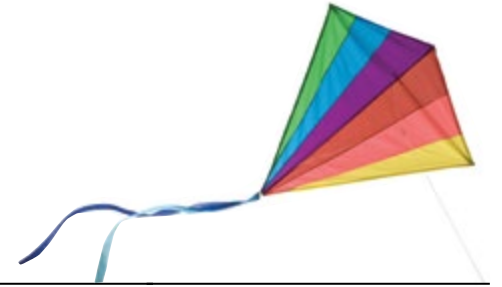**TeachingStrategies®**

Alignment of

Objectives for Development & Learning

WITH

Teaching Strategies Objectives for Development and Learning (ODL)

aligned to

Utah Core Standards for Early Learning
For Ages 3-5

Standards adopted 2023

STANDARD / AREA OF LEARNING		English Language Arts Standards—Age 3
OBJECTIVE / STRAND	**1**	**SPEAKING AND LISTENING (P3.SL)**
INDICATOR / CLUSTER	**P3.SL.1.**	**With prompting and support, participate in conversations with peers and adults.**
EXPECTATION / STANDARD	a.	Begin to recognize rules for discussion such as listening to others, staying on topic, and taking turns speaking.
		Gold Objectives for Development and Learning
		Objective 10 Uses appropriate conversational and other communication skills
		10b. Uses social rules of language
		Objective 10a.6 Engages in conversations of at least three exchanges
EXPECTATION / STANDARD	b.	Follow one-step directions.
		Gold Objectives for Development and Learning
		Objective 08 Listens to and understands increasingly complex language
		8b. Follows directions
		Objective 8b.4 Responds to simple verbal requests not accompanied by gestures
STANDARD / AREA OF LEARNING		English Language Arts Standards—Age 3
OBJECTIVE / STRAND	**1**	**SPEAKING AND LISTENING (P3.SL)**

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INDICATOR / CLUSTER	P3.SL.2.	With prompting and support, speak clearly and audibly enough to be understood by familiar adults to communicate wants and needs. **Gold Objectives for Development and Learning** **Objective 09 Uses language to express thoughts and needs** **9b. Speaks clearly** Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
INDICATOR / CLUSTER	P3.SL.3.	With prompting and support, use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting. **Gold Objectives for Development and Learning** **Objective 09 Uses language to express thoughts and needs** **9b. Speaks clearly** Objective 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly **Objective 09 Uses language to express thoughts and needs** **9c. Uses conventional grammar** Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

STANDARD / AREA OF LEARNING		**English Language Arts Standards—Age 3**
OBJECTIVE / STRAND	**2**	**READING (P3.R)**
INDICATOR / CLUSTER	**P3.R.1.**	**Demonstrate mastery of age-appropriate concepts of print.**
EXPECTATION / STANDARD	a.	With prompting and support, correctly hold a book and recognize that print is read from top to bottom, left to right, and from front to back. **Gold Objectives for Development and Learning** **Objective 17 Demonstrates knowledge of print and its uses** **17b. Uses print concepts** Objective 17b.4 Indicates where to start reading and the direction to follow
EXPECTATION / STANDARD	b.	With prompting and support, begin to recognize frequently seen letters and words, and recognize own name in print. **Gold Objectives for Development and Learning** **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition** **15d. Applies phonics concepts and knowledge of word structure to decode text** Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word

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STANDARD / AREA OF LEARNING		English Language Arts Standards—Age 3
OBJECTIVE / STRAND	**2**	**READING (P3.R)**
INDICATOR / CLUSTER	**P3.R.2.**	**Demonstrate mastery of age-appropriate phonological awareness skills.(for example, clap children's names).**
EXPECTATION / STANDARD	a.	With prompting and support, explore rhyming words and alliteration. **Gold Objectives for Development and Learning** **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition** **15a. Notices and discriminates rhyme** Objective 15a.2 Joins in rhyming songs and games **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition** **15b. Notices and discriminates alliteration** Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds
EXPECTATION / STANDARD	b.	With prompting and support, explore syllables in simple words. **Gold Objectives for Development and Learning** **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition** **15c. Notices and discriminates discrete units of sound** Objective 15c.4 Shows awareness of separate syllables in words
EXPECTATION / STANDARD	c.	With prompting and support, identify initial sounds in spoken language. **Gold Objectives for Development and Learning** **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition** **15b. Notices and discriminates alliteration** Objective 15b.6 Matches beginning sounds of some words

STANDARD / AREA OF LEARNING		English Language Arts Standards—Age 3
OBJECTIVE / STRAND	**2**	**READING (P3.R)**
INDICATOR / CLUSTER	**P3.R.3.**	**Demonstrate mastery of age-appropriate phonics skills.**
EXPECTATION / STANDARD	a.	With prompting and support, begin to identify seven or more consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle). **Gold Objectives for Development and Learning** **Objective 16 Demonstrates knowledge of the alphabet** **16a Identifies and names letters** Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name **Objective 16 Demonstrates knowledge of the alphabet**

16b. Identifies letter-sound correspondences
Objective 16b.2 Identifies the sounds of a few letters

EXPECTATION / STANDARD	b.	With prompting and support, begin to identify one or more vowel names and short vowel sounds using one-to-one letter-sound correspondence (alphabetic principle). **Gold Objectives for Development and Learning** **Objective 16 Demonstrates knowledge of the alphabet** **16a Identifies and names letters** Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name **Objective 16 Demonstrates knowledge of the alphabet** **16b. Identifies letter-sound correspondences** Objective 16b.2 Identifies the sounds of a few letters
STANDARD / AREA OF LEARNING		**English Language Arts Standards—Age 3**
OBJECTIVE / STRAND	**2**	**READING (P3.R)**
INDICATOR / CLUSTER	P3.R.4.	Begins in kindergarten. **No Correlations**
INDICATOR / CLUSTER	P3.R.5.	With prompting and support, ask and answer simple questions about a text. (RL & RI) **Gold Objectives for Development and Learning** **Objective 18 Comprehends and responds to books and other texts** **18a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR / CLUSTER	P3.R.6.	With prompting and support, begin to retell simple texts. (RL & RI) **Gold Objectives for Development and Learning** **Objective 18 Comprehends and responds to books and other texts** **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
INDICATOR / CLUSTER	P3.R.7.	With prompting and support, begin to retell simple texts. (RL & RI) **Gold Objectives for Development and Learning** **Objective 18 Comprehends and responds to books and other texts** **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

INDICATOR / CLUSTER	P3.R.8.	Begins in P4.
		No Correlations
INDICATOR / CLUSTER	P3.R.9.	Begins in kindergarten.
		No Correlations
INDICATOR / CLUSTER	P3.R.10.	Begins in grade 1.
		No Correlations
INDICATOR / CLUSTER	P3.R.11.	Begins in grade 4.
		No Correlations
INDICATOR / CLUSTER	P3.R.12.	Begins in grade 2.
		No Correlations
INDICATOR / CLUSTER	P3.R.13.	Begins in grade 2.
		No Correlations
INDICATOR / CLUSTER	P3.R.14.	Begins in grade 2.
		No Correlations

STANDARD / AREA OF LEARNING		**English Language Arts Standards—Age 3**
OBJECTIVE / STRAND	**3**	**WRITING (P3.W)**
INDICATOR / CLUSTER	P3.W.1-3.	With prompting and support, begin to experiment with speaking and writing while representing ideas visually (e.g., scribbles, stamps, stickers, or gluing pictures on paper).
		Gold Objectives for Development and Learning
		Objective 19 Demonstrates writing skills
		19b. Writes to convey ideas and information
		Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message

STANDARD / AREA OF LEARNING		**English Language Arts Standards—Age 3**
OBJECTIVE / STRAND	**3**	**WRITING (P3.W)**
INDICATOR / CLUSTER	**P3.W.4.**	**Participate in shared writing projects.**

EXPECTATION / STANDARD	a.	With prompting and support, recall information from experiences or learned information and share it with others. **Gold Objectives for Development and Learning** **Objective 9 Uses language to express thoughts and needs** **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
EXPECTATION / STANDARD	b.	With prompting and support, interact and collaborate with others. **Gold Objectives for Development and Learning** **Objective 2 Establishes and sustains positive relationships** **2c Interacts with peers** Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

STANDARD / AREA OF LEARNING		**English Language Arts Standards—Age 3**
OBJECTIVE / STRAND	**3**	**WRITING (P3.W)**
INDICATOR / CLUSTER	P3.W.5.	With prompting and support, print some age-appropriate prewriting strokes. **Gold Objectives for Development and Learning** **Objective 19 Demonstrates writing skills** **19a Writes name** Objective 19a.4 Makes controlled linear scribbles

STANDARD / AREA OF LEARNING		**Fine Arts Standards—Age 3**
OBJECTIVE / STRAND	**1**	**DRAMA**
INDICATOR / CLUSTER	FA 3 yr.1.1.	With prompting and support, express ideas, information, and feelings through dramatic play. **Gold Objectives for Development and Learning** **Objective 14 Uses symbols and images to represent something not present** **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**

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INDICATOR / CLUSTER	FA 3 yr.1.2.	With prompting and support, attend to an adult telling stories or nursery rhymes and act out different parts.
		Gold Objectives for Development and Learning **Objective 14 Uses symbols and images to represent something not present** **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**
INDICATOR / CLUSTER	FA 3 yr.1.3.	Imitate real-life or pretend roles in play. **Gold Objectives for Development and Learning** **Objective 14 Uses symbols and images to represent something not present** **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**
INDICATOR / CLUSTER	FA 3 yr.1.4.	With prompting and support, begin to work independently and cooperatively in dramatic play. **Gold Objectives for Development and Learning** **Objective 02 Establishes and sustains positive relationships** **2c. Interacts with peers** Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children **Objective 14 Uses symbols and images to represent something not present** **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
INDICATOR / CLUSTER	FA 3 yr.1.5.	With prompting and support, attend to and show appreciation for the dramatization of others (for example, clap, high fives, "good job"). **Gold Objectives for Development and Learning** **Objective 02 Establishes and sustains positive relationships** **2c. Interacts with peers** Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children **Objective 14 Uses symbols and images to represent something not present**

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

INDICATOR / CLUSTER	FA 3 yr.1.6.	With prompting and support, participate in a scene or play with a beginning and end.
		Gold Objectives for Development and Learning **Objective 14 Uses symbols and images to represent something not present** **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 **Objective 36 Explores drama through actions and language**

STANDARD / AREA OF LEARNING		**Fine Arts Standards—Age 3**
OBJECTIVE / STRAND	**2**	**DANCE**
INDICATOR / CLUSTER	FA 3 yr.2.1.	Move in rhythm with the music. **Gold Objectives for Development and Learning** **Objective 35 Explores dance and movement concepts**
INDICATOR / CLUSTER	FA 3 yr.2.2.	Move the body to express feelings and ideas. **Gold Objectives for Development and Learning** **Objective 14 Uses symbols and images to represent something not present** **14 a. Thinks symbolically** Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas **Objective 35 Explores dance and movement concepts**
INDICATOR / CLUSTER	FA 3 yr.2.3.	Demonstrate self-regulation through large motor balance, stability, and control in dance within a defined space. **Gold Objectives for Development and Learning** **Objective 04 Demonstrates traveling skills** Objective 4.8 Coordinates increasingly complex movements in play and games **Objective 05 Demonstrates balancing skills** Objective 5.6 Sustains balance during simple movement experiences **Objective 35 Explores dance and movement concepts**
INDICATOR / CLUSTER	FA 3 yr.2.4.	Find different ways to control movements of the body, arms, and legs to develop coordination and mobility. **Gold Objectives for Development and Learning**

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Objective 04 Demonstrates traveling skills
Objective 4.8 Coordinates increasingly complex movements in play and games
Objective 05 Demonstrates balancing skills
Objective 5.6 Sustains balance during simple movement experiences

