2.1.IT3 Begin to explore that number symbols have meaning

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-4 Identifies numerals to 5 by name and connects each to counted objects



Younger Preschool

M1.2.1.PR Begin to recognize that number symbols indicate quantity and that different number symbols indicate different quantities

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-4 Identifies numerals to 5 by name and connects each to counted objects

M1.2.2.PR Identify numerals in general as different from letters or other symbols

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-4 Identifies numerals to 5 by name and connects each to counted objects

M1.2.3.PR Begin to match number symbols with amounts 1-3

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-4 Identifies numerals to 5 by name and connects each to counted objects

Older Preschool

M1.2.1.PK Match number symbols with amounts 1-10

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-6 Identifies numerals to 10 by name and connects each to counted objects

M1.2.2.PK Name written numerals from 0-10

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-6 Identifies numerals to 10 by name and connects each to counted objects

M1.2.3.PK Begin to write numerals 1-10

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-6 Identifies numerals to 10 by name and connects each to counted objects

Learning Outcome

Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

Standard

Recognition of number relations

Infant

M1.3.1.IT1 Indicate a desire for more

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more

Younger Toddler

M1.3.1.IT2 Begin to develop the concept of more

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more

Older Toddler

M1.3.1.IT3 Visually identify sets of quantities of large differences (using terms more and/or less)

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more



Learning Outcome

Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

Standard (CONT...)

Recognition of number relations

Infant

M1.3.2.IT1 Give more when asked

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more

Younger Toddler

M1.3.2.IT2 Give all objects when asked

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more

M1.3.3.IT2 Separate a whole quantity of something into parts

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more

Older Toddler

M1.3.2.IT3 Begin to identify first and last

GOLD® Objectives for Development and Learning

Objective 22c Represents and analyzes data

Objective 22c-2 Knows a few ordinal numbers

M1.3.3.IT3 Give some when asked

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more

M1.3.4.IT3 Give the rest when asked

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more

M1.3.5.IT3 Begin to understand the concept of none

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more



**Learning
Outcome**

Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

**Standard
(CONT...)**

Recognition of number relations

Younger Preschool

M1.3.1.PR Readily identify first and last

GOLD® Objectives for Development and Learning

Objective 22c Represents and analyzes data

Objective 22c-2 Knows a few ordinal numbers

M1.3.2.PR Correctly use the words for comparing quantities

GOLD® Objectives for Development and Learning

Objective 20b 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

M1.3.3.PR Separate sets of 6 or fewer objects into equal groups

GOLD® Objectives for Development and Learning

Objective 20b 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

M1.3.4.PR Demonstrate the understanding of the concept of after

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-4 Follows simple directions related to proximity (beside, between, next to)

Older Preschool

M1.3.1.PK Identify when 2 sets are equal using matching and counting strategies

GOLD® Objectives for Development and Learning

Objective 20b 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

M1.3.2.PK Correctly use the words for position

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-6 Uses and responds appropriately to positional words indicating location, direction, and distance

M1.3.3.PK Compare the values of two numbers from 1 to 10 presented as written numerals

GOLD® Objectives for Development and Learning

Objective 20b 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

M1.3.4.PK Demonstrate the understanding of the concept of before

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-6 Uses and responds appropriately to positional words indicating location, direction, and distance



Learning Outcome

Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.

Standard

Exhibit understanding of mathematical structure

Infant

M2.1.1.IT1 (Developmentally appropriate/emerging outcomes first appear in younger toddler) This skill is not developmentally expected or typically observed at this age range.

GOLD® Objectives for Development and Learning

No aligned objectives

Younger Toddler

M2.1.1.IT2 Take away objects or combine groups when asked

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more

M2.1.2.IT2 Attend to a new object in a group of objects

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more

Older Toddler

M2.1.1.IT3 Describe that something was taken away

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more

M2.1.2.IT3 Identify that an object has been added to a group

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more

Younger Preschool

M2.1.1.PR Begin to understand that numbers can be composed and decomposed to create new numbers

GOLD® Objectives for Development and Learning

Objective 20b 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

Older Preschool

M2.1.1.PK Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five

GOLD® Objectives for Development and Learning

Objective 20b 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 Outcome	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.		
Standard	Demonstrate awareness of patterning		
Infant		Younger Toddler	Older Toddler
M2.2.1.IT1 Show interest in visual, auditory, and tactile patterns <u>GOLD® Objectives for Development and Learning</u> Objective 23 Demonstrates knowledge of patterns Objective 23-2 Shows interest in simple patterns in everyday life		M2.2.1.IT2 Follow along and imitate patterns of sounds and movement <u>GOLD® Objectives for Development and Learning</u> Objective 23 Demonstrates knowledge of patterns Objective 23-2 Shows interest in simple patterns in everyday life	M2.2.1.IT3 Recognize natural patterns in the learning environment <u>GOLD® Objectives for Development and Learning</u> Objective 23 Demonstrates knowledge of patterns Objective 23-2 Shows interest in simple patterns in everyday life

Learning Outcome

Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.

Standard (CONT...)

Demonstrate awareness of patterning

Infant

M2.2.2.IT1 Recognize daily routines

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-2 Shows interest in simple patterns in everyday life

Younger Toddler

M2.2.2.IT2 Clap or move to a beat

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-2 Shows interest in simple patterns in everyday life

Older Toddler

M2.2.2.IT3 Verbally or nonverbally predict what comes next when shown a simple ABAB pattern of concrete objects This skill is not developmentally expected or typically observed at this age range.

GOLD® Objectives for Development and Learning

No aligned objectives

M2.2.3.IT3 Show greater recognition of daily routines

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-4 Remembers the sequence of personal routines and experiences with teacher support

Younger Preschool

M2.2.1.PR Physically extend simple ABAB patterns of concrete objects to other concrete objects

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

M2.2.2.PR Understand sequence of events when clearly explained

GOLD® Objectives for Development and Learning

Objective 22b Measures time and money

Objective 22b-2 Knows usual sequence of basic daily events

Older Preschool

M2.2.1.PK Begin to create and extend a new simple pattern

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-6 Extends and creates simple repeating patterns

M2.2.2.PK Understand sequence of events when clearly explained

GOLD® Objectives for Development and Learning

Objective 22b Measures time and money

Objective 22b-4 Relates time to daily routines and schedule



Learning Outcome

Data Analysis - Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.

Standard

Demonstrate understanding of classifying

Infant

M3.1.1.IT1 (Developmentally appropriate/emerging outcomes first appear in younger toddler) This skill is not developmentally expected or typically observed at this age range.

GOLD® Objectives for Development and Learning

No aligned objectives

Younger Toddler

M3.1.1.IT2 Identify attributes of objects with adult support

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-2 Matches similar objects

Older Toddler

M3.1.1.IT3 Identify similarities and differences in objects

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-2 Matches similar objects

Younger Preschool

M3.1.1.PR Sort, classify, and compare objects by one attribute

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-4 Places objects in two or more groups based on differences in a single characteristic (e.g., color, size, or shape)

Older Preschool

M3.1.1.PK Explain simple sorting or classifying strategies

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

M3.1.2.PK Sort a group of objects in multiple ways

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason



Learning Outcome

Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.

Standard

Understanding of spatial relationships

Infant

M4.1.1.IT1 Explore how things fit and move

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-2 Uses senses to explore the immediate environment

Objective 21a Understands spatial relationships

Objective 21a-2 Follows simple directions related to position (in, on, under, up, down)

M4.1.2.IT1 Put object in, out, on, and off of other things

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-2 Follows simple directions related to position (in, on, under, up, down)

Younger Toddler

M4.1.1.IT2 Begin to combine shapes to make new shapes

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-2 Matches two identical shapes

M4.1.2.IT2 Hide behind or between objects for play

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-2 Follows simple directions related to position (in, on, under, up, down)

Older Toddler

M4.1.1.IT3 Complete basic shape interlocking puzzle with most pieces accurately in place with some assistance

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-4 Identifies a few basic shapes (circle, square, triangle)

Younger Preschool

M4.1.1.PR Complete lined tangram or pattern block puzzles using basic shapes to construct other shapes

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

M4.1.2.PR Use position terms such as in, on, and under

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-6 Uses and responds appropriately to positional words indicating location, direction, and distance

Older Preschool

M4.1.1.PK Complete lined tangram or pattern block puzzles using basic shapes to construct other shapes

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

M4.1.2.PK Use position terms such as above, below, beside, and between

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-6 Uses and responds appropriately to positional words indicating location, direction, and distance



Learning Outcome

Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.

Standard

Exhibit ability to identify, describe, analyze, compare, and create shapes

Infant

M4.2.1.IT1 (Developmentally appropriate/emerging outcomes first appear in younger toddler) This skill is not developmentally expected or typically observed at this age range.

GOLD® Objectives for Development and Learning

No aligned objectives

Younger Toddler

M4.2.1.IT2 Match identical simple shapes

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-2 Matches two identical shapes

Older Toddler

M4.2.1.IT3 Match similar shapes that are different sizes, and different orientation with a variety of two-dimensional shapes

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-4 Identifies a few basic shapes (circle, square, triangle)

Younger Preschool

M4.2.1.PR Match similar shapes when given a variety of three-dimensional shapes

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

Older Preschool

M4.2.1.PK Use the attributes of shapes, such as number or length of sides, to distinguish between shapes

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

M4.2.2.PR Start to identify the attributes of shapes

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

M4.2.2.PK Differentiate two- and three-dimensional shapes (e.g., squares from cubes)

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

M4.2.3.PR Use names of two- dimensional shapes (e.g., square; triangle; circle) when identifying objects

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

M4.2.4.PR Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder)

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation



Learning Outcome

Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.

Standard

Understand the concept of time

Infant

M5.1.1.IT1 Cooperate with a routine

GOLD® Objectives for Development and Learning

Objective 22b Measures time and money

Objective 22b-2 Knows usual sequence of basic daily events

Younger Toddler

M5.1.1.IT2 Follow a daily schedule with adult support

GOLD® Objectives for Development and Learning

Objective 22b Measures time and money

Objective 22b-2 Knows usual sequence of basic daily events

Older Toddler

M5.1.1.IT3 Follow steps in a simple routine

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-4 Remembers the sequence of personal routines and experiences with teacher support

Younger Preschool

M5.1.1.PR Understand time limit cue

GOLD® Objectives for Development and Learning

Objective 22b Measures time and money

Objective 22b-2 Knows usual sequence of basic daily events

M5.1.2.PR Understand transition from one activity to the next

GOLD® Objectives for Development and Learning

Objective 22b Measures time and money

Objective 22b-2 Knows usual sequence of basic daily events

M5.1.3.PR Tell what activity comes before and after

GOLD® Objectives for Development and Learning

Objective 22b Measures time and money

Objective 22b-2 Knows usual sequence of basic daily events

Older Preschool

M5.1.1.PK Know daily concepts of earlier and later, morning and afternoon

GOLD® Objectives for Development and Learning

Objective 22b Measures time and money

Objective 22b-4 Relates time to daily routines and schedule



Learning Outcome

Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.

