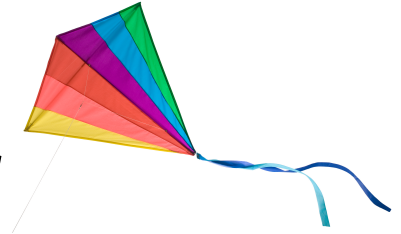


Alignment of



GOLD[®]
**Objectives for Development
& Learning**



With

PA Learning Standards for Early
Childhood Infants-Toddlers

(Ad. 2024)

Main Criteria: PA Learning Standards for Early Childhood Infants-Toddlers

Secondary Criteria: GOLD® Objectives for Development and Learning

Subject: Early Childhood Education

Grades: Birth to 12 months, 13 to 24 months, 25 to 36 months

Adopted: 2024

Domain

Approaches to Learning through Play (AL)

Standard Area

Constructing and Gathering Knowledge - BIG IDEAS: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning.
ESSENTIAL QUESTIONS: What strategies can be used to gather information? What can I learn from my everyday experiences, including play?

Strand

CURIOSITY AND INITIATIVE

Birth to 12 months

AL.1.I.A Use the senses as a primary means to explore and learn from the environment.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

13 to 24 months

AL.1.YT.A Show interest in various environmental stimuli.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

25 to 36 months

AL.1.OT.A Explore characteristics of and ask questions about objects, people, activities, and environments.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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



Standard Area

Constructing and Gathering Knowledge - BIG IDEAS: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. ESSENTIAL QUESTIONS: What strategies can be used to gather information? What can I learn from my everyday experiences, including play?

Strand

RISK-TAKING

Birth to 12 months

AL.1.I.B Explore in the comfort of a familiar surrounding or adult.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

13 to 24 months

AL.1.YT.B Explore the environment in close proximity to and in the constant sight of familiar adult.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

25 to 36 months

AL.1.OT.B Explore the environment independently seeking occasional approval from adults.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

Standard Area

Constructing and Gathering Knowledge - BIG IDEAS: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. ESSENTIAL QUESTIONS: What strategies can be used to gather information? What can I learn from my everyday experiences, including play?

Strand

STAGES OF PLAY

Birth to 12 months

AL.1.I.C Engage in parallel play.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

13 to 24 months

AL.1.YT.C Engage in associative play.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

25 to 36 months

AL.1.OT.C Engage with others in simple cooperative play.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

Standard Area

Organizing and Understanding Information - BIG IDEA: Strategies for filtering and organizing information are important to the learning process. ESSENTIAL QUESTIONS: How do I decide what information/task to attend to? What strategies do I use to organize information?



Birth to 12 months

AL.2.I.A Interact with others, objects, or activities for short periods of time.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

13 to 24 months

AL.2.YT.A Engage with others, focus attention, and participate in activities for longer periods of time.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

Objective 11a Attends and engages

Objective 11a-3 Emerging: Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

25 to 36 months

AL.2.OT.A Focus attention and participate in task-oriented activities.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

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



Standard Area

Organizing and Understanding Information - BIG IDEA: Strategies for filtering and organizing information are important to the learning process. ESSENTIAL QUESTIONS: How do I decide what information/task to attend to? What strategies do I use to organize information?

Strand

TASK ANALYSIS

Birth to 12 months

AL.2.I.B Anticipate next step of a familiar routine or activity.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

13 to 24 months

AL.2.YT.B Know the sequence of familiar routines.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

25 to 36 months

AL.2.OT.B Identify and complete the sequence of familiar routines and tasks.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

Standard Area

Organizing and Understanding Information - BIG IDEA: Strategies for filtering and organizing information are important to the learning process. ESSENTIAL QUESTIONS: How do I decide what information/task to attend to? What strategies do I use to organize information?

Strand

PERSISTENCE

Birth to 12 months

AL.2.I.C Engage with an object in more than one way.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

13 to 24 months

AL.2.YT.C Attempt to accomplish challenging tasks.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

25 to 36 months

AL.2.OT.C Attempt to accomplish challenging tasks by employing familiar strategies.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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



Standard Area

Organizing and Understanding Information - BIG IDEA: Strategies for filtering and organizing information are important to the learning process. ESSENTIAL QUESTIONS: How do I decide what information/task to attend to? What strategies do I use to organize information?