INDICATOR / CLUSTER	FA 3 yr.2.5.	With prompting and support, begin to dance with others while respecting space boundaries and maintaining body control. **Gold Objectives for Development and Learning** **Objective 2 Establishes and sustains positive relationships** **2c Interacts with peers** Objective 2c.8 Interacts cooperatively in groups of four or five children **Objective 35 Explores dance and movement concepts**
STANDARD / AREA OF LEARNING		**Fine Arts Standards—Age 3**
OBJECTIVE / STRAND	**3**	**MUSIC**
INDICATOR / CLUSTER	FA 3 yr.3.1.	With prompting and support, participate in listening to and singing simple songs and fingerplays. **Gold Objectives for Development and Learning** **Objective 34 Explores musical concepts and expression**
INDICATOR / CLUSTER	FA 3 yr.3.2.	Explore and experiment with musical instruments. **Gold Objectives for Development and Learning** **Objective 34 Explores musical concepts and expression**
INDICATOR / CLUSTER	FA 3 yr.3.3.	Show awareness and appreciation of different kinds of music. **Gold Objectives for Development and Learning** **Objective 34 Explores musical concepts and expression**
INDICATOR / CLUSTER	FA 3 yr.3.4.	With prompting and support, express thoughts, feelings, and energy through music. **Gold Objectives for Development and Learning** **Objective 34 Explores musical concepts and expression**
INDICATOR / CLUSTER	FA 3 yr.3.5.	With prompting and support, begin to explore folk songs and singing games from various cultures. **Gold Objectives for Development and Learning** **Objective 30 Shows basic understanding of people and how they live** **Objective 34 Explores musical concepts and expression**

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INDICATOR / CLUSTER	FA 3 yr.3.6.	With prompting and support, begin to identify favorite songs.
		Gold Objectives for Development and Learning **Objective 34 Explores musical concepts and expression**

STANDARD / AREA OF LEARNING		**Fine Arts Standards—Age 3**

OBJECTIVE / STRAND	**4**	**VISUAL ARTS**
INDICATOR / CLUSTER	FA 3 yr.4.1.	Show interest and create works of art using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.). **Gold Objectives for Development and Learning** **Objective 14 Uses symbols and images to represent something not present** **14a. Thinks symbolically** Objective 14a.4 Draws or constructs, and then identifies what it is **Objective 33 Explores the visual arts**
INDICATOR / CLUSTER	FA 3 yr.4.2.	Recognize basic colors (for example, red, yellow, blue, orange, purple and green). **Gold Objectives for Development and Learning** **Objective 9 Uses language to express thoughts and needs** **9a Uses an expanding and expressive vocabulary** Objective 9a.4 Names familiar people, animals, and objects **Objective 33 Explores the visual arts**
INDICATOR / CLUSTER	FA 3 yr.4.3.	With prompting and support, explore and identify physical characteristics of the environment including colors, textures, and light. **Gold Objectives for Development and Learning** **Objective 33 Explores the visual arts**
INDICATOR / CLUSTER	FA 3 yr.4.4.	With prompting and support, talk with peers and/or adults about the art they created. **Gold Objectives for Development and Learning** **Objective 14 Uses symbols and images to represent something not present** **14a Thinks symbolically** Objective 14a.4 Draws or constructs, and then identifies what it is **Objective 33 Explores the visual arts**
INDICATOR / CLUSTER	FA 3 yr.4.5.	With prompting and support, select art objects to display, including paintings, photos of block design, sculptures, etc.

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Gold Objectives for Development and Learning
Objective 33 Explores the visual arts

STANDARD / AREA OF LEARNING		**Health Standards—Age 3**
OBJECTIVE / STRAND	**1**	**HUMAN DEVELOPMENT**
INDICATOR / CLUSTER	HE 3 yr.1.1.	Participate in and develop personal hygiene and care. **Gold Objectives for Development and Learning** **Objective 01 Regulates own emotions and behaviors** **1c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR / CLUSTER	HE 3 yr.1.2.	Develop an awareness between appropriate and inappropriate touch. **Gold Objectives for Development and Learning** **Objective 01 Regulates own emotions and behaviors** **1c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / AREA OF LEARNING		**Health Standards—Age 3**
OBJECTIVE / STRAND	**2**	**HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF**
INDICATOR / CLUSTER	HE 3 yr.2.1.	With prompting and support, recognize trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe. **Gold Objectives for Development and Learning** **Objective 02 Establishes and sustains positive relationships** **2a. Forms relationships with adults** Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR / CLUSTER	HE 3 yr.2.2.	Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel and associative play. **Gold Objectives for Development and Learning** **Objective 02 Establishes and sustains positive relationships** **2c. Interacts with peers** Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
INDICATOR / CLUSTER	HE 3 yr.2.3.	With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.

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Gold Objectives for Development and Learning
Objective 02 Establishes and sustains positive relationships
2b. Responds to emotional cues
Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
Objective 02 Establishes and sustains positive relationships
2c. Interacts with peers
Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
Objective 03 Participates cooperatively and constructively in group situations
3b. Solves social problems
Objective 3b.6 Suggest solutions to social problems

INDICATOR / CLUSTER	HE 3 yr.2.4.	With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).

Gold Objectives for Development and Learning
Objective 02 Establishes and sustains positive relationships
2c. Interacts with peers
Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

STANDARD / AREA OF LEARNING		**Health Standards—Age 3**
OBJECTIVE / STRAND	**3**	**MENTAL AND EMOTIONAL HEALTH**
INDICATOR / CLUSTER	HE 3 yr.3.1.	With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).

Gold Objectives for Development and Learning
Objective 1 Regulates own emotions and behaviors
1a Manages feelings
Objective 1 Regulates own emotions and behaviors
1c Takes care of own needs appropriately

INDICATOR / CLUSTER	HE 3 yr.3.2.	With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).

Gold Objectives for Development and Learning
Objective 01 Regulates own emotions and behaviors
1a. Manages feelings
Objective 1a.6 Is able to look at a situation differently or delay gratification

| INDICATOR / CLUSTER | HE 3 yr.3.3. | With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.

Gold Objectives for Development and Learning
 Objective 01 Regulates own emotions and behaviors
1a. Manages feelings
Objective 1a.8 Controls strong emotions in an appropriate manner, most of the time.
Objective 01 Regulates own emotions and behaviors
1b. Follows limits and expectations
Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders |
| --- | --- | --- |

STANDARD / AREA OF LEARNING   **Health Standards—Age 3**

OBJECTIVE / STRAND	**4**	**NUTRITION**
INDICATOR / CLUSTER	HE 3 yr.4.1.	Begin to identify the difference between healthy and less healthy food choices.

Gold Objectives for Development and Learning
Objective 1 Regulates own emotions and behaviors
1c Takes care of own needs appropriately
Objective 1c.8 Take responsibility for own well-being |
| INDICATOR / CLUSTER | HE 3 yr.4.2. | Begin to identify why eating healthy food is important.

Gold Objectives for Development and Learning
Objective 1 Regulates own emotions and behaviors
1c Takes care of own needs appropriately
Objective 1c.8 Take responsibility for own well-being |
| INDICATOR / CLUSTER | HE 3 yr.4.3. | With prompting and support, try new foods from a variety of food groups.

Gold Objectives for Development and Learning
Objective 1 Regulates own emotions and behaviors
1c Takes care of own needs appropriately
Objective 1c.8 Take responsibility for own well-being |

STANDARD / AREA OF LEARNING   **Lifelong Learning Practices Standards—Age 3**

OBJECTIVE / STRAND		**LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING**
INDICATOR / CLUSTER	**1**	**SELF-REGULATION AND EXECUTIVE FUNCTIONING**
EXPECTATION / STANDARD	LLP 3 yr.1.1.	With prompting and support, begin to develop the ability to self-regulate external behaviors (for example, during music and movement, students will learn how to start and stop their

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own body, notice when they are tired, or need to be active).

Gold Objectives for Development and Learning
Objective 01 Regulates own emotions and behaviors
1a. Manages feelings
Objective 1a.6 Is able to look at a situation differently or delay gratification

EXPECTATION / STANDARD	LLP 3 yr.1.2.	With prompting and support, begin to develop the ability to focus attention on key components of an object or task (Attention focusing, for example, follow the sequence of a story or conversation). **Gold Objectives for Development and Learning** **Objective 11 Demonstrates Positive Approaches to Learning** **11a Attends and Engages** Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
EXPECTATION / STANDARD	LLP 3 yr.1.3.	With prompting and support, begin to develop strategies for connecting and remembering information (Working memory and information processing, for example, review the pictures on the daily schedule to see what activity comes before recess). **Gold Objectives for Development and Learning** **Objective 12 Remembers and connects experiences** **12b Remembers and connects experiences** Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
EXPECTATION / STANDARD	LLP 3 yr.1.4.	With prompting and support, begin to develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains that she took a deep breath to help herself calm down). **Gold Objectives for Development and Learning** **Objective 01 Regulates own emotions and behaviors** **1a. Manages feelings** Objective 1a.6 Is able to look at a situation differently or delay gratification
STANDARD / AREA OF LEARNING		**Lifelong Learning Practices Standards—Age 3**
OBJECTIVE / STRAND		**LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING**
INDICATOR / CLUSTER	**2**	**LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)**
EXPECTATION / STANDARD		**INITIATIVE**
INDICATOR	LLP 3 yr.2.1.	With prompting and support, begin to express a simple plan and identify steps to accomplish a task or sustain play (for example, children draw or describe what they want to do during

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play).

Gold Objectives for Development and Learning
Objective 14 Uses symbols and images to represent something not present
14a Thinks symbolically
Objective 14a.6 Plans and then uses drawings, construction, movements, and dramatizations to represent ideas

INDICATOR	LLP 3 yr.2.2.	With prompting and support, develop an increasing ability to explore the immediate environment through observation, manipulation, or asking simple questions (for example, notice, explore, and talk about how plants on the playground change with the seasons).

Gold Objectives for Development and Learning
Objective 11 Demonstrates positive approaches to learning
11d. Shows curiosity and motivation
Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events

INDICATOR	LLP 3 yr.2.3.	With prompting and support, develop an increasing ability to connect new information or experiences to previous knowledge (for example, make connections about similarities across home and classroom experiences).

Gold Objectives for Development and Learning
Objective 12 Remembers and connects experiences
12b Remembers and connects experiences
Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

STANDARD / AREA OF LEARNING		**Lifelong Learning Practices Standards—Age 3**
OBJECTIVE / STRAND		**LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING**
INDICATOR / CLUSTER	**2**	**LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)**
EXPECTATION / STANDARD		**PERSISTENCE**
INDICATOR	LLP 3 yr.2.4.	With prompting and support, develop an increasing ability and willingness to engage in a self-selected task through challenges or difficulties (for example, the child continues to work on an age-appropriate puzzle, even when experiencing difficulty manipulating the pieces).

Gold Objectives for Development and Learning
Objective 11 Demonstrates positive approaches to learning

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| | | **11a. Attends and engages**
Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Objective 11 Demonstrates positive approaches to learning
11b. Persists
Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks |
| INDICATOR | LLP 3 yr.2.5. | With prompting and support, develop the ability to sustain engagement in active learning small- and large-group activities working alone or cooperatively.