Standard

Understand measurement through description and comparison

Infant

M5.2.1.IT1 Explore objects with different shapes and sizes

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects

M5.2.2.IT1 Explore objects with different attributes, big/little, soft/hard

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects

Younger Toddler

M5.2.1.IT2 Use any basic measurement word or gesture to express measurable attributes, such as big/little, soft/hard

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects

Older Toddler

M5.2.1.IT3 Sort objects into two categories based on attributes

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-4 Places objects in two or more groups based on differences in a single characteristic (e.g., color, size, or shape)

M5.2.2.IT3 Explore measurement using nonstandard tools

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects

Younger Preschool

M5.2.1.PR Directly compare and describe two objects with a measurable attribute

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects

Objective 22a Measures objects

Objective 22a-4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

M5.2.2.PR Begin to measure length and volume (capacity) using nonstandard measurement tools

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

Older Preschool

M5.2.1.PK Directly compare and describe two or more objects with a measurable attribute

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

M5.2.2.PK Engage in measuring type play/behaviors using standard tools like rulers or measuring tapes, liquid measuring cups, or cylinders

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools



Domain	Science (SC)		
Learning Outcome	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.		
Standard	Demonstrate ability to explore objects in the physical world		
Infant	Younger Toddler	Older Toddler	
SC1.1.1.IT1 Observe and experience the physical environment using all five senses <u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-2 Uses senses to explore the immediate environment Objective 24 Uses scientific inquiry skills	SC1.1.1.IT2 Notice and react to cause and effect within the physical environment <u>GOLD® Objectives for Development and Learning</u> Objective 26 Demonstrates knowledge of the physical properties of objects and materials	SC1.1.1.IT3 Use simple words to describe sensory experiences, objects, and how objects move <u>GOLD® Objectives for Development and Learning</u> Objective 26 Demonstrates knowledge of the physical properties of objects and materials	
SC1.1.2.IT1 React to changes in light <u>GOLD® Objectives for Development and Learning</u> Objective 24 Uses scientific inquiry skills	SC1.1.2.IT2 Use tools to explore the physical environment <u>GOLD® Objectives for Development and Learning</u> Objective 28 Uses tools and other technology to perform tasks	SC1.1.2.IT3 Identify and solve problems in the learning environment through active exploration <u>GOLD® Objectives for Development and Learning</u> Objective 24 Uses scientific inquiry skills	
SC1.1.3.IT1 Focus attention on sounds, movement, caregiver, and objects <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-2 Pays attention to sights and sounds Objective 26 Demonstrates knowledge of the physical properties of objects and materials			
Younger Preschool	Older Preschool		
SC1.1.1.PR Use senses to learn about concepts of weight, motion, and force <u>GOLD® Objectives for Development and Learning</u> Objective 26 Demonstrates knowledge of the physical properties of objects and materials	SC1.1.1.PK Use senses to observe and describe concepts of weight, motion, and force <u>GOLD® Objectives for Development and Learning</u> Objective 26 Demonstrates knowledge of the physical properties of objects and materials		
SC1.1.2.PR Handle and explore objects in different ways depending on perceptual information such as fragile, messy, or sticky <u>GOLD® Objectives for Development and Learning</u> Objective 26 Demonstrates knowledge of the physical properties of objects and materials	SC1.1.2.PK Ask questions and draw conclusions about physical properties and the physical world <u>GOLD® Objectives for Development and Learning</u> Objective 26 Demonstrates knowledge of the physical properties of objects and materials		
	SC1.1.3.PK Use a greater number of scientific vocabulary words related to classroom investigations <u>GOLD® Objectives for Development and Learning</u> Objective 24 Uses scientific inquiry skills		



SC1.1.3.PR Ask questions about physical properties and changes in the physical world

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials



Domain	Science (SC)
Learning Outcome	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
Standard (CONT...)	Demonstrate ability to explore objects in the physical world

Younger Preschool

SC1.1.4.PR Begin to use scientific vocabulary words (e.g., observe, predict, hypothesis, experiment)

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Learning Outcome	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
Standard	Demonstrate awareness of the physical properties of objects

Infant

SC1.2.1.IT1 Touch objects with varying physical attributes, may show a preference for one over another

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

SC1.2.2.IT1 Notice cause and effect within the physical environment

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

Younger Toddler

SC1.2.1.IT2 Begin to identify physical attributes of objects

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

SC1.2.2.IT2 Imitate the actions of others as they explore objects

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-2 Imitates others in using objects in new and/or unanticipated ways

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

Older Toddler

SC1.2.1.IT3 Describe physical properties using simple words

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials



**Learning
Outcome**

Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.

**Standard
(CONT...)**

Demonstrate awareness of the physical properties of objects

Infant

SC1.2.3.IT1 Perform actions with objects and observe results

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

Younger Toddler

SC1.2.3.IT2 Copy patterns and rhythms with objects

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-2 Imitates others in using objects in new and/or unanticipated ways

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

Younger Preschool

SC1.2.1.PR Identify materials that make up objects

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

Older Preschool

SC1.2.1.PK Identify materials that make up objects

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

SC1.2.2.PR Investigate and describe observable properties of objects

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

SC1.2.2.PK Use evidence from investigations to describe observable properties of objects

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

SC1.2.3.PR Match objects by physical attributes

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

SC1.2.3.PK Sort objects into categories based on physical attributes and explain reasoning

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials



Learning Outcome

Earth and Space Science - Early learners develop foundational skills in learning to understand the natural world through exploration of Earth, sky, weather, and seasons.

Standard

Recognize seasonal and weather related changes

Infant

SC2.1.1.IT1 Observe and experience the difference in weather

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Younger Toddler

SC2.1.1.IT2 Observe and investigate environment, nature, and weather

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Older Toddler

SC2.1.1.IT3 Communicate awareness that the environment, weather, and seasons change

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

SC2.1.2.IT3 Name different kinds of weather

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Younger Preschool

SC2.1.1.PR Communicate awareness of seasonal changes

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Older Preschool

SC2.1.1.PK Communicate awareness of seasonal changes

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

SC2.1.2.PR Describe weather conditions using correct terminology

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

SC2.1.2.PK Describe how weather changes

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Learning Outcome

Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants

Standard

Demonstrate awareness of life

Infant

SC3.1.1.IT1 Demonstrate interest in and interact with plants, animals, and people

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Younger Toddler

SC3.1.1.IT2 Identify living organisms by name

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Older Toddler

SC3.1.1.IT3 Name characteristics of living organisms

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things



Learning Outcome

Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants

Standard (CONT...)

Demonstrate awareness of life

Infant

SC3.1.2.IT1 Discover body parts

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Younger Toddler

SC3.1.2.IT2 Name basic body parts

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Older Toddler

SC3.1.2.IT3 Name more complex body parts

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Younger Preschool

SC3.1.1.PR Identify the correct names for adult and baby animals

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

SC3.1.2.PR Compare attributes of living organisms

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

SC3.1.3.PR Identify and describe the function of body parts

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Older Preschool

SC3.1.1.PK Differentiate animals from plants

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

SC3.1.2.PK Discriminate between living organisms and non-living objects

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

SC3.1.3.PK Identify and describe the function of body parts

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

SC3.1.4.PK Ask questions and conduct investigations to understand life science

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Objective 25 Demonstrates knowledge of the characteristics of living things



Learning Outcome

Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants

Standard

Demonstrate awareness of the preservation, protection, and care of living creatures and plants

Infant

SC3.2.1.IT1 (Developmentally appropriate/emerging outcomes first appear in older toddler) This skill is not developmentally expected or typically observed at this age range.

GOLD® Objectives for Development and Learning

No aligned objectives

Younger Toddler

SC3.2.1.IT2 (Developmentally appropriate/emerging outcomes first appear in older toddler) This skill is not developmentally expected or typically observed at this age range.

GOLD® Objectives for Development and Learning

No aligned objectives

Older Toddler

SC3.2.1.IT3 Recognize trash and know where to discard it

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

SC3.2.2.IT3 Observe animals (e.g., birds) in a safe environment

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Younger Preschool

SC3.2.1.PR Begin to recognize that plants and animals need food, water, air, and sun to survive

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

SC3.2.2.PR Begin to explore concepts and information related to ways to take care of our environment and begin to recognize that everyday decisions have an impact on the environment

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

SC3.2.3.PR Recognize things that do not belong in the environment (e.g., litter)

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

SC3.2.4.PR Begin to care for living things (feeding fish, watering plants, helping weed garden)

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Older Preschool

SC3.2.1.PK Participate in discussions about simple ways to take care of the environment (e.g., throwing away trash in containers, turning off lights and water faucets, and putting out bird feeders)

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

SC3.2.2.PK Participate in reusing and recycling materials

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

SC3.2.3.PK Describe basic things plants and animals need to live and grow (sunlight, water, food)

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

SC3.2.4.PK Take responsibility for the care of living things (feeding fish, watering plants, helping weed garden)

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Learning Outcome

Engineering - Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.