Strand

MEMORY

Birth to 12 months

AL.2.I.E Recognize and respond to familiar adults and routines.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

Objective 12a-2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

13 to 24 months

AL.2.YT.E Recall information from previous experiences.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

Objective 12a-2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

25 to 36 months

AL.2.OT.E Retain and recall information from previous experiences.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

Objective 12a-4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view

Standard Area

Organizing and Understanding Information - BIG IDEA: Strategies for filtering and organizing information are important to the learning process. ESSENTIAL QUESTIONS: How do I decide what information/task to attend to? What strategies do I use to organize information?

Strand

PATTERNING

13 to 24 months

AL.2.YT.D Recognize simple patterns in the environment.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

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

25 to 36 months

AL.2.OT.D Recognize and create simple patterns.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

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

Standard Area

Applying Knowledge - BIG IDEA: Prior knowledge and experiences can be used to express and create new understandings. ESSENTIAL QUESTIONS: How do I use what I already know to understand new things? How do I represent new understandings?

25 to 36 months

AL.3.OT.A/B Construct music, art, and stories as a means of self-expression.

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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

Objective 34 Explores musical concepts and expression



Standard Area

Applying Knowledge - BIG IDEA: Prior knowledge and experiences can be used to express and create new understandings. ESSENTIAL QUESTIONS: How do I use what I already know to understand new things? How do I represent new understandings?

Strand

CREATIVITY/INVENTION

Birth to 12 months

AL.3.I.A/B Respond to music, art, and stories.

GOLD® Objectives for Development and Learning**Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

13 to 24 months

AL.3.YT.A/B Express self through simple actions, gestures, and words.

GOLD® Objectives for Development and Learning**Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-2 Vocalizes and gestures to communicate

Standard Area

Applying Knowledge - BIG IDEA: Prior knowledge and experiences can be used to express and create new understandings. ESSENTIAL QUESTIONS: How do I use what I already know to understand new things? How do I represent new understandings?

Strand

REPRESENTATION

Birth to 12 months

AL.3.I.C Use a variety of materials to create.

GOLD® Objectives for Development and Learning**Objective 11e Shows flexibility and inventiveness in thinking**

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

13 to 24 months

AL.3.YT.C Use a variety of materials to represent familiar objects.

GOLD® Objectives for Development and Learning**Objective 14b Engages in sociodramatic play**

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

25 to 36 months

AL.3.OT.C Experiment with materials to represent objects.

GOLD® Objectives for Development and Learning**Objective 14b Engages in sociodramatic play**

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



Standard Area

Learning through Experience - BIG IDEA: Experiences provide the context in which learning is constructed. ESSENTIAL QUESTIONS: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?

Strand

MAKING CONNECTIONS

Birth to 12 months

AL.4.I.A Demonstrate comfort in routines, objects, and materials that reflect home experiences.

GOLD® Objectives for Development and Learning**Objective 12a Recognizes and recalls**

Objective 12a-2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

25 to 36 months

AL.4.OT.A Notice similarities and differences between settings.

GOLD® Objectives for Development and Learning**Objective 12a Recognizes and recalls**

Objective 12a-4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view

Standard Area

Learning through Experience - BIG IDEA: Experiences provide the context in which learning is constructed. ESSENTIAL QUESTIONS: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?

Strand

RESILIENCY

Birth to 12 months

AL.4.I.B Use comfort of familiar experiences to explore new activities and experiences.

GOLD® Objectives for Development and Learning**Objective 2a Forms relationships with adults**

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

25 to 36 months

AL.4.OT.B Approach new experiences with confidence.

GOLD® Objectives for Development and Learning**Objective 11b Persists**

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

Objective 11d Shows curiosity and motivation

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

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Standard Area

Learning through Experience - BIG IDEA: Experiences provide the context in which learning is constructed. ESSENTIAL QUESTIONS: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?

Strand

PROBLEM-SOLVING

Birth to 12 months

AL.4.I.C Play with a variety of objects to determine similar and different outcomes.

GOLD® Objectives for Development and Learning**Objective 11c Solves problems**

Objective 11c-2 Reacts to a problem; seeks to achieve a specific goal

25 to 36 months

AL.4.OT.C Attempt problem solving activities to achieve a positive outcome.

GOLD® Objectives for Development and Learning**Objective 11c Solves problems**

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



Standard Area

Learning through Experience - BIG IDEA: Experiences provide the context in which learning is constructed. ESSENTIAL QUESTIONS:
In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?

Strand

MAKING CONNECTIONS

13 to 24 months

AL.4.YT.A Relay experience from one setting to another.