Gold Objectives for Development and Learning
Objective 11 Demonstrates positive approaches to learning
11a. Attends and engages
Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions |

STANDARD / AREA OF LEARNING		**Lifelong Learning Practices Standards—Age 3**
OBJECTIVE / STRAND		**LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING**
INDICATOR / CLUSTER	**3**	**CREATIVITY AND CURIOSITY**
EXPECTATION / STANDARD	LLP 3 yr.3.1.	With prompting and support, discover answers and solutions to questions to expand their knowledge and skills. **Gold Objectives for Development and Learning** **Objective 11 Demonstrates Positive Approaches to Learning** **11d Shows curiosity and motivation** Objective 11d.4 Explores and investigates ways to make something happen
EXPECTATION / STANDARD	LLP 3 yr.3.2.	With prompting and support begin to engage in problem solving strategies (for example, identify cause and effect and first steps needed to solve a problem). **Gold Objectives for Development and Learning** **Objective 11 Demonstrates positive approaches to learning** **11c. Solves problems** Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
EXPECTATION / STANDARD	LLP 3 yr.3.3.	With prompting and support, explore a variety of ways to use materials during play and exploration (for example, a block can be used as a phone in dramatic play). **Gold Objectives for Development and Learning** **Objective 11 Demonstrates positive approaches to learning** **11e Shows flexibility and inventiveness in thinking**

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Objective 11e.4 Uses creativity and imagination during play and routine tasks
Objective 14 Uses symbols and images to represent something not present
14b. Engages in sociodramatic play
Objective 14b.2 Imitates actions of others during play; uses real objects as props

EXPECTATION / STANDARD	LLP 3 yr.3.4.	With prompting and support, show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach). **Gold Objectives for Development and Learning** **Objective 11 Demonstrates positive approaches to learning** **11e Shows flexibility and inventiveness in thinking** Objective 11e.4 Uses creativity and imagination during play and routine tasks

STANDARD / AREA OF LEARNING — **Lifelong Learning Practices Standards—Age 3**

OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	**4**	**SELF-AWARENESS**
EXPECTATION / STANDARD	LLP 3 yr.4.1.	Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes). **Gold Objectives for Development and Learning** **Objective 29 Demonstrates knowledge about self**
EXPECTATION / STANDARD	LLP 3 yr.4.2.	Participate in self-selected or organized activities by exploring learning materials including indoor and outdoor equipment (for example, independent choice of activities). **Gold Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors** **1c Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs **Objective 11 Demonstrates Positive Approaches to Learning** **11b Persists** Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
EXPECTATION / STANDARD	LLP 3 yr.4.3.	Begin to demonstrate awareness of personal boundaries (for example, move when asked to give another child personal space). **Gold Objectives for Development and Learning** **Objective 3 participates cooperatively and constructively in group situations** **3a Balances needs and rights of self and others** Objective 3a.2 Responds appropriately to other's expressions of wants

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EXPECTATION / STANDARD	LLP 3 yr.4.4.	Communicate wants and needs with actions or words. **Gold Objectives for Development and Learning** **Objective 01 Regulates own emotions and behaviors** **1c. Takes care of own needs appropriately** Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
EXPECTATION / STANDARD	LLP 3 yr.4.5.	Begin to contribute and take pride in the classroom community (for example, participate in classroom jobs). **Gold Objectives for Development and Learning** **Objective 3 participates cooperatively and constructively in group situations** **3a Balances needs and rights of self and others**

STANDARD / AREA OF LEARNING   **Lifelong Learning Practices Standards—Age 3**

OBJECTIVE / STRAND		**LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT**
INDICATOR / CLUSTER	**5**	**EMOTIONS**
EXPECTATION / STANDARD	LLP 3 yr.5.1.	In familiar settings, separate and reunite with parent or caregiver with minimal distress (for example, a child separates from a caregiver without crying). **Gold Objectives for Development and Learning** **Objective 2 Establishes and sustains positive relationships** **2a Forms relationships with adults** Objective 2a.6 Manages separations without distress and engages with trusted adults
EXPECTATION / STANDARD	LLP 3 yr.5.2.	Recognize that different feelings are experienced throughout the day. **Gold Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors** **1a Manages feelings** Objective 1a.6 Is able to look at a situation differently or delay gratification
EXPECTATION / STANDARD	HE 3 yr.3.1.	With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired). **Gold Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors** **1a Manages feelings** Objective 1a.6 Is able to look at a situation differently or delay gratification **Objective 2 Establishes and sustains positive relationships** **2b Responds to emotional cues** Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately

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EXPECTATION / STANDARD	HE 3 yr.3.2.	With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness). **Gold Objectives for Development and Learning** **Objective 01 Regulates own emotions and behaviors** **1a. Manages feelings** Objective 1a.8 Controls strong emotions in an appropriate manner, most of the time.
EXPECTATION / STANDARD	HE 3 yr.3.3.	With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations. **Gold Objectives for Development and Learning** **Objective 01 Regulates own emotions and behaviors** **1a. Manages feelings** Objective 1a.8 Controls strong emotions in an appropriate manner, most of the time. **Objective 01 Regulates own emotions and behaviors** **1b. Follows limits and expectations** Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

STANDARD / AREA OF LEARNING		**Lifelong Learning Practices Standards—Age 3**
OBJECTIVE / STRAND		**LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT**
INDICATOR / CLUSTER	**6**	**RELATIONSHIPS**
EXPECTATION / STANDARD		**COMMUNICATION**
INDICATOR	LLP 3 yr.6.1.	With prompting and support, begin to respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults. **Gold Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors** **1b Follows limits and expectations** Objective 1b.2 Responds to changes in an adult's tone of voice and expression **Objective 2 Establishes and sustains positive relationships** **2b Responds to emotional cues** Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	LLP 3 yr.6.2.	With prompting and support, begin to participate in back and forth conversation with peers or adults.

Gold Objectives for Development and Learning
Objective 10 Uses appropriate conversational and other communication skills
10a. Engages in conversations
Objective 10a.4 Initiates and attends to brief conversations

INDICATOR	HE 3 yr.2.2.	Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel play.

Gold Objectives for Development and Learning
Objective 02 Establishes and sustains positive relationships
2c. Interacts with peers
Objective 2c.4 Uses successful strategies for entering groups

STANDARD / AREA OF LEARNING — **Lifelong Learning Practices Standards—Age 3**

OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	**6**	**RELATIONSHIPS**
EXPECTATION / STANDARD		**SOCIAL ENGAGEMENT**
INDICATOR	LLP 3 yr.6.3.	With prompting and support, show interest in peers with positive nonverbal gestures (for example, a child will smile at or move close to another child).

Gold Objectives for Development and Learning
Objective 2 Establishes and sustains positive relationships
2c Interacts with peers
Objective 2c.4 Uses successful strategies for entering groups

INDICATOR	LLP 3 yr.6.4.	With prompting and support, show awareness of and respect others' personal space.

Gold Objectives for Development and Learning
Objective 3 participates cooperatively and constructively in group situations
3a Balances needs and rights of self and others
Objective 3a.2 Responds appropriately to other's expressions of wants

INDICATOR	LLP 3 yr.6.5.	With prompting and support, begin to play with others while maintaining self-control.

Gold Objectives for Development and Learning
Objective 02 Establishes and sustains positive relationships
2c. Interacts with peers
Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

INDICATOR	HE 3 yr.2.3.	With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.

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Gold Objectives for Development and Learning
Objective 02 Establishes and sustains positive relationships
2c. Interacts with peers
Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

INDICATOR	HE 3 yr.2.4.	With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).

Gold Objectives for Development and Learning
Objective 02 Establishes and sustains positive relationships
2c. Interacts with peers
Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

STANDARD / AREA OF LEARNING		**Lifelong Learning Practices Standards—Age 3**
OBJECTIVE / STRAND		**LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT**
INDICATOR / CLUSTER	**6**	**RELATIONSHIPS**
EXPECTATION / STANDARD		**CONFLICT RESOLUTION / PROBLEM SOLVING**
INDICATOR	LLP 3 yr.6.6.	Develop awareness of appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).

Gold Objectives for Development and Learning
Objective 3 Participates cooperatively and constructively in group situations
3b Solves social problems
Objective 3b.4 Seeks adult help to solve social problems

STANDARD / AREA OF LEARNING		**Math Standards—Age 3**
OBJECTIVE / STRAND	**1**	**COUNTING AND CARDINALITY**
INDICATOR / CLUSTER	Math 3 yr.1.1.	Count to ten by ones.

Gold Objectives for Development and Learning
Objective 20 Uses number concepts and operations
20a. Counts
Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

INDICATOR / CLUSTER	Math 3 yr.1.2.	Recognize that numbers have a known sequence (for example, "1, 2, 3, 4, 5. What comes next?"). **Gold Objectives for Development and Learning** **Objective 20 Uses number concepts and operations** **20a. Counts** Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
INDICATOR / CLUSTER	Math 3 yr.1.3.	Begin to recognize the difference between letters and numbers. **Gold Objectives for Development and Learning** **Objective 16 Demonstrates knowledge of the alphabet** **16a Identifies and names letters** Objective 16a.2 Recognizes and names a few letters in own name **20c Connects numerals with their quantities** Objective 20c.2 Recognizes and names a few numerals
INDICATOR / CLUSTER	Math 3 yr.1.4.	Begin to name written numerals 0–5. **Gold Objectives for Development and Learning** **Objective 20 Uses number concepts and operations** **20c Connects numerals with their quantities** Objective 20c.2 Recognizes and names a few numerals
INDICATOR / CLUSTER	Math 3 yr.1.5.	Begin to develop an understanding of the relationship between some numbers and quantities by using one-to-one correspondence. **Gold Objectives for Development and Learning** **Objective 20 Uses number concepts and operations** **20a. Counts** Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
INDICATOR / CLUSTER	Math 3 yr.1.6.	Begin to point to and count up to five objects. **Gold Objectives for Development and Learning** **Objective 20 Uses number concepts and operations** **20a. Counts** Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
INDICATOR / CLUSTER	Math 3 yr.1.7.	Begin to respond to the question "How many?".

Gold Objectives for Development and Learning
Objective 20 Uses number concepts and operations
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

STANDARD / AREA OF LEARNING		Math Standards—Age 3
OBJECTIVE / STRAND	**2**	**OPERATIONS AND ALGEBRAIC THINKING**
INDICATOR / CLUSTER	Math 3 yr.2.1.	Begins in 4-year-old standard. **No Correlations**
INDICATOR / CLUSTER	Math 3 yr.2.2.	Begins in 4-year-old standard. **No Correlations**
INDICATOR / CLUSTER	Math 3 yr.2.3.	Begins in 4-year-old standard. **No Correlations**
INDICATOR / CLUSTER	Math 3 yr.2.4.	Begins in 4-year-old standard. **No Correlations**
INDICATOR / CLUSTER	Math 3 yr.2.5.	Identify simple patterns in the environment and begin to duplicate and extend simple patterns (for example, ababab). **Gold Objectives for Development and Learning** **Objective 23 Demonstrates knowledge of patterns** Objective 23.4 Copies simple repeating patterns

STANDARD / AREA OF LEARNING		Math Standards—Age 3
OBJECTIVE / STRAND	**3**	**MEASUREMENT AND DATA**
INDICATOR / CLUSTER	Math 3 yr.3.1.	Identify and describe measurable attributes (for example, big, small, tall, short). **Gold Objectives for Development and Learning** **Objective 22 Compares and Measures** **22a Measures objects** Objective 22a.2 Makes simple comparisons between two objects

INDICATOR / CLUSTER	Math 3 yr.3.2.	Begins in 4-year-old standard.

No Correlations

INDICATOR / CLUSTER	Math 3 yr.3.3.	Sort objects into given categories including color, size, shape, etc.

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

INDICATOR / CLUSTER	Math 3 yr.3.4.	With prompting and support, compare the number of objects in each category to identify which groups contain more or less, or are the same.

Gold Objectives for Development and Learning
Objective 20 Uses number concepts and operations
20b. Quantifies
Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

STANDARD / AREA OF LEARNING		**Math Standards—Age 3**
OBJECTIVE / STRAND	**4**	**GEOMETRY**
INDICATOR / CLUSTER	Math 3 yr.4.1.	Match, point to, and begin to identify basic shapes by name.

Gold Objectives for Development and Learning
Objective 21 Explores and describes spatial relationships and shapes
21b. Understands shapes
Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)

INDICATOR / CLUSTER	Math 3 yr.4.2.	Begins in 4-year-old standard.

No Correlations

INDICATOR / CLUSTER	Math 3 yr.4.3.	Begins in 4-year-old standard.

No Correlations

INDICATOR / CLUSTER	Math 3 yr.4.4.	With prompting and support, begin to identify attributes of basic two-dimensional shapes (for example, a rectangle has two long sides and two short sides).