Standard

Demonstrate engineering design skills

Infant**SC4.1.1.IT1** Demonstrate an interest in people-made objects**GOLD® Objectives for Development and Learning****Objective 28** Uses tools and other technology to perform tasks**SC4.1.2.IT1** Explore and manipulate people-made objects**GOLD® Objectives for Development and Learning****Objective 28** Uses tools and other technology to perform tasks**Younger Toddler****SC4.1.1.IT2** Test limits of the learning environment**GOLD® Objectives for Development and Learning****Objective 28** Uses tools and other technology to perform tasks**SC4.1.2.IT2** Begin to construct and deconstruct using readily available materials**GOLD® Objectives for Development and Learning****Objective 28** Uses tools and other technology to perform tasks**Older Toddler****SC4.1.1.IT3** Use tools to serve a purpose or solve a problem**GOLD® Objectives for Development and Learning****Objective 28** Uses tools and other technology to perform tasks**SC4.1.2.IT3** Notice whether the solution was successful**GOLD® Objectives for Development and Learning****Objective 11c** Solves problems

Objective 11c-4 Observes and imitates how other people solve problems; asks for a solution and uses it

SC4.1.3.IT3 Use complex motions (e.g., push/pull) to play with simple machines**GOLD® Objectives for Development and Learning****Objective 28** Uses tools and other technology to perform tasks**Younger Preschool****SC4.1.1.PR** Identify a problem or need and create a plan to solve**GOLD® Objectives for Development and Learning****Objective 11c** Solves problems

Objective 11c-6 Solves problems without having to try every possibility

SC4.1.2.PR Use nearby objects that function as simple machines to enhance play**GOLD® Objectives for Development and Learning****Objective 28** Uses tools and other technology to perform tasks**Older Preschool****SC4.1.1.PK** Select materials and implement a designated plan**GOLD® Objectives for Development and Learning****Objective 28** Uses tools and other technology to perform tasks**SC4.1.2.PK** Evaluate and communicate solution outcomes**GOLD® Objectives for Development and Learning****Objective 28** Uses tools and other technology to perform tasks**SC4.1.3.PK** Use nearby objects to create simple machines to enhance play**GOLD® Objectives for Development and Learning****Objective 28** Uses tools and other technology to perform tasks**Learning Outcome**

Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.



Infant

SC5.1.1.IT1 Observe and show interest in objects, organisms, and events in the environment

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills
Objective 27 Demonstrates knowledge of Earth's environment

SC5.1.2.IT1 Repeat action that causes an interesting effect

GOLD® Objectives for Development and Learning

Objective 11b Persists
 Objective 11b-2 Repeats actions to obtain similar results
Objective 24 Uses scientific inquiry skills

SC5.1.3.IT1 Actively explore the learning environment

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
 Objective 11d-2 Uses senses to explore the immediate environment
Objective 24 Uses scientific inquiry skills

Younger Toddler

SC5.1.1.IT2 Demonstrate curiosity

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
 Objective 11d-2 Uses senses to explore the immediate environment
Objective 24 Uses scientific inquiry skills

SC5.1.2.IT2 Solve problems with adult support using trial and error

GOLD® Objectives for Development and Learning

Objective 11b Persists
 Objective 11b-4 Practices an activity many times until successful
Objective 24 Uses scientific inquiry skills

SC5.1.3.IT2 Actively explore the learning environment

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
 Objective 11d-2 Uses senses to explore the immediate environment
Objective 24 Uses scientific inquiry skills

Older Toddler

SC5.1.1.IT3 Demonstrate curiosity and ask for more information

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
 Objective 11d-4 Explores and investigates ways to make something happen
Objective 24 Uses scientific inquiry skills

SC5.1.2.IT3 Use tools to explore the physical environment

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

SC5.1.3.IT3 Solve problems using trial and error

GOLD® Objectives for Development and Learning

Objective 11b Persists
 Objective 11b-4 Practices an activity many times until successful
Objective 24 Uses scientific inquiry skills

Younger Preschool

SC5.1.1.PR Observe with focus on details

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Older Preschool

SC5.1.1.PK Discuss ways that people can affect the environment in positive and negative ways

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Learning Outcome

Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.

Standard (CONT...)

Demonstrate scientific curiosity

Younger Preschool

SC5.1.2.PR Use simple tools to extend investigations

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

SC5.1.3.PR Identify themselves or their actions as scientific

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Older Preschool

SC5.1.2.PK Independently use simple tools to conduct an investigation to increase understanding

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Objective 28 Uses tools and other technology to perform tasks

SC5.1.3.PK Engage in a scientific experiment with peers

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

SC5.1.4.PK Communicate results of an investigation

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Learning Outcome

Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.

Standard

Demonstrate decomposition of larger tasks into smaller steps

Infant

SC6.1.1.IT1 Recognize daily routines. This skill is not developmentally expected or typically observed at this age range

GOLD® Objectives for Development and Learning

No aligned objectives

Younger Toddler

SC6.1.1.IT2 Follow steps in a simple daily routine with adult support

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-4 Remembers the sequence of personal routines and experiences with teacher support

Older Toddler

SC6.1.1.IT3 Follow steps in a simple routine

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-4 Remembers the sequence of personal routines and experiences with teacher support

Objective 8b Follows directions

Objective 8b-6 Follows directions of two or more steps that relate to familiar objects and experiences



Learning Outcome

Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.

Standard (CONT...)

Demonstrate decomposition of larger tasks into smaller steps

Younger Preschool

Older Preschool

SC6.1.1.PR Identify 2-3 steps in common routines with adult support

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-6 Draws on everyday experiences and applies this knowledge to a similar situation

SC6.1.1.PK Identify 3-5 steps in common routines

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-6 Draws on everyday experiences and applies this knowledge to a similar situation

Learning Outcome

Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.

Standard

Demonstrate algorithmic thinking and debugging

Infant

Younger Toddler

Older Toddler

SC6.2.1.IT1 (Developmentally appropriate/emerging outcomes first appear in older toddler) This skill is not developmentally expected or typically observed at this age range.

GOLD® Objectives for Development and Learning

No aligned objectives

SC6.2.1.IT2 (Developmentally appropriate/emerging outcomes first appear in older toddler) This skill is not developmentally expected or typically observed at this age range.

GOLD® Objectives for Development and Learning

No aligned objectives

SC6.2.1.IT3 Demonstrate knowledge of completing a set of two or more steps in order

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

Objective 8b-6 Follows directions of two or more steps that relate to familiar objects and experiences

Younger Preschool

Older Preschool

SC6.2.1.PR Demonstrate knowledge of when a set of steps is ordered or unordered

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

Objective 8b-6 Follows directions of two or more steps that relate to familiar objects and experiences

SC6.2.1.PK Demonstrate an understanding of when a task requires a set of ordered steps

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

Objective 8b-8 Follows detailed, instructional, multistep directions



**Learning
Outcome**

Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.

**Standard
(CONT...)**

Demonstrate algorithmic thinking and debugging

Older Preschool

SC6.2.2.PK With adult support, create an algorithm (set of ordered steps) to accomplish a two-step task

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

Objective 8b-8 Follows detailed, instructional, multistep directions

SC6.2.3.PK With adult support, demonstrate the process of troubleshooting why a solution or step didn't work, and revising their solution

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-7 Emerging: Thinks through possible long-term solutions and takes on more abstract challenges



Domain	Social Studies (SS)		
Learning Outcome	Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.		
Standard	Demonstrate development of self		
Infant		Younger Toddler	Older Toddler
SS1.1.1.IT1 Engage in onlooker play <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self		SS1.1.1.IT2 Participate in celebrations in the learning environment and community when observed <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self	SS1.1.1.IT3 Participate in and imitate celebrations in the learning environment and community when observed <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self Objective 30 Shows basic understanding of people and how they live
SS1.1.2.IT1 Begin to show awareness of self as an individual, separate from others <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self			



Domain	Social Studies (SS)
Learning Outcome	Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.
Standard (CONT...)	Demonstrate development of self

Infant

SS1.1.3.IT1 Show affection and bond with familiar adults

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 2a Forms relationships with adults

Objective 2a-2 Demonstrates a secure attachment to one or more adults

Younger Toddler

SS1.1.2.IT2 Begin to demonstrate a sense of belonging to a group by engaging in parallel play

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

SS1.1.3.IT2 Begin to notice differences in self from others

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SS1.1.4.IT2 Use simple words to show recognition of family members and familiar adults

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Older Toddler

SS1.1.2.IT3 Begin to demonstrate a sense of belonging to a group by engaging in associative play

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 30 Shows basic understanding of people and how they live

SS1.1.3.IT3 Begin to gesture and ask simple questions regarding differences and/or similarities between self and others

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 30 Shows basic understanding of people and how they live

Younger Preschool

SS1.1.1.PR Participate in and describe own family, community, and other celebrations when observed

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Older Preschool

SS1.1.1.PK Participate in and describe local, state, and national events and celebrations if observed

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Domain	Social Studies (SS)
Learning Outcome	Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.
Standard (CONT...)	Demonstrate development of self

Younger Preschool

SS1.1.2.PR Begin to assimilate family, community, and cultural events in cooperative play

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SS1.1.3.PR Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Older Preschool

SS1.1.2.PK Identify key people in history

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS1.1.3.PK Assimilate family, community, and culture in cooperative play

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SS1.1.4.PK Build awareness, respect, and acceptance for differences in people and acknowledge connections

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Learning Outcome

History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.

Standard

Demonstrate awareness of chronological thinking

Infant

SS2.1.1.IT1 Participate in daily routines with caregivers (e.g., diaper changes and feeding)

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

Younger Toddler

SS2.1.1.IT2 Adapt to changes in routine and/or schedule with adult support

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-4 Remembers the sequence of personal routines and experiences with teacher support

Objective 31 Explores change related to familiar people or places

Older Toddler

SS2.1.1.IT3 Begin to recognize the sequence of events as part of a daily routine

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places



**Learning
Outcome**

History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.

**Standard
(CONT...)**

Demonstrate awareness of chronological thinking

Younger Toddler

SS2.1.2.IT2 Anticipate events

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

Younger Preschool

SS2.1.1.PR Recognize the sequence of events as part of a daily routine and as it relates to the passage of time

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-4 Remembers the sequence of personal routines and experiences with teacher support

Objective 31 Explores change related to familiar people or places

Older Preschool

SS2.1.1.PK Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured

GOLD® Objectives for Development and Learning

Objective 22b Measures time and money

Objective 22b-4 Relates time to daily routines and schedule

Objective 31 Explores change related to familiar people or places

SS2.1.2.PK Begin to understand how time is measured

GOLD® Objectives for Development and Learning

Objective 22b Measures time and money

Objective 22b-6 Uses some time measurement words and tools

Objective 31 Explores change related to familiar people or places



Learning Outcome

History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.

Standard

Demonstrate awareness of personal historical knowledge

Infant

SS2.2.1.IT1 Begin to develop knowledge of cause and effect (e.g., crying results in caregiver response)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

Younger Toddler

SS2.2.1.IT2 Respond to stories about time and age

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

Older Toddler

SS2.2.1.IT3 Begin to recall information from recent experiences

GOLD® Objectives for Development and Learning

Objective 12a 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

Younger Preschool

SS2.2.1.PR Begin to communicate concepts of time, such as before and after

GOLD® Objectives for Development and Learning

Objective 9d Tells about another time or place

Objective 9d-6 Tells stories about other times and places that have a logical order and that include major details

Older Preschool

SS2.2.1.PK Demonstrate understanding of concepts of time including before, after, morning, day, night, now, and later

GOLD® Objectives for Development and Learning

Objective 22b Measures time and money

Objective 22b-6 Uses some time measurement words and tools

Learning Outcome

History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.