GOLD® Objectives for Development and Learning**Objective 12b Makes connections**

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

Standard Area

Learning through Experience - BIG IDEA: Experiences provide the context in which learning is constructed. ESSENTIAL QUESTIONS:
In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?

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RESILIENCY

13 to 24 months

AL.4.YT.B Repeat familiar activity to gain comfort and confidence.

GOLD® Objectives for Development and Learning**Objective 11b Persists**

Objective 11b-2 Repeats actions to obtain similar results

Standard Area

Learning through Experience - BIG IDEA: Experiences provide the context in which learning is constructed. ESSENTIAL QUESTIONS:
In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?

Strand

PROBLEM-SOLVING

13 to 24 months

AL.4.YT.C Solve simple problems independently.

GOLD® Objectives for Development and Learning**Objective 11c Solves problems**

Objective 11c-2 Reacts to a problem; seeks to achieve a specific goal



Domain

Social and Emotional Development (16)

Standard Area

Self-Awareness and Self-Management - BIG IDEA: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. ESSENTIAL QUESTIONS: How do I develop positive feelings about myself? How do I express and manage my emotions?

Strand

MANAGES EMOTIONS AND BEHAVIORS

Birth to 12 months

16.1.I.A Demonstrate an emotional response to the environment.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-2 Uses adult support to calm self

13 to 24 months

16.1.YT.A Demonstrate an emotional response in reaction to an experience.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

25 to 36 months

16.1.OT.A Make connections between emotions and behavior.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

Objective 2b Responds to emotional cues

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

Standard Area

Self-Awareness and Self-Management - BIG IDEA: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. ESSENTIAL QUESTIONS: How do I develop positive feelings about myself? How do I express and manage my emotions?

Strand

INFLUENCES OF PERSONAL TRAITS ON LIFE

Birth to 12 months

16.1.I.B Demonstrate preference for specific objects and people.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

13 to 24 months

16.1.YT.B Demonstrate preference for specific objects or activities.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

25 to 36 months

16.1.OT.B Communicate preference for people, objects, and activities.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 29 Demonstrates knowledge about self



Standard Area

Self-Awareness and Self-Management - BIG IDEA: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. ESSENTIAL QUESTIONS: How do I develop positive feelings about myself? How do I express and manage my emotions?

Strand

RESILIENCY

Birth to 12 months

16.1.I.C Use comfort of familiar experiences to explore new activities and experiences.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

13 to 24 months

16.1.YT.C Repeat familiar activity to gain comfort and confidence.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

25 to 36 months

16.1.OT.C Approach new experiences with confidence.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 11b Persists

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

Standard Area

Self-Awareness and Self-Management - BIG IDEA: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. ESSENTIAL QUESTIONS: How do I develop positive feelings about myself? How do I express and manage my emotions?

Strand

IDENTITY DEVELOPMENT

Birth to 12 months

16.1.I.E Respond to self in mirror.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

13 to 24 months

16.1.YT.E Convey ownership of objects and people.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

25 to 36 months

16.1.OT.E Use language that indicates knowledge of self.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Standard Area

Self-Awareness and Self-Management - BIG IDEA: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. ESSENTIAL QUESTIONS: How do I develop positive feelings about myself? How do I express and manage my emotions?



25 to 36 months

16.1.OT.D Establish goals independently.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Objective 11b Persists

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

Standard Area

Establishing and Maintaining Relationships - BIG IDEAS: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. ESSENTIAL QUESTION: How do my relationships with adults and peers help me feel secure, supported, and successful?

Strand

RELATIONSHIPS TRUST AND ATTACHMENT

Birth to 12 months

16.2.I.A Show affection and bond with familiar adults.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

13 to 24 months

16.2.YT.A Use trusted adult as a secure base from which to explore the environment.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

25 to 36 months

16.2.OT.A Develop relationships that extend beyond trusted adults.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

Objective 2c Interacts with peers

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

Objective 2d Makes friends

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

Standard Area

Establishing and Maintaining Relationships - BIG IDEAS: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. ESSENTIAL QUESTION: How do my relationships with adults and peers help me feel secure, supported, and successful?

Strand

DIVERSITY

Birth to 12 months

16.2.I.B Notice differences in others.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

13 to 24 months

16.2.YT.B Recognize similarities and differences between self and others.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 30 Shows basic understanding of people and how they live

25 to 36 months

16.2.OT.B Communicate about similarities and differences between self and others.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Standard Area

Establishing and Maintaining Relationships - BIG IDEAS: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. ESSENTIAL QUESTION: How do my relationships with adults and peers help me feel secure, supported, and successful?