Gold Objectives for Development and Learning
Objective 21 Explores and describes spatial relationships and shapes
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

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INDICATOR / CLUSTER	Math 3 yr.4.5.	Explore shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).
		Gold Objectives for Development and Learning
		Objective 14 Uses symbols and images to represent something not present
		14a. Thinks symbolically
		Objective 14a.4 Draws or constructs, and then identifies what it is
INDICATOR / CLUSTER	Math 3 yr.4.6.	Explore combining basic shapes together to represent an object (for example, use a square and a triangle to make a house).
		Gold Objectives for Development and Learning
		Objective 21 Explores and describes spatial relationships and shapes
		21b Understands shapes
		Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

STANDARD / AREA OF LEARNING		**Physical Education Standards—Age 3**
OBJECTIVE / STRAND	**1**	**MOTOR SKILLS AND MOVEMENT**
INDICATOR / CLUSTER		**GROSS MOTOR**
EXPECTATION / STANDARD	PE 3 yr.1.1.	Participate in activities that develop control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).
		Gold Objectives for Development and Learning
		Objective 04 Demonstrates traveling skills
		Objective 4.6 Moves purposefully from place to place with control
		Objective 05 Demonstrates balancing skills
		Objective 5.6 Sustains balance during simple movement experiences
EXPECTATION / STANDARD	PE 3 yr.1.2.	Participate in activities that develop coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).
		Gold Objectives for Development and Learning
		Objective 05 Demonstrates balancing skills
		Objective 5.6 Sustains balance during simple movement experiences
EXPECTATION / STANDARD	PE 3 yr.1.3.	Participate in activities that develop control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).
		Gold Objectives for Development and Learning

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Objective 06 Demonstrates gross-motor manipulative skills
Objective 6.6 Manipulates balls or similar objects with flexible body movements

STANDARD / AREA OF LEARNING		Physical Education Standards—Age 3
OBJECTIVE / STRAND	**1**	**MOTOR SKILLS AND MOVEMENT**
INDICATOR / CLUSTER		**FINE MOTOR**
EXPECTATION / STANDARD	PE 3 yr.1.4.	Manipulate small pieces or objects (puzzle pieces, interlocking cubes, tongs, etc.) and build with a variety of blocks. **Gold Objectives for Development and Learning** **Objective 07 Demonstrates fine-motor strength and coordination** **7a. Uses fingers and hands** Objective 7a.6 Uses refined wrist and finger movements
EXPECTATION / STANDARD	PE 3 yr.1.5.	With prompting and support, develop small muscle control by making lines, circles, and scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools). **Gold Objectives for Development and Learning** **Objective 7 Demonstrates fine-motor strength and coordination** **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 **Objective 19 Demonstrates writing skills** **19a Writes name** Objective 19a.6 Writes mock letters or letter-like forms
EXPECTATION / STANDARD	PE 3 yr.1.6.	Begins in 4-year-old standard. **No Correlations**
EXPECTATION / STANDARD	PE 3 yr.1.7.	Begins in 4-year-old standard. **No Correlations**
STANDARD / AREA OF LEARNING		Physical Education Standards—Age 3
OBJECTIVE / STRAND	**2**	**EFFICIENT MOVEMENT AND PERFORMANCE**
INDICATOR / CLUSTER	PE 3 yr.2.1.	Begin to demonstrate awareness that personal boundaries exist. **Gold Objectives for Development and Learning** **Objective 3 participates cooperatively and constructively in group situations**

3a Balances needs and rights of self and others

STANDARD / AREA OF LEARNING		Physical Education Standards—Age 3
OBJECTIVE / STRAND	**3**	**PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS**
INDICATOR / CLUSTER	PE 3 yr.3.1.	Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys). **Gold Objectives for Development and Learning** **Objective 29 Demonstrates knowledge about self**

STANDARD / AREA OF LEARNING		Science Standards—Ages 3 and 4
OBJECTIVE / STRAND	**1**	**WEATHER**
INDICATOR / CLUSTER	3–4 yr.1.1.	Obtain and communicate information about local, observable weather conditions while exploring and describing patterns found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm. **Gold Objectives for Development and Learning** **Objective 27 Demonstrates knowledge of Earth's environment**
INDICATOR / CLUSTER	3–4 yr.1.2.	Obtain and communicate information about human behavior patterns in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather. **Gold Objectives for Development and Learning** **Objective 22 Compares and Measures** **22c Represents and analyzes data** Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings **Objective 27 Demonstrates knowledge of Earth's environment**

STANDARD / AREA OF LEARNING		Science Standards—Ages 3 and 4
OBJECTIVE / STRAND	**2**	**LIGHT**
INDICATOR / CLUSTER	3–4 yr.2.1.	Plan and carry out an investigation using the five senses to determine the effect of sunlight on different surfaces and materials. Examples could include determining if the effect is hot or cold or a light or dark surface. **Gold Objectives for Development and Learning** **Objective 24 Uses scientific inquiry skills**

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		Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR / CLUSTER	3–4 yr.2.2.	Carry out an investigation to show the effect of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them. Examples could include observations about light when navigating a room with the lights off compared to the lights on. **Gold Objectives for Development and Learning** **Objective 24 Uses scientific inquiry skills** **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**
INDICATOR / CLUSTER	3– 4yr.2.3.	Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places. **Gold Objectives for Development and Learning** **Objective 24 Uses scientific inquiry skills** **Objective 25 Demonstrates knowledge of the characteristics of living things**
STANDARD / AREA OF LEARNING		**Science Standards—Ages 3 and 4**
OBJECTIVE / STRAND	**3**	**LIVING THINGS**
INDICATOR / CLUSTER	3-4 yr.3.1.	Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, and animals depend on water and food to live. **Gold Objectives for Development and Learning** **Objective 24 Uses scientific inquiry skills** **Objective 25 Demonstrates knowledge of the characteristics of living things**
INDICATOR / CLUSTER	3–4 yr.3.2.	Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive. **Gold Objectives for Development and Learning** **Objective 24 Uses scientific inquiry skills** **Objective 25 Demonstrates knowledge of the characteristics of living things**
INDICATOR / CLUSTER	3-4 yr.3.3.	Obtain and communicate information about the behavior patterns that help humans and animals survive when they are young. Examples of behavior patterns could include parents responding to needs, providing shelter and sustenance, and ensuring the security of their offspring.

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Gold Objectives for Development and Learning
Objective 24 Uses scientific inquiry skills
Objective 25 Demonstrates knowledge of the characteristics of living things

STANDARD / AREA OF LEARNING		Science Standards—Ages 3 and 4
OBJECTIVE / STRAND	**4**	**MATTER AND MOTION**
INDICATOR / CLUSTER	3-4 yr.4.1.	Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids. **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 **Objective 24 Uses scientific inquiry skills**
INDICATOR / CLUSTER	3-4 yr.4.2.	Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects. **Gold Objectives for Development and Learning** **Objective 24 Uses scientific inquiry skills** **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

STANDARD / AREA OF LEARNING		Social Studies Standards—Age 3
OBJECTIVE / STRAND	**1**	**CULTURE AND DIVERSITY**
INDICATOR / CLUSTER	SS 3 yr.1.1.	With prompting and support, recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities). **Gold Objectives for Development and Learning** **Objective 30 Shows basic understanding of people and how they live**

STANDARD / AREA OF LEARNING		Social Studies Standards—Age 3
OBJECTIVE / STRAND	**2**	**TIME, CONTINUITY, AND CHANGE**
INDICATOR / CLUSTER	SS 3 yr.2.1.	With prompting and support, identify examples of change over time related to personal growth and experiences (for example, talking, dressing, feeding, potty training, height, daily schedule).

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Gold Objectives for Development and Learning
Objective 31 Explores change related to familiar people or places

STANDARD / AREA OF LEARNING		Social Studies Standards—Age 3
OBJECTIVE / STRAND	**3**	**PEOPLE, PLACES, AND ENVIRONMENTS**
INDICATOR / CLUSTER	SS 3 yr.3.1.	Recognize people and places within the home, classroom, school, neighborhood, and community. **Gold Objectives for Development and Learning** **Objective 29 Demonstrates knowledge about self** **Objective 30 Shows basic understanding of people and how they live**
INDICATOR / CLUSTER	SS 3 yr.3.2.	With prompting and support, identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets). **Gold Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors** **1b Follows limits and expectations** Objective 1b.10 Understands and explains reasons for rules
INDICATOR / CLUSTER	SS 3 yr.3.3.	With prompting and support, describe ways to care for home and school environments and the Earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can). **Gold Objectives for Development and Learning** **Objective 27 Demonstrates knowledge of Earth's environment**
STANDARD / AREA OF LEARNING		**Social Studies Standards—Age 3**
OBJECTIVE / STRAND	**4**	**INDIVIDUAL DEVELOPMENT AND IDENTITY**
INDICATOR / CLUSTER	SS 3 yr.4.1.	Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members). **Gold Objectives for Development and Learning** **Objective 29 Demonstrates knowledge about self**
STANDARD / AREA OF LEARNING		**Social Studies Standards—Age 3**
OBJECTIVE / STRAND	**5**	**INDIVIDUALS, GROUPS, AND INSTITUTIONS**

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INDICATOR / CLUSTER	SS 3 yr.5.1.	With prompting and support, interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs. **Gold Objectives for Development and Learning** **Objective 03 Participates cooperatively and constructively in group situations** **3a. Balances needs and rights of self and others** Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR / CLUSTER	SS 3 yr.5.2.	With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials). **Gold Objectives for Development and Learning** **Objective 01 Regulates own emotions and behaviors** **1b. Follows limits and expectations** Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

STANDARD / AREA OF LEARNING		**Social Studies Standards—Age 3**
OBJECTIVE / STRAND	**6**	**POWER, AUTHORITY, AND GOVERNANCE**
INDICATOR / CLUSTER	SS 3 yr.6.1.	With prompting and support, participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities). **Gold Objectives for Development and Learning** **Objective 11 Demonstrates positive approaches to learning** **11c. Solves problems** Objective 11c.10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers

STANDARD / AREA OF LEARNING		**Social Studies Standards—Age 3**
OBJECTIVE / STRAND	**7**	**PRODUCTION, DISTRIBUTION, AND CONSUMPTION**
INDICATOR / CLUSTER	SS 3 yr.7.1.	With prompting and support, discuss the difference between basic needs (for example, food, shelter, and clothing) and wants (for example, toys, games, and treats). **Gold Objectives for Development and Learning** **Objective 25 Demonstrates knowledge of the characteristics of living things** **Objective 30 Shows basic understanding of people and how they live**

INDICATOR / CLUSTER	SS 3 yr.7.2.	Begin to recognize that people have jobs to meet needs, including for self, classroom, and community.
		Gold Objectives for Development and Learning **Objective 30 Shows basic understanding of people and how they live**

STANDARD / AREA OF LEARNING		**Social Studies Standards—Age 3**
OBJECTIVE / STRAND	**8**	**SCIENCE, TECHNOLOGY, AND SOCIETY**
INDICATOR / CLUSTER	SS 3 yr.8.1.	With prompting and support, identify how simple and electronic technology affects the way people live, work, travel, communicate, and play.
		Gold Objectives for Development and Learning **Objective 30 Shows basic understanding of people and how they live**
INDICATOR / CLUSTER	SS 3 yr.8.2.	With prompting and support, recognize the importance of balancing media time with other activities.
		Gold Objectives for Development and Learning **Objective 30 Shows basic understanding of people and how they live**

STANDARD / AREA OF LEARNING		**English Language Arts Standards—Age 4**
OBJECTIVE / STRAND	**1**	**SPEAKING AND LISTENING (P4.SL)**
INDICATOR / CLUSTER	**P4.SL.1.**	**Participate in conversations with peers and adults, using age-appropriate vocabulary on topics and texts.**
EXPECTATION / STANDARD	a.	Follow agreed-upon rules for discussions such as listening to others, staying on topic, and taking turns speaking.
		Gold Objectives for Development and Learning **Objective 10 Uses appropriate conversational and other communication skills** **10b. Uses social rules of language** Objective 10b.8 Uses acceptable language and basic social rules during communication with others
EXPECTATION / STANDARD	b.	Follow two-step directions.
		Gold Objectives for Development and Learning **Objective 08 Listens to and understands increasingly complex language** **8b. Follows directions** Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences

EXPECTATION / STANDARD	c.	Express own ideas.