Standard

Demonstrate awareness of the foundations of government or authority

Infant

SS2.3.1.IT1 (Developmentally appropriate/emerging outcomes first appear in older toddler) This skill is not developmentally expected or typically observed at this age range.

GOLD® Objectives for Development and Learning

No aligned objectives

Younger Toddler

SS2.3.1.IT2 (Developmentally appropriate/emerging outcomes first appear in older toddler) This skill is not developmentally expected or typically observed at this age range.

GOLD® Objectives for Development and Learning

No aligned objectives

Older Toddler

SS2.3.1.IT3 Begin to recognize familiar community symbols

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Younger Preschool

SS2.3.1.PR Identify leaders and helpers in the home or early learning environment

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Older Preschool

SS2.3.1.PK Identify leaders and community helpers at home, school, and in environments

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Learning Outcome

History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.

Standard (CONT...)

Demonstrate awareness of the foundations of government or authority

Younger Preschool

Older Preschool

SS2.3.2.PR Recognize familiar community symbols

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS2.3.2.PK Recognize community symbols and begin to recognize national symbols (e.g., the flag)

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Learning Outcome

Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.

Standard

Demonstrate awareness of the world in spatial terms

Infant

Younger Toddler

Older Toddler

SS3.1.1.IT1 Begin to discover use of body and objects in the learning environment

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

SS3.1.1.IT2 Begin to respond to simple location terms

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-2 Follows simple directions related to position (in, on, under, up, down)

Objective 32 Demonstrates simple geographic knowledge

SS3.1.1.IT3 Begin to use simple location terms

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-4 Follows simple directions related to proximity (beside, between, next to)

Objective 32 Demonstrates simple geographic knowledge

SS3.1.2.IT2 Use a variety of materials to represent familiar objects

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-2 Imitates actions of others during play; uses real objects as props

SS3.1.2.IT3 Experiment with materials to represent objects in play

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-2 Imitates actions of others during play; uses real objects as props

Objective 32 Demonstrates simple geographic knowledge



Learning Outcome

Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.

Standard (CONT...)

Demonstrate awareness of the world in spatial terms

Younger Preschool

SS3.1.1.PR Identify location, directionality, and spatial relationships

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-4 Follows simple directions related to proximity (beside, between, next to)

Objective 32 Demonstrates simple geographic knowledge

SS3.1.2.PR Begin to create simple representations of a familiar physical place

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

Older Preschool

SS3.1.1.PK Develop concepts and describe location, directionality, and spatial relationships

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

Objective 32 Demonstrates simple geographic knowledge

SS3.1.2.PK Engage in play where one item represents another

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

Learning Outcome

Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.

Standard

Demonstrate awareness of places and regions

Infant

SS3.2.1.IT1 Explore the immediate early learning environment around them

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-2 Uses senses to explore the immediate environment

Objective 32 Demonstrates simple geographic knowledge

Younger Toddler

SS3.2.1.IT2 Recognize parts of surroundings

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

Older Toddler

SS3.2.1.IT3 Describe the characteristics of home and surroundings

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

SS3.2.2.IT3 Know the location of objects and places in familiar locations

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge



Learning Outcome

Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.

Standard (CONT...)

Demonstrate awareness of places and regions

Younger Toddler

SS3.2.2.IT2 Look toward location where familiar objects are stored with the expectation of finding them

GOLD® Objectives for Development and Learning

Objective 12a 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

Objective 32 Demonstrates simple geographic knowledge

Younger Preschool

SS3.2.1.PR Identify and describe prominent features of the early learning environment, neighborhood, and community

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

SS3.2.2.PR Begin to learn knowledge of personal and geographic information

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

Older Preschool

SS3.2.1.PK Use words to describe natural and people-made features of locations

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

SS3.2.2.PK Become familiar with information about where they live and understand what an address is

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge



Learning Outcome

Economics - Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.

Standard

Demonstrate awareness of economics, spending, and making money

Infant

SS4.1.1.IT1 Demonstrate preference for specific objects and people

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-2 Demonstrates a secure attachment to one or more adults

Objective 30 Shows basic understanding of people and how they live

Younger Toddler

SS4.1.1.IT2 Communicate desire for objects and/or persons that are in the early learning environment or home

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS4.1.2.IT2 Imitate familiar roles and routines

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-2 Imitates actions of others during play; uses real objects as props

Objective 30 Shows basic understanding of people and how they live

Older Toddler

SS4.1.1.IT3 Use props related to buying and selling items during play

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS4.1.2.IT3 Communicate wants and needs

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 29 Demonstrates knowledge about self

SS4.1.3.IT3 Recognize various familiar workers in the community

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS4.1.4.IT3 Begin to role play different jobs

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Younger Preschool

SS4.1.1.PR Begin to understand the purpose of money and concepts of buying and selling through play

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS4.1.2.PR Begin to develop an awareness that people work for money in order to provide for basic needs

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Older Preschool

SS4.1.1.PK Begin to understand the purpose of money and concepts of buying and selling through play

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS4.1.2.PK Develop an awareness that people work for money in order to provide for basic needs

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



SS4.1.3.PR Develop an awareness of the roles of familiar community helpers/workers

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS4.1.3.PK Describe community helpers or workers in terms of tools or equipment they use and services or products they provide

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Learning Outcome

Economics - Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.

Standard (CONT...)

Demonstrate awareness of economics, spending, and making money

Younger Preschool

Older Preschool

SS4.1.4.PR Act out adult social roles and occupations

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS4.1.4.PK Act out adult social roles and occupations

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Learning Outcome

Citizenship - Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.

Standard

Demonstrate awareness of citizenship

Infant

Younger Toddler

Older Toddler

SS5.1.1.IT1 Interact with the physical environment to make needs known

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

Objective 30 Shows basic understanding of people and how they live

SS5.1.1.IT2 Observe others carrying out routines and responsibilities and begin to imitate

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play
Objective 14b-2 Imitates actions of others during play; uses real objects as props

SS5.1.1.IT3 Participate in simple routines with adult support

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-4 Remembers the sequence of personal routines and experiences with teacher support

SS5.1.2.IT1 Demonstrate comfort in familiar routines, objects, and materials

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-2 Looks for familiar persons when they are named; relates objects to events

Objective 30 Shows basic understanding of people and how they live

SS5.1.2.IT2 Make choices known

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

SS5.1.2.IT3 Identify preferences

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self



Learning Outcome

Citizenship - Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.

Standard (CONT...)

Demonstrate awareness of citizenship

Infant

SS5.1.3.IT1 Respond to adult guidance about behavior

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-2 Uses adult support to calm self

Objective 30 Shows basic understanding of people and how they live

Younger Toddler

SS5.1.3.IT2 Begin to understand and follow basic guidance

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

Older Toddler

SS5.1.3.IT3 Begin to demonstrate an understanding of rules

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

Younger Preschool

SS5.1.1.PR Assist adults with daily routines and responsibilities

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

SS5.1.2.PR Choose simple daily tasks from a list of jobs in the learning environment

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

SS5.1.3.PR Begin to initiate helping tasks

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

Older Preschool

SS5.1.1.PK Demonstrate willingness to work together to accomplish tasks

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

SS5.1.2.PK Identify simple tasks within the home, learning environment, or community

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

SS5.1.3.PK Provide leadership in completing daily tasks

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being



**Learning
Outcome**

Citizenship - Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.

**Standard
(CONT...)**

Demonstrate awareness of citizenship

Younger Preschool

SS5.1.4.PR Begin to demonstrate an understanding of rules in the home and early learning environment, and the purposes they serve

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

SS5.1.5.PR Begin to understand the relationship between people and their community

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Older Preschool

SS5.1.4.PK Demonstrate an understanding of rules in the home and early learning environment, and the purposes they serve

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

SS5.1.5.PK Recognize and have language to describe when something is unfair

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately

SS5.1.6.PK Begin to describe the reciprocal relationship between people and their community and the responsibility as citizens to care for it

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Domain	Student Wellbeing (SW)		
Learning Outcome	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.		
Standard	Demonstrate self awareness and confidence		
Infant	Younger Toddler	Older Toddler	
SW1.1.1.IT1 Respond to own name <u>GOLD® Objectives for Development and Learning</u> Objective 1b Follows limits and expectations Objective 1b-2 Responds to changes in an adult's tone of voice and expression Objective 29 Demonstrates knowledge about self	SW1.1.1.IT2 Identify image of self <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self	SW1.1.1.IT3 Use gestures and actions to reference self in conversation <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self	
SW1.1.2.IT1 Show interest in choices available in learning environment (e.g., explore books, soft blocks) <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self	SW1.1.2.IT2 Say own name <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self	SW1.1.2.IT3 Demonstrate use of personal pronouns <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self	
SW1.1.3.IT1 Communicate to indicate physical and emotional needs and look to a caregiver to meet those needs <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self	SW1.1.3.IT2 Show knowledge of own abilities <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self	SW1.1.3.IT3 Show sense of self-satisfaction with own abilities and preferences <u>GOLD® Objectives for Development and Learning</u> Objective 1c Takes care of own needs appropriately Objective 1c-4 Seeks to do things for self Objective 29 Demonstrates knowledge about self	
		SW1.1.4.IT3 Begin to show independence by occasionally resisting adult control <u>GOLD® Objectives for Development and Learning</u> Objective 1c Takes care of own needs appropriately Objective 1c-4 Seeks to do things for self	
Younger Preschool	Older Preschool		
SW1.1.1.PR Recognize self as a unique individual <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self	SW1.1.1.PK Identify self as a unique member of a group that fits into a larger world picture <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self		
SW1.1.2.PR Describe personal characteristics <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self			



SW1.1.3.PR Show sense of self satisfaction with own abilities, preferences, and accomplishments

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SW1.1.2.PK Show confidence in a range of abilities and recognizing own strengths, as well as the capacity to take on and accomplish new tasks

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being

Objective 29 Demonstrates knowledge about self



Domain	Student Wellbeing (SW)
Learning Outcome	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
Standard (CONT...)	Demonstrate self awareness and confidence

Older Preschool

SW1.1.3.PK Show independence in own choices

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being

Learning Outcome	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
Standard	Demonstrate identification and expression of emotions

Infant

SW1.2.1.IT1 Communicate to express pleasure or displeasure

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

SW1.2.2.IT1 Seek adults to help ease displeasure once communicated

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-2 Uses adult support to calm self

Younger Toddler

SW1.2.1.IT2 Communicate feelings and emotions

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

SW1.2.2.IT2 Seek adults for comfort when needed and communicated

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-4 Comforts self by seeking out special object or person

Older Toddler

SW1.2.1.IT3 Express both positive and negative feelings about participating in activities

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

SW1.2.2.IT3 Observe a peer's emotion and approach a familiar adult to communicate concern

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-4 Demonstrates concern about the feelings of others



Learning Outcome

Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.