Strand

COMMUNICATION

Birth to 12 months

16.2.I.C Use sounds and gestures as a form of reciprocal communication.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

13 to 24 months

16.2.YT.C Use sounds, gestures, and words as a form of reciprocal communication.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

25 to 36 months

16.2.OT.C Engage in reciprocal conversations and interactions with peers and adults.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-4 Initiates and attends to brief conversations

Standard Area

Establishing and Maintaining Relationships - BIG IDEAS: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. ESSENTIAL QUESTION: How do my relationships with adults and peers help me feel secure, supported, and successful?



Birth to 12 months

16.2.I.D Express emotion relating to a conflict.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

13 to 24 months

16.2.YT.D Express emotion relating to a conflict.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

25 to 36 months

16.2.OT.D Communicate about a conflict and seek help to solve.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

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



Standard Area

Establishing and Maintaining Relationships - BIG IDEAS: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. ESSENTIAL QUESTION: How do my relationships with adults and peers help me feel secure, supported, and successful?

Strand

SUPPORT ASKING FOR HELP

Birth to 12 months

16.2.I.E Indicate needs through vocalizations and body movements.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

13 to 24 months

16.2.YT.E Communicate needs.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

25 to 36 months

16.2.OT.E Ask for help when needed.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Standard Area

Decision-Making and Responsible Behavior - BIG IDEA: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. ESSENTIAL QUESTION: How do I use healthy strategies to manage my behavior?

Strand

DECISION-MAKING SKILLS

Birth to 12 months

16.3.I.A Demonstrate preference for specific objects and people.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

13 to 24 months

16.3.YT.A Make simple choices.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

25 to 36 months

16.3.OT.A Recognize the consequences of choices.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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



Standard Area

Decision-Making and Responsible Behavior - BIG IDEA: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. ESSENTIAL QUESTION: How do I use healthy strategies to manage my behavior?

Strand

UNDERSTANDING SOCIAL NORMS (Social Identity)

Birth to 12 months

16.3.I.B Respond to adult guidance about behavior.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-2 Responds to changes in an adult's tone of voice and expression

13 to 24 months

16.3.YT.B Demonstrate basic understanding of rules.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

25 to 36 months

16.3.OT.B Follow basic rules.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

Standard Area

Decision-Making and Responsible Behavior - BIG IDEA: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. ESSENTIAL QUESTION: How do I use healthy strategies to manage my behavior?

Strand

RESPONSIBLE ACTIVE ENGAGEMENT EMPATHY

Birth to 12 months

16.3.I.C React to others' expressions of emotion.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

13 to 24 months

16.3.YT.C Engage in empathy and compassion in some situations.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

25 to 36 months

16.3.OT.C Demonstrate empathy and compassion for others.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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



Domain

Language and Literacy Development (1)

Standard Area

Foundational Skills - BIG IDEA: Emerging reading involves the use of pictures, symbols, and text to gain information and derive meaning. ESSENTIAL QUESTION: How do I acquire and practice pre-reading skills?

Strand

BOOK HANDLING

Birth to 12 months**1.1.J.A** Explore books in a variety of ways.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

13 to 24 months**1.1.YT.A** Demonstrate beginning book-handling skills.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

25 to 36 months**1.1.OT.A** Demonstrate beginning book-handling skills.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

Objective 18b Uses emergent reading skills

Objective 18b-2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

Standard Area

Foundational Skills - BIG IDEA: Emerging reading involves the use of pictures, symbols, and text to gain information and derive meaning. ESSENTIAL QUESTION: How do I acquire and practice pre-reading skills?

Strand

PRINT CONCEPTS

Birth to 12 months**1.1.J.B** Demonstrate interest in books that have color, pattern, and contrast.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

13 to 24 months**1.1.YT.B** Demonstrate interest in pictures and text.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

25 to 36 months**1.1.OT.B** Recognize that print has meaning.**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

Standard Area

Foundational Skills - BIG IDEA: Emerging reading involves the use of pictures, symbols, and text to gain information and derive meaning. ESSENTIAL QUESTION: How do I acquire and practice pre-reading skills?