Gold Objectives for Development and Learning
Objective 09 Uses language to express thoughts and needs
9a. Uses an expanding expressive vocabulary
Objective 9a.8 Incorporates new, less familiar or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

STANDARD / AREA OF LEARNING		**English Language Arts Standards—Age 4**
OBJECTIVE / STRAND	**1**	**SPEAKING AND LISTENING (P4.SL)**
INDICATOR / CLUSTER	P4.SL.2.	Speak clearly and audibly in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and emotions.

Gold Objectives for Development and Learning
Objective 09 Uses language to express thoughts and needs
9c. Uses conventional grammar
Objective 9c.6 Uses complete, four- to six-word sentences

INDICATOR / CLUSTER	P4.SL.3.	Use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting

Gold Objectives for Development and Learning
Objective 09 Uses language to express thoughts and needs
9b. Speaks clearly
Objective 9b.10 Adjusts volume and rate of speech in order to be clearly understood when speaking to individuals and groups
Objective 9 Uses language to express thoughts and needs
9c Uses conventional grammar
Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

STANDARD / AREA OF LEARNING		**English Language Arts Standards—Age 4**
OBJECTIVE / STRAND	**2**	**READING (P4.R)**
INDICATOR / CLUSTER	**P4.R.1.**	**Demonstrate mastery of age-appropriate concepts of print.**
EXPECTATION / STANDARD	a.	Correctly hold a book and demonstrate that print is read from top to bottom, left to right, and from front to back.

Gold Objectives for Development and Learning
Objective 17 Demonstrates knowledge of print and its uses

17b. Uses print concepts
Objective 17b.4 Indicates where to start reading and the direction to follow

EXPECTATION / STANDARD	b.	Begin to identify frequently seen letters and words, recognizing that words are made up of letters.

<u>Gold Objectives for Development and Learning</u>
Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition
d. Applies phonics concepts and knowledge of word structure to decode text
Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word
Objective 16 Demonstrates knowledge of the alphabet
16a. Identifies and names letters
Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name

STANDARD / AREA OF LEARNING		**English Language Arts Standards—Age 4**
OBJECTIVE / STRAND	**2**	**READING (P4.R)**
INDICATOR / CLUSTER	**P4.R.2.**	**Demonstrate mastery of age-appropriate phonological awareness skills.**
EXPECTATION / STANDARD	a.	Recognize rhyming words and alliteration.

<u>Gold Objectives for Development and Learning</u>
Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition
15a. Notices and discriminates rhyme
Objective 15a.6 Decides whether two words rhyme
Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition
15b Notices and discriminates alliteration
Objective 15b.4 Shows awareness that some words begin the same way

EXPECTATION / STANDARD	b.	With prompting and support, segment words into syllables.

<u>Gold Objectives for Development and Learning</u>
Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition
15c. Notices and discriminates discrete units of sound
Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words

EXPECTATION / STANDARD	c.	Identify initial sounds in spoken language.

<u>Gold Objectives for Development and Learning</u>
Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition
15b. Notices and discriminates alliteration
Objective 15b.8 Isolates and identifies the beginning sound of a word

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| EXPECTATION / STANDARD | d. | Identify the base parts that make up a compound word.

Gold Objectives for Development and Learning
Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition
15c Notices and discriminates discrete units of sound |
| EXPECTATION / STANDARD | e. | With prompting and support, blend and segment initial sounds of single-syllable spoken words.

Gold Objectives for Development and Learning
Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition
15c. Notices and discriminates discrete units of sound
Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words |
| EXPECTATION / STANDARD | f. | With prompting and support, blend and segment single-syllable words into individual phonemes.

Gold Objectives for Development and Learning
Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition
15c. Notices and discriminates discrete units of sound
Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words |

STANDARD / AREA OF LEARNING		**English Language Arts Standards—Age 4**
OBJECTIVE / STRAND	**2**	**READING (P4.R)**
INDICATOR / CLUSTER	**P4.R.3.**	**Demonstrate mastery of age-appropriate phonics skills.**
EXPECTATION / STANDARD	a.	Identify 13 or more of the consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle).

Gold Objectives for Development and Learning
Objective 16 Demonstrates knowledge of the alphabet
16a Identifies and names letters
Objective 16a.6 Identifies and names 11-20 upper. and 11-20 lowercase letters when presented in random order
Objective 16 Demonstrates knowledge of the alphabet
16b. Identifies letter-sound correspondences
Objective 16b.4 Produces the correct sounds for 10–20 letters |
| EXPECTATION / STANDARD | b. | Identify three or more vowel names and short vowel sounds using one-to-one letter-sound correspondence (alphabetic principle). |

Gold Objectives for Development and Learning
Objective 16 Demonstrates knowledge of the alphabet
16b. Identifies letter-sound correspondences
Objective 16b.8 Produces short and long vowel sounds and most frequent sounds for each consonant

STANDARD / AREA OF LEARNING		**English Language Arts Standards—Age 4**
OBJECTIVE / STRAND	**2**	**READING (P4.R)**
INDICATOR / CLUSTER	P4.R.4.	Begins in kindergarten. **No Correlations**
INDICATOR / CLUSTER	P4.R.5.	With prompting and support, ask and answer questions and make connections about a text. (RL & RI) **Gold Objectives for Development and Learning** **Objective 18 Comprehends and responds to books and other texts** **18a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR / CLUSTER	P4.R.6-7.	With prompting and support, retell simple texts, including event sequence and characters. (RL & RI) **Gold Objectives for Development and Learning** **Objective 18 Comprehends and responds to books and other texts** **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
INDICATOR / CLUSTER	P4.R.8.	With prompting and support, begin to ask and answer questions about unknown words in a text. (RL & RI) **Gold Objectives for Development and Learning** **Objective 08 Listens to and understands increasingly complex language** **8a. Comprehends language** Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
INDICATOR / CLUSTER	P4.R.9.	Begins in kindergarten. **No Correlations**

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INDICATOR / CLUSTER	P4.R.10.	Begins in grade 1.
		No Correlations
INDICATOR / CLUSTER	P4.R.11.	Begins in grade 4.
		No Correlations
INDICATOR / CLUSTER	P4.R.12.	Begins in grade 2.
		No Correlations
INDICATOR / CLUSTER	P4.R.13.	Begins in grade 2.
		No Correlations
INDICATOR / CLUSTER	P4.R.14.	Begins in grade 2.
		No Correlations

STANDARD / AREA OF LEARNING		**English Language Arts Standards—Age 4**
OBJECTIVE / STRAND	**3**	**WRITING (P4.W)**
INDICATOR / CLUSTER	P4.W.1.	Verbally share an opinion and visually represent that opinion using simple drawing and writing (e.g., scribble writing with letter-like formations). **Gold Objectives for Development and Learning** **Objective 19 Demonstrates writing skills** **19b. Writes to convey ideas and information** Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
INDICATOR / CLUSTER	P4.W.2.	Verbally share information and visually represent that information using simple drawing and writing (e.g., scribble writing with letter-like formations). **Gold Objectives for Development and Learning** **Objective 19 Demonstrates writing skills** **19b. Writes to convey ideas and information** Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
INDICATOR / CLUSTER	P4.W.3.	Verbally share a narrative and visually represent that narrative using simple drawing and writing (e.g., scribble writing with letter-like formations).

Gold Objectives for Development and Learning
Objective 19 Demonstrates writing skills
19b. Writes to convey ideas and information
Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message

STANDARD / AREA OF LEARNING		English Language Arts Standards—Age 4
OBJECTIVE / STRAND	**3**	**WRITING (P4.W)**
INDICATOR / CLUSTER	**P4.W.4.**	**Participate in shared writing projects.**
EXPECTATION / STANDARD	a.	Recall information from experiences or learned information and share it with others.

Gold Objectives for Development and Learning
Objective 9 Uses language to express thoughts and needs
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

EXPECTATION / STANDARD	b.	Interact and collaborate with others.

Gold Objectives for Development and Learning
Objective 2 Establishes and sustains positive relationships
2c Interacts with peers
Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

STANDARD / AREA OF LEARNING		English Language Arts Standards—Age 4
OBJECTIVE / STRAND	**3**	**WRITING (P4.W)**
INDICATOR / CLUSTER	P4.W.5.	Print some mock letters, scribbles, or manuscript letters, including those in own name.

Gold Objectives for Development and Learning
Objective 19 Demonstrates writing skills
19a. Writes name
Objective 19a.6 Writes mock letters or letter-like forms

STANDARD / AREA OF LEARNING		Fine Arts Standards—Age 4
OBJECTIVE / STRAND	**1**	**DRAMA**
INDICATOR / CLUSTER	FA 4 yr.1.1.	Identify and express ideas, information, and feelings through dramatic art (for example, telling stories and playing make-believe).

Gold Objectives for Development and Learning
Objective 14 Uses symbols and images to represent something not present
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

INDICATOR / CLUSTER	FA 4 yr.1.2.	Use dialogue, actions, and objects to tell a story.

Gold Objectives for Development and Learning
Objective 14 Uses symbols and images to represent something not present
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

INDICATOR / CLUSTER	FA 4 yr.1.3.	Assume the roles of characters in dramatic play situations, or stories through drama, props, and language.

Gold Objectives for Development and Learning
Objective 14 Uses symbols and images to represent something not present
14a. Thinks symbolically
Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
Objective 14 Uses symbols and images to represent something not present
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
Objective 36 Explores drama through actions and language

INDICATOR / CLUSTER	FA 4 yr.1.4.	With prompting and support, work independently and cooperatively in dramatic play.

Gold Objectives for Development and Learning
Objective 14 Uses symbols and images to represent something not present
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
Objective 36 Explores drama through actions and language

INDICATOR / CLUSTER	FA 4 yr.1.5.	With prompting and support, attend to and show appreciation for the dramatization of others.

Gold Objectives for Development and Learning
Objective 02 Establishes and sustains positive relationships
2c. Interacts with peers
Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
Objective 14 Uses symbols and images to represent something not present
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
Objective 36 Explores drama through actions and language

INDICATOR / CLUSTER	FA 4 yr.1.6.	With prompting and support, act out a story with a beginning, middle, and an end.

Gold Objectives for Development and Learning
Objective 14 Uses symbols and images to represent something not present
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
Objective 36 Explores drama through actions and language

STANDARD / AREA OF LEARNING		**Fine Arts Standards—Age 4**
OBJECTIVE / STRAND	**2**	**DANCE**
INDICATOR / CLUSTER	FA 4 yr.2.1.	Move to different patterns of beat and rhythm in music.

Gold Objectives for Development and Learning
Objective 23 Demonstrates knowledge of patterns
Objective 23.4 Copies simple repeating patterns
Objective 35 Explores dance and movement concepts

INDICATOR / CLUSTER	FA 4 yr.2.2.	Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.

Gold Objectives for Development and Learning
Objective 14 Uses symbols and images to represent something not present
14a. Thinks symbolically
Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

INDICATOR / CLUSTER	FA 4 yr.2.3.	With prompting and support, start, stop, and respond to musical cues.

Gold Objectives for Development and Learning
Objective 4 Demonstrates traveling skills
Objective 4.8 Coordinates increasingly complex movements in play and games.