Standard (CONT...)

Demonstrate identification and expression of emotions

Infant

SW1.2.3.IT1 Use cues to signal overstimulation

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

SW1.2.4.IT1 Respond positively to adults who provide comfort

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

SW1.2.5.IT1 Use sounds and body to express feelings

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

Younger Toddler

SW1.2.3.IT2 Express emotion toward a familiar person

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

SW1.2.4.IT2 Imitate comforting behaviors of caregivers

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-4 Comforts self by seeking out special object or person

SW1.2.5.IT2 Use sounds, gestures, and actions to express feelings

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

Older Toddler

SW1.2.3.IT3 Demonstrate empathy to another child

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-4 Demonstrates concern about the feelings of others

Objective 3a Balances needs and rights of self and others

Objective 3a-2 Responds appropriately to others' expressions of wants

SW1.2.4.IT3 Begin to use words to express feelings

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

Younger Preschool

SW1.2.1.PR Recognize own emotions and the emotions of others

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately

Older Preschool

SW1.2.1.PK Identify own emotions and the emotions of others

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately



Learning Outcome

Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.

Standard (CONT...)

Demonstrate identification and expression of emotions

Younger Preschool

SW1.2.2.PR Seek adults for emotional support and guidance

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-6 Is able to look at a situation differently or delay gratification

SW1.2.3.PR Use combination of words, phrases, and actions to express feelings

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

Older Preschool

SW1.2.2.PK Express and accurately respond to emotions of self and others

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately

SW1.2.3.PK Predict reactions from others

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately

SW1.2.4.PK Effectively use sentences and actions to express feelings

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-6 Is able to look at a situation differently or delay gratification

Learning Outcome

Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.

Standard

Demonstrate self control

Infant

SW2.1.1.IT1 Develop an awareness of transitions, schedules, and routines with adult prompts

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

Younger Toddler

SW2.1.1.IT2 Follow simple routines with adult support

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

Older Toddler

SW2.1.1.IT3 Follow simple routines with adult support

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-4 Remembers the sequence of personal routines and experiences with teacher support



Learning Outcome

Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.

Standard (CONT...)

Demonstrate self control

Infant

SW2.1.2.IT1 Develop self-soothing when an adult provides comfort techniques

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-2 Uses adult support to calm self

SW2.1.3.IT1 Express desires and feeling by using gestures and actions

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Younger Toddler

SW2.1.2.IT2 Self-soothe with adult support

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-4 Comforts self by seeking out special object or person

SW2.1.3.IT2 Demonstrate the beginnings of impulse control with adult support

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-4 Comforts self by seeking out special object or person

Older Toddler

SW2.1.2.IT3 Begin to self-soothe independently

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-4 Comforts self by seeking out special object or person

SW2.1.3.IT3 Manage some impulses with adult support

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

Younger Preschool

SW2.1.1.PR Manage transitions and adapt to changes in schedules, routines, and situations with adult support

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

SW2.1.2.PR Recognize, navigate, and respond to own emotions and interactions with others with adult support when needed

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-6 Is able to look at a situation differently or delay gratification

Older Preschool

SW2.1.1.PK Manage transitions and adapt to changes in schedules, routines, and situations independently

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

SW2.1.2.PK Recognize, navigate, and respond to own emotions and interactions with others with adult support when needed

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-6 Is able to look at a situation differently or delay gratification



Learning Outcome

Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.

Standard (CONT...)

Demonstrate self control

Younger Preschool

Older Preschool

SW2.1.3.PR Manage a range of impulses with adult support

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-6 Is able to look at a situation differently or delay gratification

SW2.1.3.PK Manage a range of impulses

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-6 Is able to look at a situation differently or delay gratification

SW2.1.4.PK Begin to manage behavior based on location and corresponding expectations (e. g., playground vs. classroom)

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

Learning Outcome

Conflict Resolution - Early learners develop foundational skills that support conflict resolution and conflict management.

Standard

Demonstrate conflict resolution

Infant

Younger Toddler

Older Toddler

SW3.1.1.IT1 Show awareness of possible conflict by demonstrating distress

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

SW3.1.1.IT2 Engage in conflict with peers regarding possession of items

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

SW3.1.2.IT2 Imitate how others solve conflicts

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

SW3.1.1.IT3 Engage in simple conflict resolution strategies with adult support

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-4 Seeks adult help to resolve social problems



Learning Outcome

Conflict Resolution - Early learners develop foundational skills that support conflict resolution and conflict management.

Standard (CONT...)

Demonstrate conflict resolution

Infant

SW3.1.2.IT1 Respond positively to adult when comforted following possible observed conflict

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

Younger Toddler

SW3.1.3.IT2 Experiment with trial and error approaches to solve simple problems and conflicts

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

Older Toddler

SW3.1.2.IT3 Begin to use language skills instead of physical force to resolve conflicts

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-4 Seeks adult help to resolve social problems

Younger Preschool

SW3.1.1.PR Negotiate to resolve social conflicts with peers with modeling and support

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

SW3.1.2.PR Use words during a conflict instead of physical force

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

Older Preschool

SW3.1.1.PK Independently initiate conflict resolution strategies with peers and seek adult support when necessary

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

SW3.1.2.PK Begin to use "I feel" statements with adult support when managing conflict with others

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems



Learning Outcome

Building Relationships - Early learners develop foundational skills that support social development and engagement with others.

Standard

Demonstrate relationship skills

Infant

SW4.1.1.IT1 Engage in simple social interactions with adults (e.g., respond to adult smile)

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-2 Demonstrates a secure attachment to one or more adults

SW4.1.2.IT1 Exhibit caution of unfamiliar adults

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-2 Demonstrates a secure attachment to one or more adults

SW4.1.3.IT1 Use key adults as a secure base when exploring the learning environment

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-4 Uses trusted adult as a secure base from which to explore the world

SW4.1.4.IT1 Notice other children in their learning environment

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

SW4.1.5.IT1 Engage in onlooker play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

Younger Toddler

SW4.1.1.IT2 Engage in social interactions with familiar adults

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-4 Uses trusted adult as a secure base from which to explore the world

SW4.1.2.IT2 Show feelings of security with familiar adults

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-4 Uses trusted adult as a secure base from which to explore the world

SW4.1.3.IT2 Seek adult assistance with challenges, but may refuse help and may say no

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-4 Uses trusted adult as a secure base from which to explore the world

SW4.1.4.IT2 Use social referencing when encountering new experiences

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-4 Uses trusted adult as a secure base from which to explore the world

SW4.1.5.IT2 Observe friendship skills in the learning environment

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

Older Toddler

SW4.1.1.IT3 Stay connected with familiar adults

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-6 Manages separations without distress and engages with trusted adults

SW4.1.2.IT3 Separate from familiar adults in a familiar setting with minimal distress

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-6 Manages separations without distress and engages with trusted adults

SW4.1.3.IT3 Ask for adult assistance when having difficulty in a social situation

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-4 Seeks adult help to resolve social problems

SW4.1.4.IT3 Imitate and model friendship skills

GOLD® Objectives for Development and Learning

Objective 2d Makes friends

Objective 2d-2 Seeks a preferred playmate; shows pleasure when seeing a friend

SW4.1.5.IT3 Engage in parallel play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions



Learning Outcome

Building Relationships - Early learners develop foundational skills that support social development and engagement with others.

Standard (CONT...)

Demonstrate relationship skills

Infant

SW4.1.6.IT1 Begin to exhibit skills in solitary play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

Younger Toddler

SW4.1.6.IT2 Engage in solitary play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

Older Toddler

SW4.1.6.IT3 Begin to exhibit skills in associative play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

SW4.1.7.IT2 Begin to exhibit skills in parallel play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

SW4.1.7.IT3 Notice when a family member or child in their environment is not present

GOLD® Objectives for Development and Learning

Objective 12a 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

Younger Preschool

SW4.1.1.PR Accept compromises when suggested by a peer or adult

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-8 Engages with trusted adults as resources and to share mutual interests

SW4.1.2.PR Gauge response based on the facial expressions of others

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately

SW4.1.3.PR Request and accept guidance from familiar adults

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

Older Preschool

SW4.1.1.PK Accept compromises when suggested by a peer or adult

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

SW4.1.2.PK Gauge response based on the facial expressions of others

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately

SW4.1.3.PK Show care and concern for familiar adults and peers using more complex words and actions

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately



Learning Outcome

Building Relationships - Early learners develop foundational skills that support social development and engagement with others.

Standard (CONT...)

