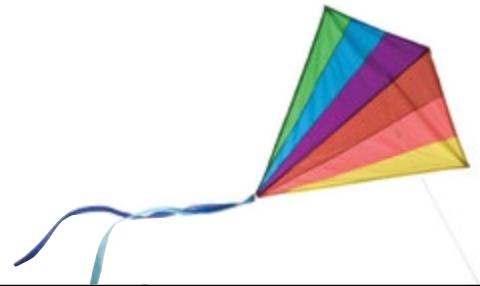
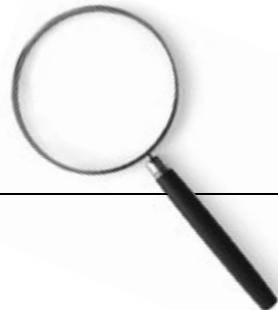




Alignment of



Objectives for Development & Learning



WITH

California Infant/Toddler Learning & Development Foundations
aligned to GOLD Objectives for Development and Learning

Age: By 8 months; adopted 2009

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.1.	Foundation: Interactions with Adults – The developing ability to respond to and engage with adults
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children purposefully engage in reciprocal interactions and try to influence the behavior of others. Children may be both interested in and cautious of unfamiliar adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none">• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.2.	Foundation: Relationships with Adults – The development of close relationships with certain adults who provide consistent nurturance
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none">• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.3.	Foundation: Interactions with Peers – The developing ability to respond to and engage with other children
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children show interest in familiar and unfamiliar peers. Children may stare at another child, explore another child's face and body, and respond to siblings and older peers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.2 Reacts to others' emotional expressions</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.5.	Foundation: Identity of Self in Relation to Others – The developing concept that the child is an individual operating within social relationships
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children show clear awareness of being a separate person and of being connected with other people. Children identify others as both distinct from and connected to themselves.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.6.	Foundation: Recognition of Ability – The developing understanding that the child can take action to influence the environment

EXPECTATION / SUBSTRAND		<p>At around eight months of age, children understand that they are able to make things happen.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.7.	Foundation: Expression of Emotion – The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.2 Uses adult support to calm self</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.9.	Foundation: Emotion Regulation – The developing ability to manage emotional responses, with assistance from others and independently
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.10.	Foundation: Impulse Control – The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children act on impulses.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.11.	Foundation: Social Understanding – The developing understanding of the responses, communication, emotional expressions, and actions of other people
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children have learned what to expect from familiar people, understand what to do to get another's attention, engage in back-and-forth interactions with others, and imitate the simple actions or facial expressions of others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.1.	Foundation: Receptive Language – The developing ability to understand words and increasingly complex utterances

EXPECTATION / SUBSTRAND		<p>At around eight months of age, children show understanding of a small number of familiar words and react to the infant care teacher's overall tone of voice.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.2.	Foundation: Expressive Language – The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.3.	Foundation: Communication Skills and Knowledge – The developing ability to communicate nonverbally and verbally
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children participate in back-and-forth communication and games.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others

CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.4.	Foundation: Interest in Print – The developing interest in engaging with print in books and in the environment
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.1.	Foundation: Cause-and-Effect – The developing understanding that one event brings about another
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.2 Repeats actions to obtain similar results</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.2.	Foundation: Spatial Relationships – The developing understanding of how things move and fit in space

EXPECTATION / SUBSTRAND		<p>At around eight months of age, children move their bodies, explore the size and shape of objects, and observe people and objects as they move through space.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.3.	Foundation: Problem Solving – The developing ability to engage in a purposeful effort to reach a goal or figure out how something works
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children use simple actions to try to solve problems involving objects, their bodies, or other people.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.4.	Foundation: Imitation – The developing ability to mirror, repeat, and practice the actions of others, either immediately or later
EXPECTATION / SUBSTRAND		<p>At around 8 months of age, children imitate simple actions and expressions of others during interactions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.2 Repeats actions to obtain similar results</p>

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.5.	Foundation: Memory – The developing ability to store and later retrieve information about past experiences
EXPECTATION / SUBSTRAND		<p>At around 8 months of age, children recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.6.	Foundation: Number Sense – The developing understanding of number and quantity
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children usually focus on one object or person at a time, yet they may at times hold two objects, one in each hand.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.7.	Foundation: Classification – The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes

EXPECTATION / SUBSTRAND		<p>At around eight months of age, children distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.8.	Foundation: Symbolic Play – The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas
EXPECTATION / SUBSTRAND		<p>At around 8 months of age, children become familiar with objects and actions through active exploration. Children also build knowledge of people, action, objects, and ideas through observation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.9.	Foundation: Attention Maintenance – The developing ability to attend to people and things while interacting with others and exploring the environment and play materials
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children pay attention to different things and people in the environment in specific, distinct ways.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.2 Pays attention to sights and sounds</p>

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.10.	Foundation: Understanding of Personal Care Routines – The developing ability to understand and participate in personal care routines
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children are responsive during the steps of personal care routines.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	PMD.8m.1.	Foundation: Perceptual Development – The developing ability to become aware of the social and physical environment through the senses
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children use the senses to explore objects and people in the environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	PMD.8m.2.	Foundation: Gross Motor – The developing ability to move the large muscles

EXPECTATION / SUBSTRAND		<p>At around eight months of age, children demonstrate the ability to maintain their posture in a sitting position and to shift between sitting and other positions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.2 Balances while exploring immediate environment</p>
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	PMD.8m.3.	Foundation: Fine Motor – The developing ability to move the small muscles
EXPECTATION / SUBSTRAND		<p>At around eight months of age, children easily reach for and grasp things and use eyes and hands to explore objects actively.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.2 Reaches for, touches, and holds objects purposefully</p>

Age: By 18 months; adopted 2009

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.1.	Foundation: Interactions with Adults – The developing ability to respond to and engage with adults
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children may participate in routines and games that involve complex back-and-forth interaction and may follow the gaze of the infant care teacher to an object or person. Children may also check with a familiar infant care teacher when uncertain about something or someone.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.2.	Foundation: Relationships with Adults – The development of close relationships with certain adults who provide consistent nurturance
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time. When distressed, children seek to be physically close to these adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.3.	Foundation: Interactions with Peers – The developing ability to respond to and engage with other children

EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children engage in simple back-and-forth interactions with peers for short periods of time.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.4.	Foundation: Relationships with Peers – The development of relationships with certain peers through interactions over time
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and-forth play when interacting with those children.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships d. Makes friends <p>Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.5.	Foundation: Identity of Self in Relation to Others – The developing concept that the child is an individual operating within social relationships
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings. Children also demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.6.	Foundation: Recognition of Ability – The developing understanding that the child can take action to influence the environment
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children experiment with different ways of making things happen, persist in trying to do things even when faced with difficulty, and show a sense of satisfaction with what they can do.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.7.	Foundation: Expression of Emotion – The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children express emotions in a clear and intentional way, and begin to express some complex emotions, such as pride.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.8.	Foundation: Empathy – The developing ability to share in the emotional experiences of others

EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children change their behavior in response to the feelings of others even though their actions may not always make the other person feel better. Children show an increased understanding of the reason for another's distress and may become distressed by the other's distress.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.2 Reacts to others' emotional expressions</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.9.	Foundation: Emotion Regulation – The developing ability to manage emotional responses, with assistance from others and independently
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort. Children can also communicate needs and wants through the use of a few words and gestures.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.10.	Foundation: Impulse Control – The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children respond positively to choices and limits set by an adult to help control their behavior.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.4 Accepts redirection from adults</p>

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.1 1.	Foundation: Social Understanding – The developing understanding of the responses, communication, emotional expressions, and actions of other people
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children know how to get the infant care teacher to respond in a specific way through gestures, vocalizations, and shared attention; use another's emotional expressions to guide their own responses to unfamiliar events; and learn more complex behavior through imitation. Children also engage in more complex social interactions and have developed expectations for a greater number of familiar people.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.2 Responds appropriately to others' expressions of wants</p>
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	LD.18m.1.	Foundation: Receptive Language – The developing ability to understand words and increasingly complex utterances
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children show understanding of one-step requests that have to do with the current situation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</p>
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	LD.18m.2.	Foundation: Expressive Language – The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances

EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children say a few words and use conventional gestures to tell others about their needs, wants, and interests.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar, people, animals, and objects</p>
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	LD.18m.3.	Foundation: Communication Skills and Knowledge – The developing ability to communicate nonverbally and verbally
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children use conventional gestures and words to communicate meaning in short back-and-forth interactions and use the basic rules of conversational turn-taking when communicating.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	LD.18m.4.	Foundation: Interest in Print – The developing interest in engaging with print in books and in the environment

EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments. Children actively notice print in the environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.1.	Foundation: Cause-and-Effect – The developing understanding that one event brings about another
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children combine simple actions to cause things to happen or change the way they interact with objects and people in order to see how it changes the outcome.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.4 Practices an activity many times until successful</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.2.	Foundation: Spatial Relationships – The developing understanding of how things move and fit in space
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children use trial and error to discover how things move and fit in space.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.4 Practices an activity many times until successful</p>

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.3.	Foundation: Problem Solving – The developing ability to engage in a purposeful effort to reach a goal or figure out how something works
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children use a number of ways to solve problems: physically trying out possible solutions before finding one that works; using objects as tools; watching someone else solve the problem and then applying the same solution; or gesturing or vocalizing to someone else for help.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.4.	Foundation: Imitation – The developing ability to mirror, repeat, and practice the actions of others, either immediately or later
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children imitate others' actions that have more than one step and imitate simple actions that they have observed others doing at an earlier time.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.5.	Foundation: Memory – The developing ability to store and later retrieve information about past experiences

EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children remember typical actions of people, the location of objects, and steps of routines.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.6.	Foundation: Number Sense – The developing understanding of number and quantity
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children demonstrate understanding that there are different amounts of things.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.7.	Foundation: Classification – The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children show awareness when objects are in some way connected to each other, match two objects that are the same, and separate a pile of objects into two groups based on one attribute.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.2 Matches similar objects</p>

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.8.	Foundation: Symbolic Play – The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children use one object to represent another object and engage in one or two simple actions of pretend play.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.9.	Foundation: Attention Maintenance – The developing ability to attend to people and things while interacting with others and exploring the environment and play materials
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children rely on order and predictability in the environment to help organize their thoughts and focus attention.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.10.	Foundation: Understanding of Personal Care Routines – The developing ability to understand and participate in personal care routines

EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children show awareness of familiar personal care routines and participate in the steps of these routines.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</p>
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	PMD.18m.1.	Foundation: Perceptual Development – The developing ability to become aware of the social and physical environment through the senses
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children use the information received from the senses to change the way they interact with the environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	PMD.18m.2.	Foundation: Gross Motor – The developing ability to move the large muscles
EXPECTATION / SUBSTRAND		<p>Around 18 months of age, children move from one place to another by walking and running with basic control and coordination.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p>

CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	PMD.18m.3.	Foundation: Fine Motor – The developing ability to move the small muscles
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children are able to hold small objects in one hand and sometimes use both hands together to manipulate objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>

Age: By 36 months; adopted 2009

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.1.	Foundation: Interactions with Adults – The developing ability to respond to and engage with adults
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children interact with adults to solve problems or communicate about experiences or ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.2.	Foundation: Relationships with Adults – The development of close relationships with certain adults who provide consistent nurturance
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, when exploring the environment, from time to time children reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans. When distressed, children may still seek to be physically close to these adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.3.	Foundation: Interactions with Peers – The developing ability to respond to and engage with other children
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children engage in simple cooperative play with peers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.4.	Foundation: Relationships with Peers – The development of relationships with certain peers through interactions over time

EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children have developed friendships with a small number of children in the group and engage in more complex play with those friends than with other peers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships d. Makes friends <p>Objective 2d.4 Plays with one or two preferred playmates</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.5.	Foundation: Identity of Self in Relation to Others – The developing concept that the child is an individual operating within social relationships
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children identify their feelings, needs, and interests, and identify themselves and others as members of one or more groups by referring to categories.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.6.	Foundation: Recognition of Ability – The developing understanding that the child can take action to influence the environment
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children show an understanding of their own abilities and may refer to those abilities when describing themselves.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)

PERFORMANCE STANDARD / MODE	SED.36m.7.	Foundation: Expression of Emotion – The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt. Children demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.8.	Foundation: Empathy – The developing ability to share in the emotional experiences of others
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children understand that other people have feelings that are different from their own and can sometimes respond to another's distress in a way that might make that person feel better.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.4 Demonstrates concern about the feelings of others</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.9.	Foundation: Emotion Regulation – The developing ability to manage emotional responses, with assistance from others and independently

EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children anticipate the need for comfort and try to prepare themselves for changes in routine. Children have many self-comforting behaviors to choose from, depending on the situation, and can communicate specific needs and wants.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.1 0.	Foundation: Impulse Control – The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children may sometimes exercise voluntary control over actions and emotional expressions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.1 1.	Foundation: Social Understanding – The developing understanding of the responses, communication, emotional expressions, and actions of other people

EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children can talk about their own wants and feelings and those of other people, describe familiar routines, participate in coordinated episodes of pretend play with peers, and interact with adults in more complex ways.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.2 Responds appropriately to others' expressions of wants</p>
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	LD.36m.1.	Foundation: Receptive Language – The developing ability to understand words and increasingly complex utterances
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children demonstrate understanding of the meaning of others' comments, questions, requests, or stories.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	LD.36m.2.	Foundation: Expressive Language – The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances

EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children communicate in a way that is understandable to most adults who speak the same language they do. Children combine words into simple sentences and demonstrate the ability to follow some grammatical rules of the home language.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	LD.36m.3.	Foundation: Communication Skills and Knowledge – The developing ability to communicate nonverbally and verbally
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.4 Initiates and attends to brief conversations</p>
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	LD.36m.4.	Foundation: Interest in Print – The developing interest in engaging with print in books and in the environment

EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children show appreciation for books and initiate literacy activities: listening, asking questions, or making comments while being read to; looking at books on their own; or making scribble marks on paper and pretending to read what is written.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <p>Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.1.	Foundation: Cause-and-Effect – The developing understanding that one event brings about another
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children demonstrate an understanding of cause and effect by making predictions about what could happen and reflect upon what caused something to happen.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.4 Practices an activity many times until successful</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.2.	Foundation: Spatial Relationships – The developing understanding of how things move and fit in space

EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children can predict how things will fit and move in space without having to try out every possible solution, and show understanding of words used to describe size and locations in space.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.6 Solves problems without having to try every possibility</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.3.	Foundation: Problem Solving – The developing ability to engage in a purposeful effort to reach a goal or figure out how something works
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children solve some problems without having to physically try out every possible solution and may ask for help when needed.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.6 Solves problems without having to try every possibility</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.4.	Foundation: Imitation – The developing ability to mirror, repeat, and practice the actions of others, either immediately or later

EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children reenact multiple steps of others' actions that they have observed at an earlier time.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.5.	Foundation: Memory – The developing ability to store and later retrieve information about past experiences
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children anticipate the series of steps in familiar activities, events, or routines; remember characteristics of the environment or people in it; and may briefly describe recent past events or act them out.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.6.	Foundation: Number Sense – The developing understanding of number and quantity

EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children show some understanding that numbers represent how many and demonstrate understanding of words that identify how much.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.7.	Foundation: Classification – The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children group objects into multiple piles based on one attribute at a time, put things that are similar but not identical into one group, and may label each grouping, even though sometimes these labels are overgeneralized.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.8.	Foundation: Symbolic Play – The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas

EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan and sometimes pretend by imagining an object without needing the concrete object present.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.9.	Foundation: Attention Maintenance – The developing ability to attend to people and things while interacting with others and exploring the environment and play materials
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children sometimes demonstrate the ability to pay attention to more than one thing at a time.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.10.	Foundation: Understanding of Personal Care Routines – The developing ability to understand and participate in personal care routines
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children initiate and follow through with some personal care routines.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>

CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	PMD.36m.1.	Foundation: Perceptual Development – The developing ability to become aware of the social and physical environment through the senses
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children can quickly and easily combine the information received from the senses to inform the way they interact with the environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.4 Explores and investigates ways to make something happen</p>
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	PMD.36m.2.	Foundation: Gross Motor – The developing ability to move the large muscles
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children move with ease, coordinating movements and performing a variety of movements.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p>
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	PMD.36m.3.	Foundation: Fine Motor – The developing ability to move the small muscles

EXPECTATION / SUBSTRAND	<p>At around 36 months of age, children coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways. Children often use one hand to stabilize an object while manipulating it.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none">• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
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