		Objective 35 Explores dance and movement concepts
INDICATOR / CLUSTER	FA 4 yr.2.4.	With prompting and support, find different ways to move the body, arms, and legs, and begin to move body parts one at a time. **Gold Objectives for Development and Learning** **Objective 4 Demonstrates traveling skills** Objective 4.8 Coordinates increasingly complex movements in play and games. **Objective 35 Explores dance and movement concepts**
INDICATOR / CLUSTER	FA 4 yr.2.5.	With prompting and support, dance for and with others while respecting space and maintaining body control. **Gold Objectives for Development and Learning** **Objective 2 Establishes and sustains positive relationships** **2c Interacts with peers** Objective 2c.8 Interacts cooperatively in groups of four or five children **Objective 35 Explores dance and movement concepts**
STANDARD / AREA OF LEARNING		**Fine Arts Standards—Age 4**
OBJECTIVE / STRAND	**3**	**MUSIC**
INDICATOR / CLUSTER	FA 4 yr.3.1.	Participate in musical activities by listening to, singing, and creating music. **Gold Objectives for Development and Learning** **Objective 34 Explores musical concepts and expression**
INDICATOR / CLUSTER	FA 4 yr.3.2.	Show increasing recognition of the various components of music in terms of dynamics (loud/soft), pitch (high/low), and duration (long/ short, fast/slow). **Gold Objectives for Development and Learning** **Objective 34 Explores musical concepts and expression**
INDICATOR / CLUSTER	FA 4 yr.3.3.	Demonstrate elements of music by bouncing or clapping out the rhythm and discussing how it makes them feel. **Gold Objectives for Development and Learning** **Objective 04 Demonstrates traveling skills** Objective 4.8 Coordinates increasingly complex movements in play and games **Objective 34 Explores musical concepts and expression**
INDICATOR / CLUSTER	FA 4 yr.3.4.	Express thoughts, feelings, and energy through music.

		Gold Objectives for Development and Learning **Objective 34 Explores musical concepts and expression**
INDICATOR / CLUSTER	FA 4 yr.3.5.	With prompting and support, begin to sing songs from various cultures. **Gold Objectives for Development and Learning** **Objective 30 Shows basic understanding of people and how they live** **Objective 34 Explores musical concepts and expression**
INDICATOR / CLUSTER	FA 4 yr.3.6.	With prompting and support, share a favorite song. **Gold Objectives for Development and Learning** **Objective 34 Explores musical concepts and expression**

STANDARD / AREA OF LEARNING		**Fine Arts Standards—Age 4**
OBJECTIVE / STRAND	**4**	**VISUAL ARTS**
INDICATOR / CLUSTER	FA 4 yr.4.1.	Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.). **Gold Objectives for Development and Learning** **Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically** Objective 14a.4 Draws or constructs, and then identifies what it is **Objective 33 Explores the visual arts**
INDICATOR / CLUSTER	FA 4 yr.4.2.	Recognize and name colors (for example, red, yellow, blue, purple, orange, green, black, white, brown, pink, and gray). **Gold Objectives for Development and Learning** **Objective 9 Uses language to express thoughts and needs** **9a Uses an expanding and expressive vocabulary** Objective 9a.4 Names familiar people, animals, and objects **Objective 33 Explores the visual arts**
INDICATOR / CLUSTER	FA 4 yr.4.3.	Explore, identify, and describe the physical characteristics of the environment including colors, textures, and light. **Gold Objectives for Development and Learning** **Objective 33 Explores the visual arts**
INDICATOR / CLUSTER	FA 4 yr.4.4.	Talk with peers and/or adults about their art and their creative process. **Gold Objectives for Development and Learning** **Objective 14 Uses symbols and images to represent something not present**

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14a Thinks symbolically
Objective 14a.4 Draws or constructs, and then identifies what it is
Objective 33 Explores the visual arts

INDICATOR / CLUSTER	FA 4 yr.4.5.	With prompting and support, show appreciation by selecting art objects to display, including paintings, photos of block design, sculptures, etc., and begin to explain the reasons for selecting the preferred artwork. **Gold Objectives for Development and Learning** **Objective 33 Explores the visual arts**

STANDARD / AREA OF LEARNING		**Health Standards—Age 4**
OBJECTIVE / STRAND	**1**	**HUMAN DEVELOPMENT**
INDICATOR / CLUSTER	HE 4 yr.1.1.	Show independence in personal hygiene and care. **Gold Objectives for Development and Learning** **Objective 01 Regulates own emotions and behaviors** **1c. Takes care of own needs appropriately** Objective 1c.8 Takes responsibility for own well-being
INDICATOR / CLUSTER	HE 4 yr.1.2.	With prompting and support, distinguish between appropriate and inappropriate touch. **Gold Objectives for Development and Learning** **Objective 01 Regulates own emotions and behaviors** **1c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs

STANDARD / AREA OF LEARNING		**Health Standards—Age 4**
OBJECTIVE / STRAND	**2**	**HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF**
INDICATOR / CLUSTER	HE 4 yr.2.1.	With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe. **Gold Objectives for Development and Learning** **Objective 02 Establishes and sustains positive relationships** **2a. Forms relationships with adults** Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
INDICATOR / CLUSTER	HE 4 yr.2.2.	Identify and practice how to make friends and be a good friend by developing and using friendship skills with peers and participating in cooperative play.

Gold Objectives for Development and Learning
Objective 02 Establishes and sustains positive relationships
2c. Interacts with peers
Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
Objective 02 Establishes and sustains positive relationships
2d. Makes friends
Objective 2d.4 Plays with one or two preferred playmates

INDICATOR / CLUSTER	HE 4 yr.2.3.	With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.

Gold Objectives for Development and Learning
Objective 02 Establishes and sustains positive relationships
2b. Responds to emotional cues
Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
Objective 02 Establishes and sustains positive relationships
2c. Interacts with peers
Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
Objective 03 Participates cooperatively and constructively in group situations
3b. Solves social problems
Objective 3b.6 Suggest solutions to social problems

INDICATOR / CLUSTER	HE 4 yr.2.4.	With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).

Gold Objectives for Development and Learning
Objective 02 Establishes and sustains positive relationships c. Interacts with peers
Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

STANDARD / AREA OF LEARNING		**Health Standards—Age 4**
OBJECTIVE / STRAND	**3**	**MENTAL AND EMOTIONAL HEALTH**
INDICATOR / CLUSTER	HE 4 yr.3.1.	Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).

Gold Objectives for Development and Learning
Objective 1 Regulates own emotions and behaviors
1a Manages feelings
Objective 1 Regulates own emotions and behaviors
1c Takes care of own needs appropriately

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INDICATOR / CLUSTER	HE 4 yr.3.2.	With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness). **Gold Objectives for Development and Learning** **Objective 01 Regulates own emotions and behaviors** **1a. Manages feelings** Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR / CLUSTER	HE 4 yr.3.3.	With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations. **Gold Objectives for Development and Learning** **Objective 01 Regulates own emotions and behaviors** **1a. Manages feelings** Objective 1a.8 Controls strong emotions in an appropriate manner, most of the time. **Objective 01 Regulates own emotions and behaviors** **1b. Follows limits and expectations** Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

STANDARD / AREA OF LEARNING		**Health Standards—Age 4**
OBJECTIVE / STRAND	**4**	**NUTRITION**
INDICATOR / CLUSTER	HE 4 yr.4.1.	Identify a variety of healthy foods. **Gold Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors** **1c Takes care of own needs appropriately** Objective 1c.8 Take responsibility for own well-being
INDICATOR / CLUSTER	HE 4 yr.4.2.	Identify why eating healthy food is important and begin to categorize into food groups. **Gold Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors** **1c Takes care of own needs appropriately** Objective 1c.8 Take responsibility for own well-being **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
INDICATOR / CLUSTER	HE 4 yr.4.3.	With prompting and support, try new foods from a variety of food groups. **Gold Objectives for Development and Learning**

Objective 1 Regulates own emotions and behaviors
1c Takes care of own needs appropriately
Objective 1c.8 Take responsibility for own well-being

STANDARD / AREA OF LEARNING		**Lifelong Learning Practices Standards—Age 4**
OBJECTIVE / STRAND		**LIFELONG LEARNING PRACTICES – APPROACHES TO LEARNING**
INDICATOR / CLUSTER	**1**	**SELF-REGULATION AND EXECUTIVE FUNCTIONING**
EXPECTATION / STANDARD	LLP 4 yr.1.1.	With prompting and support, display increasing ability to self-regulate external behaviors (for example, follow simple directions, wait for turns, and transition between activities). **Gold Objectives for Development and Learning** **Objective 01 Regulates own emotions and behaviors** **1a. Manages feelings** Objective 1a.10 Manages strong emotions using known strategies **Objective 01 Regulates own emotions and behaviors** **1b. Follows limits and expectations** Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION / STANDARD	LLP 4 yr.1.2.	With prompting and support, display increasing ability to focus attention on key, meaningful components of an object or task (Attention focusing, for example, sort and classify objects into categories and provide on-topic responses). **Gold Objectives for Development and Learning** **Objective 11 Demonstrates Positive Approaches to Learning** **11a Attends and Engages** Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
EXPECTATION / STANDARD	LLP 4 yr.1.3.	With prompting and support, develop increasingly effective strategies to connect and remember information (Working memory and information processing, for example, use self-talk, tell others the events of the day). **Gold Objectives for Development and Learning** **Objective 12 Remembers and connects experiences** **12b Remembers and connects experiences** Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
EXPECTATION / STANDARD	LLP 4 yr.1.4.	With prompting and support, develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains what strategies are used to build in blocks).

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Gold Objectives for Development and Learning
Objective 01 Regulates own emotions and behaviors a. Manages feelings
Objective 1a.6 Is able to look at a situation differently or delay gratification

STANDARD / AREA OF LEARNING		Lifelong Learning Practices Standards—Age 4
OBJECTIVE / STRAND		**LIFELONG LEARNING PRACTICES – APPROACHES TO LEARNING**
INDICATOR / CLUSTER	**2**	**LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)**
EXPECTATION / STANDARD		**INITIATIVE**
INDICATOR	LLP 4 yr.2.1.	With prompting and support, plan out the multiple steps needed and identify strategies to use to accomplish a goal or to guide play. **Gold Objectives for Development and Learning** **Objective 14 Uses symbols and images to represent something not present** **14a Thinks symbolically** Objective 14a.6 Plans and then uses drawings, construction, movements, and dramatizations to represent ideas
INDICATOR	LLP 4 yr.2.2.	Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and experiences (for example, discover why worms come out of the ground after it rains). **Gold Objectives for Development and Learning** **Gold Objectives for Development and Learning** **Objective 11 Demonstrates positive approaches to learning** **11d. Shows curiosity and motivation** Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events
INDICATOR	LLP 4 yr.2.3.	Develop an increasing ability to connect new information or experiences with previous knowledge through interactions with teachers, peers, and the environment (for example, help develop classroom rules using the previous experience with rules in the classroom or home). **Gold Objectives for Development and Learning** **Objective 12 Remembers and connects experiences** **12b Remembers and connects experiences** Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
STANDARD / AREA OF LEARNING		**Lifelong Learning Practices Standards—Age 4**

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OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES – APPROACHES TO LEARNING
INDICATOR / CLUSTER	2	LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)
EXPECTATION / STANDARD		PERSISTENCE
INDICATOR	LLP 4 yr.2.4.	Develop an increasing ability and willingness to continue with a task through challenges or difficulties (for example, continue to build in the block area even when the child has difficulty finding a piece they need). **Gold Objectives for Development and Learning** **Objective 11 Demonstrates positive approaches to learning a. Attends and engages** Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions **Objective 11 Demonstrates positive approaches to learning b. Persists** Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
INDICATOR	LLP 4 yr.2.5.	Develop the ability to sustain engagement in active learning small- and large- group activities, working alone or cooperatively. **Gold Objectives for Development and Learning** **Objective 11 Demonstrates positive approaches to learning** **11a. Attends and engages** Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

STANDARD / AREA OF LEARNING — **Lifelong Learning Practices Standards—Age 4**

OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES – APPROACHES TO LEARNING
INDICATOR / CLUSTER	3	CREATIVITY AND CURIOSITY
EXPECTATION / STANDARD	LLP 4 yr.3.1.	Ask and answer questions to seek additional information about materials, challenges, and activities they experience in their immediate environment to expand their knowledge and skills. **Gold Objectives for Development and Learning** **Objective 11 Demonstrates Positive Approaches to Learning** **11d Shows curiosity and motivation** Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
EXPECTATION / STANDARD	LLP 4 yr.3.2.	With prompting and support, display an increasing ability to engage in a variety of problem-solving strategies (for example, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving). **Gold Objectives for Development and Learning** **Objective 11 Demonstrates Positive Approaches to Learning**