Demonstrate relationship skills

Younger Preschool

SW4.1.4.PR Exhibit age-appropriate friendship skills to engage in effective play and learning experiences

GOLD® Objectives for Development and Learning

Objective 2d Makes friends

Objective 2d-6 Establishes a special friendship with one other child, but the friendship might only last a short while

SW4.1.5.PR Engage in associative play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

SW4.1.6.PR Participate in cooperative play experiences with some adult guidance

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

Objective 2c Interacts with peers

Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

Older Preschool

SW4.1.4.PK Maintain consistent friendships

GOLD® Objectives for Development and Learning

Objective 2d Makes friends

Objective 2d-6 Establishes a special friendship with one other child, but the friendship might only last a short while

SW4.1.5.PK Engage in cooperative play experiences for sustained periods of time

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

SW4.1.6.PK Form connections across diverse backgrounds

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Domain	Approaches to Play and Learning (APL)		
Learning Outcome	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.		
Standard	Demonstrate initiative and self-direction		
Infant	Older Toddler	Younger Preschool	Older Preschool
APL1.1.1.IT1 Respond to a stimulating learning environment <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-2 Pays attention to sights and sounds Objective 11d Shows curiosity and motivation Objective 11d-2 Uses senses to explore the immediate environment	APL1.1.1.IT3 At times, initiate new tasks <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments	APL1.1.1.PR Initiate new tasks by self <u>GOLD® Objectives for Development and Learning</u> Objective 1c Takes care of own needs appropriately Objective 1c-6 Demonstrates confidence in meeting own needs	APL1.1.1.PK Take initiative to learn new concepts and try new experiences <u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas
APL1.1.2.IT1 Begin to demonstrate curiosity/interest in surroundings <u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-2 Uses senses to explore the immediate environment	APL1.1.2.IT3 Verbally express desire to complete task by self <u>GOLD® Objectives for Development and Learning</u> Objective 11b Persists Objective 11b-4 Practices an activity many times until successful Objective 1c Takes care of own needs appropriately Objective 1c-4 Seeks to do things for self	APL1.1.2.PR With support, use a variety of resources to explore materials and ideas <u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas	APL1.1.2.PK Seek and gather new information to plan for projects and activities <u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas
APL1.1.3.IT1 Display eagerness and delight in self, others, and surroundings <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-2 Pays attention to sights and sounds Objective 11d Shows curiosity and motivation Objective 11d-2 Uses senses to explore the immediate environment	APL1.1.3.IT3 Independently select and use materials <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments Objective 11d Shows curiosity and motivation Objective 11d-4 Explores and investigates ways to make something happen Objective 1c Takes care of own needs appropriately Objective 1c-4 Seeks to do things for self	APL1.1.3.PR Explore and manipulate familiar objects in new and imaginative ways <u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-4 Explores and investigates ways to make something happen	



Learning Outcome

Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.

Standard

Demonstrate interest and curiosity as a learner

Infant

APL1.2.1.IT1 Show budding interest in how objects work

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

APL1.2.2.IT1 Try a variety of approaches to get desired outcomes

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

APL1.2.3.IT1 Prefer to keep a familiar adult in close proximity while exploring

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-2 Demonstrates a secure attachment to one or more adults

APL1.2.4.IT1 Physically explore new ways to use objects and observe results

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

Younger Toddler

APL1.2.1.IT2 Ask questions about familiar objects, people, and experiences

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-4 Explores and investigates ways to make something happen

APL1.2.2.IT2 Demonstrate curiosity and interest in new objects, experiences, and people

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

Objective 11d Shows curiosity and motivation

Objective 11d-4 Explores and investigates ways to make something happen

APL1.2.3.IT2 Explore and manipulate familiar objects in the learning environment

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-4 Explores and investigates ways to make something happen

Older Toddler

APL1.2.1.IT3 Ask questions about novel objects, people, and experiences

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-4 Names familiar people, animals, and objects

APL1.2.2.IT3 Demonstrate enthusiasm for new learning (may be within familiar contexts)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

APL1.2.3.IT3 Use active exploration to solve a problem

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

Objective 11c-4 Observes and imitates how other people solve problems; asks for a solution and uses it

Younger Preschool

APL1.2.1.PR Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

Older Preschool

APL1.2.1.PK Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas



Learning Outcome

Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.

Standard (CONT...)

Demonstrate interest and curiosity as a learner

Younger Preschool

Older Preschool

APL1.2.2.PR Communicate a desire to learn new concepts or ideas

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

APL1.2.2.PK Communicate a desire to learn new concepts or ideas

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

APL1.2.3.PR Exhibit willingness to try new experiences

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

APL1.2.3.PK Exhibit willingness to try new experiences

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

APL1.2.4.PR Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

APL1.2.4.PK Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

Learning Outcome

Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.

Standard

Demonstrate initiative and self-direction

Younger Toddler

APL1.1.1.IT2 Show interest in what others are doing

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments



Learning Outcome

Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.

Standard (CONT...)

Demonstrate initiative and self-direction

Younger Toddler

APL1.1.2.IT2 Select desired object from several options

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-4 Explores and investigates ways to make something happen

APL1.1.3.IT2 Demonstrate curiosity/interest in new objects, experiences, and people

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-4 Explores and investigates ways to make something happen

Learning Outcome

Flexible Thinking - Early learners develop foundational skills that support flexible thinking (the ability to find new solutions and see situations in more than one way) and social interactions during play.

Standard

Demonstrate development of flexible thinking skills during play

Infant

APL2.1.1.IT1 Manipulate objects and imitate actions observed

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-2 Imitates actions of others during play; uses real objects as props

Objective 36 Explores drama through actions and language

Younger Toddler

APL2.1.1.IT2 Use objects for real or imagined purposes

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-2 Imitates actions of others during play; uses real objects as props

Older Toddler

APL2.1.1.IT3 Substitute one object for another in pretend play or pretend with objects that may or may not be present

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-4 Uses creativity and imagination during play and routine tasks



Learning Outcome

Flexible Thinking - Early learners develop foundational skills that support flexible thinking (the ability to find new solutions and see situations in more than one way) and social interactions during play.

Standard (CONT...)

Demonstrate development of flexible thinking skills during play

Older Toddler

APL2.1.2.IT3 Show creativity, inventiveness, and flexibility in approach to play with adult guidance

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-4 Uses creativity and imagination during play and routine tasks

Younger Preschool

APL2.1.1.PR Find a creative or innovative way of doing a familiar task or solving a problem with adult guidance

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-4 Uses creativity and imagination during play and routine tasks

APL2.1.2.PR Begin to demonstrate flexibility in approach to play and learning

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-4 Uses creativity and imagination during play and routine tasks

APL2.1.3.PR Adjust approach to task to resolve difficulties with adult support

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-4 Uses creativity and imagination during play and routine tasks

Older Preschool

APL2.1.1.PK Demonstrate analysis, innovation, imagination, and creativity to solve a problem

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

Objective 11c-6 Solves problems without having to try every possibility

APL2.1.2.PK Develop recovery skills from setbacks and differences in opinion in a group setting

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-6 Changes plans if a better idea is thought of or proposed



Learning Outcome

Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.

Standard

Demonstrate development of sustained attention and persistence

Infant

APL3.1.1.IT1 Examine objects for brief periods of time

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

APL3.1.2.IT1 Express discomfort when needs are not met

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

APL3.1.3.IT1 Repeat actions to make something happen again

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

Younger Toddler

APL3.1.1.IT2 Jointly attend to a book with an adult for several minutes

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

APL3.1.2.IT2 Engage and persist with an activity, toy, or object, but is easily distracted

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

Objective 11b Persists

Objective 11b-4 Practices an activity many times until successful

APL3.1.3.IT2 Engage for longer periods of time when trying to work through tasks

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

Objective 11b Persists

Objective 11b-4 Practices an activity many times until successful

Older Toddler

APL3.1.1.IT3 Attend to a book for longer periods of time (jointly or independently)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

APL3.1.2.IT3 Focus on activity for short periods of time despite distractions

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

APL3.1.3.IT3 Repeat an activity many times in order to master it, even if setbacks occur

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-4 Practices an activity many times until successful

Younger Preschool

APL3.1.1.PR Independently attend to a book from beginning to end

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

Older Preschool

APL3.1.1.PK Independently attend to a book from beginning to end

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions



APL3.1.2.PR Demonstrate ability to delay gratification for short periods of time

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-6 Is able to look at a situation differently or delay gratification

APL3.1.2.PK Focus on activity with deliberate concentration despite distractions and/or temptations

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions



Learning Outcome

Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.

Standard (CONT...)

Demonstrate development of sustained attention and persistence

Younger Preschool

APL3.1.3.PR Follow through on an activity to completion

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-6 Plans and pursues a variety of appropriately challenging tasks

Older Preschool

APL3.1.3.PK Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distress

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

Objective 11b Persists

Objective 11b-6 Plans and pursues a variety of appropriately challenging tasks

APL3.1.4.PK Persist in trying to complete a task after previous attempts have failed

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-8 Plans and pursues own goal until it is reached



Learning Outcome

Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.

Standard

Demonstrate development of social interactions during play

Infant

APL4.1.1.IT1 Engage in onlooker play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

Younger Toddler

APL4.1.1.IT2 Engage in solitary play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

Older Toddler

APL4.1.1.IT3 Engage in parallel play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups



Learning Outcome

Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.

Standard (CONT...)

Demonstrate development of social interactions during play

Infant

APL4.1.2.IT1 Begin to exhibit skills in solitary play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

Younger Toddler

APL4.1.2.IT2 Begin to exhibit skills in parallel play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

Older Toddler

APL4.1.2.IT3 Begin to exhibit skills in associative play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

APL4.1.3.IT1 Show interest in children who are playing nearby

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

APL4.1.3.IT2 Show preference for certain peers over time although these preferences may shift

GOLD® Objectives for Development and Learning

Objective 2d Makes friends

Objective 2d-2 Seeks a preferred playmate; shows pleasure when seeing a friend

APL4.1.3.IT3 Participate in play activities with a small group of children for short periods of time

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

APL4.1.4.IT1 Engage in simple social interactions with others (e.g., respond to smile)

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

Younger Preschool

APL4.1.1.PR Engage in associative play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

APL4.1.2.PR Participate in cooperative play activities with some adult guidance

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

Older Preschool

APL4.1.1.PK Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days



Learning Outcome

Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.

Standard (CONT...)

Demonstrate development of social interactions during play

Younger Preschool

APL4.1.3.PR Participate in play activities with a small group of children

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

Older Preschool

APL4.1.2.PK Demonstrate cooperative behavior, such as turn-taking, in interactions with others

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

Objective 3a Balances needs and rights of self and others

Objective 3a-6 Initiates the sharing of materials in the classroom and outdoors

APL4.1.3.PK Begin to accept and share leadership

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children



Domain	Creative Arts (CA)
Learning Outcome	Music - Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.
Standard	Demonstrate creative music expression

Infant	Younger Toddler	Older Toddler
CA1.1.1.IT1 Respond to music by moving own body <u>GOLD® Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression	CA1.1.1.IT2 Respond to music by moving own body <u>GOLD® Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression	CA1.1.1.IT3 Respond to music by moving own body <u>GOLD® Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression

Domain	Creative Arts (CA)
Learning Outcome	Music - Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.
Standard (CONT...)	Demonstrate creative music expression

Infant

CA1.1.2.IT1 Participate in diverse musical genres and styles

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA1.1.3.IT1 Experiment with vocalizations and sounds

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

CA1.1.4.IT1 React to familiar songs or music

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Younger Toddler

CA1.1.2.IT2 Participate in diverse musical genres and styles

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA1.1.3.IT2 Imitate sounds using voice or objects

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA1.1.4.IT2 Sing along to familiar songs

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA1.1.5.IT2 Respond to rhythmic patterns with objects

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Older Toddler

CA1.1.2.IT3 Participate in diverse musical genres and styles

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA1.1.3.IT3 Sing familiar songs

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Younger Preschool

CA1.1.1.PR Sing songs that use the voice in a variety of ways

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA1.1.2.PR Produce rhythmic patterns in music

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Older Preschool

CA1.1.1.PK Sing songs that use the voice in a variety of ways

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA1.1.2.PK Produce rhythmic patterns in music

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression



Domain	Creative Arts (CA)
Learning Outcome	Music - Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.
Standard (CONT...)	Demonstrate creative music expression

Younger Preschool

CA1.1.3.PR Describe feelings and reactions in response to diverse musical genres and styles

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA1.1.4.PR Listen and respond to music

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA1.1.5.PR Participate in experiences with musical instruments and singing to express creativity

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Older Preschool

CA1.1.3.PK Describe feelings and reactions in response to diverse musical genres and styles

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA1.1.4.PK Respond to changes heard in music

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA1.1.5.PK Use familiar rhymes, songs, chants, and musical instruments to express creativity

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression



Learning Outcome

Dance - Early learners develop foundational skills that support creative expression through movement.

Standard

Demonstrate creative movement expression

Infant

CA2.1.1.IT1 Respond to music with body movements

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Younger Toddler

CA2.1.1.IT2 Use whole body to respond to music

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Older Toddler

CA2.1.1.IT3 Use dance for self-expression

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts



Learning Outcome

Dance - Early learners develop foundational skills that support creative expression through movement.

Standard (CONT...)

Demonstrate creative movement expression

Younger Preschool

CA2.1.1.PR Convey ideas and emotions through creative movement expression (with or without music)

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Older Preschool

CA2.1.1.PK Convey ideas and emotions through creative movement expression (with or without music)

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

CA2.1.2.PK Purposefully select movements that communicate ideas, thoughts, and feelings

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Learning Outcome

Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.

Standard

Demonstrate creative expression through the visual art process or experience

Infant

CA3.1.1.IT1 Explore simple art materials

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Younger Toddler

CA3.1.1.IT2 Use simple art materials

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA3.1.2.IT2 Express preferences for certain art materials

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Older Toddler

CA3.1.1.IT3 Enjoy repetition of materials and experiences

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA3.1.2.IT3 Begin to explore additional art materials with adult support

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Younger Preschool

CA3.1.1.PR Use colors, lines, and shapes to communicate meaning

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Older Preschool

CA3.1.1.PK Identify and use colors, lines, and shapes found in the environment and in works of art

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts



Learning Outcome

Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.

Standard (CONT...)

Demonstrate creative expression through the visual art process or experience

Younger Preschool

Older Preschool

CA3.1.2.PR Explore various art-making processes and multiple media types with adult support

GOLD® Objectives for Development and Learning
Objective 33 Explores the visual arts

CA3.1.2.PK Engage in self-directed exploration of various artmaking processes and multiple media types including digital

GOLD® Objectives for Development and Learning
Objective 33 Explores the visual arts

CA3.1.3.PK Share details about why they are using specific colors or materials

GOLD® Objectives for Development and Learning
Objective 33 Explores the visual arts

Learning Outcome

Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.

Standard

Demonstrate creative expression through visual art production and presentation

Infant

Younger Toddler

Older Toddler

CA3.2.1.IT1 Respond to various textures and sensory materials

GOLD® Objectives for Development and Learning
Objective 33 Explores the visual arts

CA3.2.1.IT2 Explore a variety of media

GOLD® Objectives for Development and Learning
Objective 33 Explores the visual arts

CA3.2.1.IT3 Use a variety of media

GOLD® Objectives for Development and Learning
Objective 33 Explores the visual arts



Learning Outcome

Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.

Standard (CONT...)

Demonstrate creative expression through visual art production and presentation

Younger Preschool

CA3.2.1.PR Progress in ability to create drawings, models, and other art using a variety of materials

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA3.2.2.PR Develop growing ability to plan, work independently, and demonstrate care in a variety of art

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA3.2.3.PR Show interest in creating and displaying individualized artwork

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Older Preschool

CA3.2.1.PK Progress in ability to create drawings, models, and other art using a variety of materials

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

Objective 14a-6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

Objective 33 Explores the visual arts

CA3.2.2.PK Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA3.2.3.PK Create, save, and display individualized artwork

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Learning Outcome

Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.

Standard

Demonstrate creative expression through art appreciation

Infant

CA3.3.1.IT1 Show preference for particular visual stimuli

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Younger Toddler

CA3.3.1.IT2 Express likes or dislikes of certain colors or patterns

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA3.3.2.IT2 Look at pictures, photographs, and illustrations

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Older Toddler

CA3.3.1.IT3 Communicate preferences while looking at pictures, photographs, and illustrations

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA3.3.2.IT3 Compare and contrast own creations and those of others

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts



Learning Outcome

Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.

Standard (CONT...)

Demonstrate creative expression through art appreciation

Younger Preschool

Older Preschool

CA3.3.1.PR Observe and discuss art forms

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA3.3.1.PK Observe and discuss art forms

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA3.3.2.PR Reflect on differences and preferences as encounters artwork

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA3.3.2.PK Reflect on differences and preferences as encounters artwork

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA3.3.3.PR Share ideas about personal creative work

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA3.3.3.PK Share ideas about personal creative work

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

Objective 14a-6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

Objective 33 Explores the visual arts

CA3.3.4.PR Identify where art is displayed in the learning environment and begin to identify places it may be displayed outside of it

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA3.3.4.PK Identify where art is displayed in the learning environment and begin to identify places it may be displayed outside of it

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Learning Outcome

Dramatic Play - Early learners develop foundational skills that support creative expression and interaction through dramatic play.

Standard

Demonstrate creative expression through dramatic play

Infant

Younger Toddler

Older Toddler

CA4.1.1.IT1 Engage in onlooker play

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-2 Imitates actions of others during play; uses real objects as props

CA4.1.1.IT2 Engage in solitary play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

CA4.1.1.IT3 Engage in parallel play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups



**Learning
Outcome**

Dramatic Play - Early learners develop foundational skills that support creative expression and interaction through dramatic play.

**Standard
(CONT...)**

Demonstrate creative expression through dramatic play

Infant

CA4.1.2.IT1 Begin to exhibit skills in solitary play

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-2 Imitates actions of others during play; uses real objects as props

CA4.1.3.IT1 Begin to imitate the actions and expressions of caregivers

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-2 Imitates actions of others during play; uses real objects as props

CA4.1.4.IT1 Begin to recognize that certain actions will draw responses

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-2 Imitates actions of others during play; uses real objects as props

Younger Toddler

CA4.1.2.IT2 Begin to exhibit skills in parallel play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

CA4.1.3.IT2 Use objects as symbols for other things

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-2 Imitates actions of others during play; uses real objects as props

CA4.1.4.IT2 Demonstrate simple character/animal sounds with motions

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Older Toddler

CA4.1.2.IT3 Begin to exhibit skills in associative play

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

CA4.1.3.IT3 Spontaneously pretend to take on the characteristics of a person, character, or animal

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

CA4.1.4.IT3 Express self through dramatic play

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

Objective 36 Explores drama through actions and language



**Learning
Outcome**

Dramatic Play - Early learners develop foundational skills that support creative expression and interaction through dramatic play.

**Standard
(CONT...)**

Demonstrate creative expression through dramatic play

Younger Preschool

CA4.1.1.PR Engage in associative and cooperative play

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

CA4.1.2.PR Participate freely in dramatic play experiences that become of increased duration and complexity

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

Objective 36 Explores drama through actions and language

CA4.1.3.PR Use a variety of props to demonstrate themes about life experiences, ideas, and feelings

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

Older Preschool

CA4.1.1.PK Engage in associative and cooperative play

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days

Objective 2c Interacts with peers

Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

CA4.1.2.PK Participate freely in dramatic play experiences that become of increased duration and complexity

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days

Objective 36 Explores drama through actions and language

CA4.1.3.PK Role play imaginary events and characters

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days



Domain	Physical Health and Growth (PHG)		
Learning Outcome	Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.		
Standard	Demonstrate development of healthy practices		
Infant	Younger Toddler	Older Toddler	
PHG1.1.1.IT1 Participate passively in health and hygiene-related behaviors initiated by an adult <u>GOLD® Objectives for Development and Learning</u> Objective 1c Takes care of own needs appropriately Objective 1c-2 Indicates needs and wants; participates as adult attends to needs	PHG1.1.1.IT2 Participate with adult support in health and hygiene-related behaviors <u>GOLD® Objectives for Development and Learning</u> Objective 1c Takes care of own needs appropriately Objective 1c-4 Seeks to do things for self	PHG1.1.1.IT3 Practice health and hygiene-related behaviors with reminders <u>GOLD® Objectives for Development and Learning</u> Objective 1c Takes care of own needs appropriately Objective 1c-6 Demonstrates confidence in meeting own needs	

Domain	Physical Health and Growth (PHG)
Learning Outcome	Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
Standard (CONT...)	Demonstrate development of healthy practices

Younger Toddler

PHG1.1.2.IT2 Imitate personal health practices

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Older Toddler

PHG1.1.2.IT3 Imitate an experience of participating in a doctor or dentist visit

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

Younger Preschool

PHG1.1.1.PR Demonstrate health and hygiene-related behaviors with reminders

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PHG1.1.2.PR Identify the difference between sick and well

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PHG1.1.3.PR Engage in sociodramatic play to demonstrate the roles of medical professionals

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

Older Preschool

PHG1.1.1.PK Demonstrate health and hygiene-related behaviors with minimal prompting

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being

PHG1.1.2.PK Communicate practices that promote healthy living and prevent illness for self and family members

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being

PHG1.1.3.PK Engage in sociodramatic play to demonstrate the roles of medical professionals

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days



Learning Outcome

Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.