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

EXPECTATION / STANDARD	LLP 4 yr.3.3.	Explore and use materials during play and exploration in new and different ways (for example, a cardboard box becomes a spaceship, racecar, or a cave).
		Gold Objectives for Development and Learning **Objective 11 Demonstrates positive approaches to learning** **11e Shows flexibility and inventiveness in thinking** Objective 11e.4 Uses creativity and imagination during play and routine tasks **Objective 14 Uses symbols and images to represent something not present** **14b. Engages in sociodramatic play** Objective 14b.2 Imitates actions of others during play; uses real objects as props
EXPECTATION / STANDARD	LLP 4 yr.3.4.	Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).
		Gold Objectives for Development and Learning **Objective 11 Demonstrates positive approaches to learning** **11e Shows flexibility and inventiveness in thinking** Objective 11e.6 Changes plans if a better idea is thought of or proposed

STANDARD / AREA OF LEARNING		**Lifelong Learning Practices Standards—Age 4**
OBJECTIVE / STRAND		**LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT**
INDICATOR / CLUSTER	**4**	**SELF-AWARENESS**
EXPECTATION / STANDARD	LLP 4 yr.4.1.	Demonstrate awareness of one's own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes) and participate in respectful discussions about similarities and differences with others.
		Gold Objectives for Development and Learning **Objective 29 Demonstrates knowledge about self**
EXPECTATION / STANDARD	LLP 4 yr.4.2.	Participate in self-selected or organized activities by exploring learning materials including outdoor equipment (for example, a child chooses paint or markers for artwork).
		Gold Objectives for Development and Learning **Objective 1 Regulates own emotions and behaviors** **1c Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs **Objective 11 Demonstrates Positive Approaches to Learning**

11b Persists
Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks

EXPECTATION / STANDARD	LLP 4 yr.4.3.	Begin to maintain personal boundaries while participating in movement or daily classroom activities.

Gold Objectives for Development and Learning
Objective 3 participates cooperatively and constructively in group situations
3a Balances needs and rights of self and others
Objective 3a.2 Responds appropriately to other's expressions of wants

EXPECTATION / STANDARD	LLP 4 yr.4.4.	Communicate wants and needs including thoughts and feelings with actions or words.

Gold Objectives for Development and Learning
Objective 01 Regulates own emotions and behaviors
1c. Takes care of own needs appropriately
Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

EXPECTATION / STANDARD	LLP 4 yr.4.5.	Begin to contribute and take pride in the classroom community (for example, volunteer to help others).

Gold Objectives for Development and Learning
Objective 3 participates cooperatively and constructively in group situations
3a Balances needs and rights of self and others

STANDARD / AREA OF LEARNING		**Lifelong Learning Practices Standards—Age 4**
OBJECTIVE / STRAND		**LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT**
INDICATOR / CLUSTER	**5**	**EMOTIONS**
EXPECTATION / STANDARD	LLP 4 yr.5.1.	Separate and reunite with parents or caregivers without stress.

Gold Objectives for Development and Learning
Objective 2 Establishes and sustains positive relationships
2a Forms relationships with adults
Objective 2a.6 Manages separations without distress and engages with trusted adults

EXPECTATION / STANDARD	LLP 4 yr.5.2.	Recognize that feelings can change and different feelings are experienced throughout the day.

Gold Objectives for Development and Learning
Objective 1 Regulates own emotions and behaviors
1a Manages feelings
Objective 1a.6 Is able to look at a situation differently or delay gratification

EXPECTATION / STANDARD	HE 4 yr.3.1.	Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).

Gold Objectives for Development and Learning
Objective 1 Regulates own emotions and behaviors
1a Manages feelings
Objective 1a.6 Is able to look at a situation differently or delay gratification
Objective 2 Establishes and sustains positive relationships
2b Responds to emotional cues
Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately

EXPECTATION / STANDARD	HE 4 yr.3.2.	With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).

Gold Objectives for Development and Learning
Objective 01 Regulates own emotions and behaviors
1a. Manages feelings
Objective 1a.8 Controls strong emotions in an appropriate manner, most of the time.

EXPECTATION / STANDARD	HE 4 yr.3.3.	With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.

Gold Objectives for Development and Learning
Objective 01 Regulates own emotions and behaviors a. Manages feelings
Objective 1a.8 Controls strong emotions in an appropriate manner, most of the time.
Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations
Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

STANDARD / AREA OF LEARNING — **Lifelong Learning Practices Standards—Age 4**

OBJECTIVE / STRAND		**LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT**
INDICATOR / CLUSTER	**6**	**RELATIONSHIPS**
EXPECTATION / STANDARD		**COMMUNICATION**
INDICATOR	LLP 4 yr.6.1.	With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.

Gold Objectives for Development and Learning
Objective 1 Regulates own emotions and behaviors
1b Follows limits and expectations
Objective 1b.2 Responds to changes in an adult's tone of voice and expression
Objective 2 Establishes and sustains positive relationships

2b Responds to emotional cues
Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately

INDICATOR	LLP 4 yr.6.2.	With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation). **Gold Objectives for Development and Learning** **Objective 10 Uses appropriate conversational and other communication skills** **10a. Engages in conversations** Objective 10a.6 Engages in conversations of at least three exchanges
INDICATOR	HE 4 yr.2.2.	Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative play. **Gold Objectives for Development and Learning** **Objective 02 Establishes and sustains positive relationships** **2c. Interacts with peers** Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

STANDARD / AREA OF LEARNING		Lifelong Learning Practices Standards—Age 4
OBJECTIVE / STRAND		**LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT**
INDICATOR / CLUSTER	6	**RELATIONSHIPS**
EXPECTATION / STANDARD		**SOCIAL ENGAGEMENT**
INDICATOR	LLP 4 yr.6.3.	Show interest in peers by getting their attention in appropriate ways (for example, call a child by name or tap him/her on the shoulder). **Gold Objectives for Development and Learning** **Objective 2 Establishes and sustains positive relationships** **2c Interacts with peers** Objective 2c.4 Uses successful strategies for entering groups
INDICATOR	LLP 4 yr.6.4.	Maintain awareness of and respect others' personal space. **Gold Objectives for Development and Learning** **Objective 3 participates cooperatively and constructively in group situations** **3a Balances needs and rights of self and others** Objective 3a.2 Responds appropriately to other's expressions of wants
INDICATOR	LLP 4 yr.6.5.	Begin to maintain self-control during play with others. **Gold Objectives for Development and Learning** **Objective 02 Establishes and sustains positive relationships**

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

INDICATOR	HE 4 yr.2.3.	With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs. **Gold Objectives for Development and Learning** **Objective 02 Establishes and sustains positive relationships** **2c. Interacts with peers** Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
INDICATOR	HE 4 yr.2.4.	With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others). **Gold Objectives for Development and Learning** **Objective 02 Establishes and sustains positive relationships** **2c. Interacts with peers** Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

STANDARD / AREA OF LEARNING		**Lifelong Learning Practices Standards—Age 4**
OBJECTIVE / STRAND		**LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT**
INDICATOR / CLUSTER	**6**	**RELATIONSHIPS**
EXPECTATION / STANDARD		**CONFLICT RESOLUTION / PROBLEM SOLVING**
INDICATOR	LLP 4 yr.6.6.	Use appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult). **Gold Objectives for Development and Learning** **Objective 03 Participates cooperatively and constructively in group situations** **3b. Solves social problems** Objective 3b.6 Suggest solutions to social problems

STANDARD / AREA OF LEARNING		**Math Standards—Age 4**
OBJECTIVE / STRAND	**1**	**COUNTING AND CARDINALITY**
INDICATOR / CLUSTER	Math 4 yr.1.1.	Count to 20 by ones. **Gold Objectives for Development and Learning** **Objective 20 Uses number concepts and operations**

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

INDICATOR / CLUSTER	Math 4 yr.1.2.	In the sequence of 1–10, identify numbers that come before or after one another.
		Gold Objectives for Development and Learning **Objective 20 Uses number concepts and operations** **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
INDICATOR / CLUSTER	Math 4 yr.1.3.	Count a number of objects from 0–10 and begin to associate them with a written numeral. **Gold Objectives for Development and Learning** **Objective 20 Uses number concepts and operations** **20c. Connects numerals with their quantities** Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
INDICATOR / CLUSTER	Math 4 yr.1.4.	Name written numerals 0–10. **Gold Objectives for Development and Learning** **Objective 20 Uses number concepts and operations** **20c. Connects numerals with their quantities** Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
INDICATOR / CLUSTER	Math 4 yr.1.5.	Use one-to-one correspondence when counting objects to ten. **Gold Objectives for Development and Learning** **Objective 20 Uses number concepts and operations** **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
INDICATOR / CLUSTER	Math 4 yr.1.6.	When counting objects to ten, understand that the last number counted in a set tells how many. **Gold Objectives for Development and Learning** **Objective 20 Uses number concepts and operations** **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

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INDICATOR / CLUSTER	Math 4 yr.1.7.	Count two sets of objects up to 10 to determine which has more.
		Gold Objectives for Development and Learning **Objective 20 Uses number concepts and operations** **20b. Quantifies** Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts
STANDARD / AREA OF LEARNING		**Math Standards—Age 4**
OBJECTIVE / STRAND	**2**	**OPERATIONS AND ALGEBRAIC THINKING**
INDICATOR / CLUSTER	Math 4 yr.2.1.	Understand and represent addition up to five (adding to or putting together) and subtraction (taking from or taking apart) with concrete objects, fingers, movement, and simple drawings. **Gold Objectives for Development and Learning** **Objective 20 Use number concepts and operations** **20f Applies number combinations and mental number strategies in mathematical operations** Objective 20f.2 Adds and subtracts whole numbers fluently within five
INDICATOR / CLUSTER	Math 4 yr.2.2.	With prompting and support, solve addition and subtraction word problems created by the teacher using up to five concrete objects to represent the problem (for example, "Bring me three blocks, now bring me two more. How many blocks do we have?"). **Gold Objectives for Development and Learning** **Objective 20 Uses number concepts and operations** **20e Applies properties of mathematical operations and relationships** Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10
INDICATOR / CLUSTER	Math 4 yr.2.3.	Take apart numbers less than or equal to five by using objects with different attributes (for example, 5 can be taken apart into sets of 2 blue and 3 yellow or 1 square and 4 circles). **Gold Objectives for Development and Learning** **Objective 20 Use number concepts and operations** **20f Applies number combinations and mental number strategies in mathematical operations** Objective 20f.2 Adds and subtracts whole numbers fluently within five
INDICATOR / CLUSTER	Math 4 yr.2.4.	Use concrete objects to make sums of 5 using quantities from 0–5. (for example, 0 and 5 make a set of 5, 2 and 3 make a set of 5.)

Gold Objectives for Development and Learning
 Objective 20 Use number concepts and operations
20f Applies number combinations and mental number strategies in mathematical operations
Objective 20f.2 Adds and subtracts whole numbers fluently within five

INDICATOR / CLUSTER	Math 4 yr.2.5.	Duplicate, extend, and create simple patterns (for example, ababab).

Gold Objectives for Development and Learning
Objective 23 Demonstrates knowledge of patterns
Objective 23.4 Copies simple repeating patterns

STANDARD / AREA OF LEARNING		**Math Standards—Age 4**
OBJECTIVE / STRAND	**3**	**MEASUREMENT AND DATA**
INDICATOR / CLUSTER	Math 4 yr.3.1.	Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).

Gold Objectives for Development and Learning
Objective 22 Compares and Measures
22a Measures objects
Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

INDICATOR / CLUSTER	Math 4 yr.3.2.	Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).