Standard

Demonstrate development of safety practices

Infant

PHG1.2.1.IT1 Use key adults as a secure base when exploring the learning environment

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-4 Uses trusted adult as a secure base from which to explore the world

PHG1.2.2.IT1 Seek reassurance from a trusted adult when encountering an unfamiliar person/object

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-4 Uses trusted adult as a secure base from which to explore the world

Younger Toddler

PHG1.2.1.IT2 Demonstrate awareness of danger

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

PHG1.2.2.IT2 Respond to adult direction to change behavior to avoid danger or prevent injuries

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

Older Toddler

PHG1.2.1.IT3 Demonstrate awareness of danger

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PHG1.2.2.IT3 Recall behaviors that prevent injuries

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PHG1.2.3.IT3 Respond to adult guidance and direction regarding safety

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

Younger Preschool

PHG1.2.1.PR Identify ways to play safely

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PHG1.2.2.PR Follow simple safety rules while participating in activities

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

Older Preschool

PHG1.2.1.PK Demonstrate basic safety knowledge

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being

PHG1.2.2.PK Alert others to possible danger

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being



Learning Outcome

Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.

Standard (CONT...)

Demonstrate development of safety practices

Older Preschool

PHG1.2.3.PK Participate, with adult support, to develop safety rules for an activity

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

Learning Outcome

Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.

Standard

Demonstrate development of nutrition awareness

Infant

PHG1.3.1.IT1 Express when hungry or full

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

PHG1.3.2.IT1 Show food preferences

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

Younger Toddler

PHG1.3.1.IT2 Express when hungry or full

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

PHG1.3.2.IT2 Try new foods

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Older Toddler

PHG1.3.1.IT3 Express when hungry or full

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PHG1.3.2.IT3 Make simple food choices depending on personal and cultural preference

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs



Learning Outcome

Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.

Standard (CONT...)

Demonstrate development of nutrition awareness

Infant

PHG1.3.3.IT1 Begin following a regular eating routine

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

Younger Toddler

PHG1.3.3.IT2 Follow a regular eating routine

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Older Toddler

PHG1.3.3.IT3 Communicate about various characteristics of food

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Younger Preschool

PHG1.3.1.PR Respond to physical cues when hungry, full, or thirsty

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PHG1.3.2.PR Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PHG1.3.3.PR Participate in preparation of a simple, healthy snack

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PHG1.3.4.PR Express preferences about food

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Older Preschool

PHG1.3.1.PK Respond to physical cues when hungry, full, or thirsty

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being

PHG1.3.2.PK Communicate about variety and amount of food needed to be healthy

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being

PHG1.3.3.PK Participate in preparation of a simple, healthy snack

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being

PHG1.3.4.PK Name food and beverages that help to build healthy bodies

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being



Learning Outcome

Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.

Standard (CONT...)

Demonstrate development of nutrition awareness

Older Preschool

PHG1.3.5.PK Describe physical features of fruits and vegetables

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

PHG1.3.6.PK Begin to describe where fruits and vegetables come from

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Learning Outcome

Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.

Standard

Demonstrate how the five senses support processing information

Infant

PHG2.1.1.IT1 Manipulate objects to see what will happen

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-2 Uses senses to explore the immediate environment

PHG2.1.2.IT1 Use senses to explore surroundings

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-2 Uses senses to explore the immediate environment

Younger Toddler

PHG2.1.1.IT2 Try a new action with a familiar object

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

PHG2.1.2.IT2 Interact with their physical environment using tactile, visual, auditory, olfactory, and gustatory senses

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-4 Explores and investigates ways to make something happen

Older Toddler

PHG2.1.1.IT3 Test objects to determine their purpose

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-4 Explores and investigates ways to make something happen

PHG2.1.2.IT3 Interact with their physical environment using tactile, visual, auditory, olfactory, and gustatory senses

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-4 Explores and investigates ways to make something happen



Learning Outcome

Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.

Standard (CONT...)

Demonstrate how the five senses support processing information

Infant

PHG2.1.3.IT1 Demonstrate awareness of different textures of food

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-2 Uses senses to explore the immediate environment

Younger Preschool

PHG2.1.1.PR Take things apart and attempt to put them back together

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

Older Preschool

PHG2.1.1.PK Take things apart and invent new structures using the parts

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

PHG2.1.2.PR Use tactile, visual, auditory, olfactory, and gustatory information to accomplish tasks

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

PHG2.1.2.PK Use tactile, visual, auditory, olfactory, and gustatory information to accomplish tasks

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

Learning Outcome

Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.

Standard

Demonstrate development of body awareness and physical activity

Infant

PHG2.2.1.IT1 Show awareness of own body and start to move intentionally

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

Younger Toddler

PHG2.2.1.IT2 Identify basic body parts

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Older Toddler

PHG2.2.1.IT3 Identify basic body parts

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self



Learning Outcome

Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.

Standard (CONT...)

Demonstrate development of body awareness and physical activity

Infant

PHG2.2.2.IT1 Interact with adults in physical activities

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-2 Demonstrates a secure attachment to one or more adults

Younger Toddler

PHG2.2.2.IT2 Use trial and error to discover how the body and objects move through space

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

Older Toddler

PHG2.2.2.IT3 Demonstrate awareness of own body in space and in relationship to objects

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-6 Moves purposefully from place to place with control

PHG2.2.3.IT2 Use simple movement skills to participate in active physical play

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

PHG2.2.3.IT3 Participate in active physical play and structured activities requiring spontaneous and instructed body movements

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

Objective 4 Demonstrates traveling skills

Objective 4-6 Moves purposefully from place to place with control

Younger Preschool

PHG2.2.1.PR Identify and describe function of body parts

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

PHG2.2.2.PR Demonstrate awareness of own body in relation to other people and objects through play activities

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-6 Moves purposefully from place to place with control

Older Preschool

PHG2.2.1.PK Identify and describe function of body parts

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

PHG2.2.2.PK Demonstrate awareness of own body in relation to other people and objects through play activities

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-8 Coordinates increasingly complex movements in play and games



**Learning
Outcome**

Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.

**Standard
(CONT...)**

Demonstrate development of body awareness and physical activity

Younger Preschool

PHG2.2.3.PR Participate in structured and unstructured active physical play, exhibiting increasing strength and stamina for sustained periods of time

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

PHG2.2.4.PR Demonstrate basic understanding that physical activity helps the body grow and be healthy

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

PHG2.2.5.PR Begin to recognize the relationship between moving your body fast and how your body responds to this movement

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Older Preschool

PHG2.2.3.PK Participate in structured and unstructured active physical play, exhibiting increasing strength and stamina for sustained periods of time

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-8 Coordinates increasingly complex movements in play and games

PHG2.2.4.PK Demonstrate basic understanding that physical activity helps the body grow and be healthy

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 35 Explores dance and movement concepts

PHG2.2.5.PK Begin to recognize the relationship between moving your body fast and how your body responds to this movement

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-8 Coordinates increasingly complex movements in play and games



Learning Outcome

Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.

Standard

Demonstrate development of fine and gross motor coordination

Infant

PHG3.1.1.IT1 Demonstrate hand-eye coordination and participate in a variety of activities to enhance coordination

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-2 Reaches, grasps, and releases objects

Objective 7a Uses fingers and hands

Objective 7a-2 Reaches for, touches, and holds objects purposefully

PHG3.1.2.IT1 Begin to develop coordination and balance, often with support

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-2 Balances while exploring immediate environment

PHG3.1.3.IT1 Develop control of head and back, progressing to arms and legs

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

Objective 5 Demonstrates balancing skills

Objective 5-2 Balances while exploring immediate environment

Younger Toddler

PHG3.1.1.IT2 Gain control of hands and fingers

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-4 Uses fingers and whole-arm movements to manipulate and explore objects

PHG3.1.2.IT2 Begin to develop coordination and balance, requiring less support

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-4 Experiments with different ways of balancing

Older Toddler

PHG3.1.1.IT3 Use hand-eye coordination to manipulate smaller objects with increasing control

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

PHG3.1.2.IT3 Develop coordination and balance

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

PHG3.1.3.IT3 Develop gross motor control for a range of physical activities

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-6 Moves purposefully from place to place with control

Younger Preschool

PHG3.1.1.PR Refine grasp to manipulate tools and objects

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

PHG3.1.2.PR Demonstrate coordination and balance

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

Older Preschool

PHG3.1.1.PK Perform fine-motor tasks that require small-muscle strength and control

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-8 Uses small, precise finger and hand movements

PHG3.1.2.PK Demonstrate coordination and balance in a variety of activities

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences



PHG3.1.3.PR Coordinate movements to perform a task

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-6 Moves purposefully from place to place with control



Learning Outcome

Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.

Standard (CONT...)

Demonstrate development of fine and gross motor coordination

Older Preschool

PHG3.1.3.PK Coordinate movements to perform a complex task

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

Learning Outcome

Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.

Standard

Demonstrate development of oral motor skills

Infant

PHG3.2.1.IT1 Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

Objective 9b-2 Babbles strings of single consonant sounds and combines sounds

Younger Toddler

PHG3.2.1.IT2 Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Older Toddler

PHG3.2.1.IT3 Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Younger Preschool

PHG3.2.1.PR Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs



Learning Outcome

Personal Care - Early learners develop foundational skills that support the independent care of one's self.

Standard

Demonstrate increased independence in personal care routines

Infant

PHG4.1.1.IT1 Participate passively in dressing and undressing self

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

PHG4.1.2.IT1 Help with self-feeding

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

Younger Toddler

PHG4.1.1.IT2 Show interest in assisting with personal body care practices

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

PHG4.1.2.IT2 Show interest in assisting with dressing and undressing self

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

PHG4.1.3.IT2 Able to feed self with some assistance

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

PHG4.1.4.IT2 Exhibit beginning awareness of toileting needs

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Older Toddler

PHG4.1.1.IT3 Participate with adult support in personal body care practices

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PHG4.1.2.IT3 Participate with adult support in dressing and undressing self

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PHG4.1.3.IT3 Communicate toileting needs

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PHG4.1.4.IT3 Able to feed self with minimal assistance

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Younger Preschool

PHG4.1.1.PR Attend to personal body care practices with reminders

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Older Preschool

PHG4.1.1.PK Attend to personal body care practices with minimal adult support

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being



**Learning
Outcome**

Personal Care - Early learners develop foundational skills that support the independent care of one's self.

**Standard
(CONT...)**

Demonstrate increased independence in personal care routines

Younger Preschool

Older Preschool

PHG4.1.2.PR Independently feed self

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PHG4.1.2.PK Independently feed self using utensils

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being

PHG4.1.3.PR Independently dress and undress self

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PHG4.1.3.PK Independently dress and undress self

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being

PHG4.1.4.PR Independently attend to toileting needs

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PHG4.1.4.PK Independently attend to toileting needs

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being