Gold Objectives for Development and Learning
Objective 22 Compares and Measures
22a Measures objects
Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

INDICATOR / CLUSTER	Math 4 yr.3.3.	Classify/sort objects into given categories (for example, color, size, shape) by specified 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

INDICATOR / CLUSTER	Math 4 yr.3.4.	Compare the number of objects in each category to identify which groups contain more or less, or are the same.

Gold Objectives for Development and Learning
Objective 20 Uses number concepts and operations b. Quantifies
Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

STANDARD / AREA OF LEARNING		Math Standards—Age 4
OBJECTIVE / STRAND	**4**	**GEOMETRY**
INDICATOR / CLUSTER	Math 4 yr.4.1.	Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. **Gold Objectives for Development and Learning** **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
INDICATOR / CLUSTER	Math 4 yr.4.2.	Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped). **Gold Objectives for Development and Learning** **Objective 21 Explores and describes spatial relationships and shapes** **21 b. Understands shapes** Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
INDICATOR / CLUSTER	Math 4 yr.4.3.	Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid). **Gold Objectives for Development and Learning** **Objective 21 Explores and describes spatial relationships and shapes** **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
INDICATOR / CLUSTER	Math 4 yr.4.4.	Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc. **Gold Objectives for Development and Learning** **Objective 21 Explores and describes spatial relationships and shapes** **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
INDICATOR / CLUSTER	Math 4 yr.4.5.	Create basic shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).

Gold Objectives for Development and Learning
Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically
Objective 14a.4 Draws or constructs, and then identifies what it is

INDICATOR / CLUSTER	Math 4 yr.4.6.	Explore combining basic shapes to create new shapes (for example, two triangles make a rhombus). **Gold Objectives for Development and Learning** **Objective 21 Explores and describes spatial relationships and shapes** **21b Understands shapes** Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

STANDARD / AREA OF LEARNING		Physical Education Standards—Age 4
OBJECTIVE / STRAND	**1**	**MOTOR SKILLS AND MOVEMENT**
INDICATOR / CLUSTER		**GROSS MOTOR**
EXPECTATION / STANDARD	PE 4 yr.1.1.	Demonstrate control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects). **Gold Objectives for Development and Learning** **Objective 04 Demonstrates traveling skills** Objective 4.8 Coordinates increasingly complex movements in play and games **Objective 05 Demonstrates balancing skills** Objective 5.8 Sustains balance during complex movement experiences
EXPECTATION / STANDARD	PE 4 yr.1.2.	Demonstrate coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation). **Gold Objectives for Development and Learning** **Objective 05 Demonstrates balancing skills** Objective 5.8 Sustains balance during complex movement experiences
EXPECTATION / STANDARD	PE 4 yr.1.3.	Demonstrate control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys). **Gold Objectives for Development and Learning** **Objective 06 Demonstrates gross-motor manipulative skills** Objective 6.8 Manipulates balls or similar objects with a full range of motion

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STANDARD / AREA OF LEARNING		Physical Education Standards—Age 4
OBJECTIVE / STRAND	**1**	**MOTOR SKILLS AND MOVEMENT**
INDICATOR / CLUSTER		**FINE MOTOR**
EXPECTATION / STANDARD	PE 4 yr.1.4.	Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art). **Gold Objectives for Development and Learning** **Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** Objective 7a.6 Uses refined wrist and finger movements
EXPECTATION / STANDARD	PE 4 yr.1.5.	Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp). **Gold Objectives for Development and Learning** **Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools** Objective 7b.8 Uses three-point finger grip and efficient hand placement when writing and drawing
EXPECTATION / STANDARD	PE 4 yr.1.6.	Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object). **Gold Objectives for Development and Learning** **Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** Objective 7a.8 Uses small, precise finger and hand movements
EXPECTATION / STANDARD	PE 4 yr.1.7.	Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools. **Gold Objectives for Development and Learning** **Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools** Objective 7b.8 Uses three-point finger grip and efficient hand placement when writing and drawing
STANDARD / AREA OF LEARNING		**Physical Education Standards—Age 4**
OBJECTIVE / STRAND	**2**	**EFFICIENT MOVEMENT AND PERFORMANCE**

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INDICATOR / CLUSTER	PE 4 yr.2.1.	Begin to maintain personal boundaries while participating in movement activities.

Gold Objectives for Development and Learning
Objective 3 participates cooperatively and constructively in group situations
3a Balances needs and rights of self and others

STANDARD / AREA OF LEARNING		**Physical Education Standards—Age 4**

OBJECTIVE / STRAND	**3**	**PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS**
INDICATOR / CLUSTER	PE 4 yr.3.1.	Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).

Gold Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self

STANDARD / AREA OF LEARNING		**Science Standards—Ages 3 and 4**

OBJECTIVE / STRAND	**1**	**WEATHER**
INDICATOR / CLUSTER	3–4 yr.1.1.	Obtain and communicate information about local, observable weather conditions while exploring and describing patterns found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm.

Gold Objectives for Development and Learning
Objective 27 Demonstrates knowledge of Earth's environment

INDICATOR / CLUSTER	3–4 yr.1.2.	Obtain and communicate information about human behavior patterns in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather.

Gold Objectives for Development and Learning
Objective 22 Compares and Measures
22c Represents and analyzes data
Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
Objective 27 Demonstrates knowledge of Earth's environment

STANDARD / AREA OF LEARNING		**Science Standards—Ages 3 and 4**

OBJECTIVE / STRAND	**2**	**LIGHT**
INDICATOR / CLUSTER	3–4 yr.2.1.	Plan and carry out an investigation using the five senses to determine the effect of sunlight on different surfaces and materials. Examples could include determining if the effect is hot

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or cold or a light or dark surface.

Gold Objectives for Development and Learning
Objective 24 Uses scientific inquiry skills
Objective 26 Demonstrates knowledge of the physical properties of objects and materials

INDICATOR / CLUSTER	3–4 yr.2.2.	Carry out an investigation to show the effect of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them. Examples could include observations about light when navigating a room with the lights off compared to the lights on. **Gold Objectives for Development and Learning** **Objective 24 Uses scientific inquiry skills** **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**
INDICATOR / CLUSTER	3– 4yr.2.3.	Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places. **Gold Objectives for Development and Learning** **Objective 24 Uses scientific inquiry skills** **Objective 25 Demonstrates knowledge of the characteristics of living things**
STANDARD / AREA OF LEARNING		**Science Standards—Ages 3 and 4**
OBJECTIVE / STRAND	**3**	**LIVING THINGS**
INDICATOR / CLUSTER	3-4 yr.3.1.	Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, and animals depend on water and food to live. **Gold Objectives for Development and Learning** **Objective 24 Uses scientific inquiry skills** **Objective 25 Demonstrates knowledge of the characteristics of living things**
INDICATOR / CLUSTER	3–4 yr.3.2.	Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive. **Gold Objectives for Development and Learning** **Objective 24 Uses scientific inquiry skills** **Objective 25 Demonstrates knowledge of the characteristics of living things**

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INDICATOR / CLUSTER	3-4 yr.3.3.	Obtain and communicate information about the behavior patterns that help humans and animals survive when they are young. Examples of behavior patterns could include parents responding to needs, providing shelter and sustenance, and ensuring the security of their offspring.

Gold Objectives for Development and Learning
Objective 24 Uses scientific inquiry skills
Objective 25 Demonstrates knowledge of the characteristics of living things

STANDARD / AREA OF LEARNING		**Science Standards—Ages 3 and 4**
OBJECTIVE / STRAND	**4**	**MATTER AND MOTION**
INDICATOR / CLUSTER	3-4 yr.4.1.	Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids.

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
Objective 24 Uses scientific inquiry skills

INDICATOR / CLUSTER	3-4 yr.4.2.	Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects.

Gold Objectives for Development and Learning
Objective 24 Uses scientific inquiry skills
Objective 26 Demonstrates knowledge of the physical properties of objects and materials

STANDARD / AREA OF LEARNING		**Social Studies Standards—Age 4**
OBJECTIVE / STRAND	**1**	**CULTURE AND DIVERSITY**
INDICATOR / CLUSTER	SS 4 yr.1.1.	Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).

Gold Objectives for Development and Learning
Objective 30 Shows basic understanding of people and how they live

STANDARD / AREA OF LEARNING		**Social Studies Standards—Age 4**

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OBJECTIVE / STRAND	**2**	**TIME, CONTINUITY, AND CHANGE**
INDICATOR / CLUSTER	SS 4 yr.2.1.	Identify examples of change over time on topics including self, family, and community and how these changes may affect them (for example, changes in the family, classroom, or neighborhood). **Gold Objectives for Development and Learning** **Objective 31 Explores change related to familiar people or places**
STANDARD / AREA OF LEARNING		**Social Studies Standards—Age 4**
OBJECTIVE / STRAND	**3**	**PEOPLE, PLACES, AND ENVIRONMENTS**
INDICATOR / CLUSTER	SS 4 yr.3.1.	Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier). **Gold Objectives for Development and Learning** **Objective 29 Demonstrates knowledge about self** **Objective 30 Shows basic understanding of people and how they live**
INDICATOR / CLUSTER	SS 4 yr.3.2.	Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets). **Gold Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors** **1b Follows limits and expectations** Objective 1b.10 Understands and explains reasons for rules
INDICATOR / CLUSTER	SS 4 yr.3.3.	Describe ways to care for home and school environments and the Earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can). **Gold Objectives for Development and Learning** **Objective 27 Demonstrates knowledge of Earth's environment**
STANDARD / AREA OF LEARNING		**Social Studies Standards—Age 4**
OBJECTIVE / STRAND	**4**	**INDIVIDUAL DEVELOPMENT AND IDENTITY**
INDICATOR / CLUSTER	SS 4 yr.4.1.	Demonstrate awareness of one's own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others. **Gold Objectives for Development and Learning** **Objective 29 Demonstrates knowledge about self**

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STANDARD / AREA OF LEARNING		Social Studies Standards—Age 4
OBJECTIVE / STRAND	**5**	**INDIVIDUALS, GROUPS, AND INSTITUTIONS**
INDICATOR / CLUSTER	SS 4 yr.5.1.	Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs. **Gold Objectives for Development and Learning** **Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR / CLUSTER	SS 4 yr.5.2.	Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials). **Gold Objectives for Development and Learning** **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations** Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

STANDARD / AREA OF LEARNING		Social Studies Standards—Age 4
OBJECTIVE / STRAND	**6**	**POWER, AUTHORITY, AND GOVERNANCE**
INDICATOR / CLUSTER	SS 4 yr.6.1.	Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities). **Gold Objectives for Development and Learning** **Objective 11 Demonstrates positive approaches to learning** **11c. Solves problems** Objective 11c.10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers

STANDARD / AREA OF LEARNING		Social Studies Standards—Age 4
OBJECTIVE / STRAND	**7**	**PRODUCTION, DISTRIBUTION, AND CONSUMPTION**
INDICATOR / CLUSTER	SS 4 yr.7.1.	Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats). **Gold Objectives for Development and Learning** **Objective 25 Demonstrates knowledge of the characteristics of living things** **Objective 30 Shows basic understanding of people and how they live**

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INDICATOR / CLUSTER	SS 4 yr.7.2.	With prompting and support, explain that people have jobs to meet needs, including for self, classroom, and community.

Gold Objectives for Development and Learning
Objective 30 Shows basic understanding of people and how they live

STANDARD / AREA OF LEARNING		**Social Studies Standards—Age 4**
OBJECTIVE / STRAND	**8**	**SCIENCE, TECHNOLOGY, AND SOCIETY**
INDICATOR / CLUSTER	SS 4 yr.8.1.	Describe how simple and electronic technology affects the way people live, work, travel, communicate, and play.

Gold Objectives for Development and Learning
Objective 30 Shows basic understanding of people and how they live

INDICATOR / CLUSTER	SS 4 yr.8.2.	Recognize the importance of balancing media time with other activities.

Gold Objectives for Development and Learning
Objective 30 Shows basic understanding of people and how they live