Birth to 12 months

1.1.I.C Respond to sounds in the environment.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

13 to 24 months

1.1.YT.C Identify and imitate familiar sounds in the environment.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

25 to 36 months

1.1.OT.C Categorize familiar sounds.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

Objective 15b Notices and discriminates alliteration

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



Standard Area

Foundational Skills - BIG IDEA: Emerging reading involves the use of pictures, symbols, and text to gain information and derive meaning. ESSENTIAL QUESTION: How do I acquire and practice pre-reading skills?

Strand

PHONICS AND WORD RECOGNITION

25 to 36 months

1.1.OT.D Recognize familiar environmental print.

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

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

Standard Area

Reading Informational Text - BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

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KEY IDEAS AND DETAILS TEXT ANALYSIS

Birth to 12 months

1.2.I.B Attend to a picture in a text when reading with an adult.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

13 to 24 months

1.2.YT.B Respond to simple questions about a text.

GOLD® Objectives for Development and Learning

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

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

25 to 36 months

1.2.OT.B Answer simple questions about a text.

GOLD® Objectives for Development and Learning

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

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



Standard Area

Reading Informational Text - BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

Strand

KEY IDEAS AND DETAILS

13 to 24 months

1.2.YT.C Relate familiar objects in a text to personal experience.

GOLD® Objectives for Development and Learning**Objective 12b Makes connections**

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

25 to 36 months

1.2.OT.C Relate text to personal experiences when asked.

GOLD® Objectives for Development and Learning**Objective 12b Makes connections**

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

Standard Area

Reading Informational Text - BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

Strand

CRAFT AND STRUCTURE TEXT STRUCTURE

13 to 24 months

1.2.YT.E Identify a favorite book by its cover.

GOLD® Objectives for Development and Learning**Objective 17a Uses and appreciates books and other texts**

Objective 17a-4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

25 to 36 months

1.2.OT.E Identify a text by the front cover.

GOLD® Objectives for Development and Learning**Objective 17a Uses and appreciates books and other texts**

Objective 17a-4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers



Standard Area

Reading Informational Text - BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

Strand

INTEGRATION OF KNOWLEDGE AND IDEAS DIVERSE MEDIA

25 to 36 months

1.2.OT.G Notice details in illustration or picture.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

Objective 14a-2 Recognizes people, objects, and animals in pictures or photographs

Objective 18b Uses emergent reading skills

Objective 18b-2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

Standard Area

Reading Informational Text - BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

Strand

VOCABULARY ACQUISITION AND USE

Birth to 12 months

1.2.I.J Use single words to identify family members and familiar objects.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

13 to 24 months

1.2.YT.J Use new vocabulary in everyday speech.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

25 to 36 months

1.2..OT.J Use expanded vocabulary in everyday speech.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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



Standard Area

Reading Informational Text - BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

Strand

RANGE OF READING

Birth to 12 months

1.2.I.L Engage in reading activities.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

13 to 24 months

1.2.YT.L Actively engage in reading activities for short periods of time.

GOLD® Objectives for Development and Learning

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

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

25 to 36 months

1.2..OT.L Actively engage in small group reading activities.

GOLD® Objectives for Development and Learning

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

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

Objective 18b Uses emergent reading skills

Objective 18b-2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

Objective 18c Retells stories and recounts details from informational texts

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

Standard Area

Reading Literature - BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

Strand

KEY IDEAS AND DETAILS THEME

25 to 36 months

1.3.OT.A Recall an event from a story.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

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



Standard Area

Reading Literature - BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

Strand

KEY IDEAS AND DETAILS TEXT ANALYSIS

Birth to 12 months

1.3.I.B Attend to a picture in a story when reading with an adult.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

13 to 24 months

1.3.YT.B Respond to simple questions about a story.

GOLD® Objectives for Development and Learning

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

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

25 to 36 months

1.3.OT.B Answer simple questions about a story.

GOLD® Objectives for Development and Learning

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

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

Standard Area

Reading Literature - BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

Strand

KEY IDEAS AND DETAILS LITERARY ELEMENTS

25 to 36 months

1.3.OT.C Recognize pictures of familiar characters in a book.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

Objective 12a-2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

Objective 14a Thinks symbolically

Objective 14a-2 Recognizes people, objects, and animals in pictures or photographs

Standard Area

Reading Literature - BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?



25 to 36 months

1.3.OT.G Notice details in illustration or picture.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

Objective 14a-2 Recognizes people, objects, and animals in pictures or photographs



Standard Area

Reading Literature - BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

Strand

VOCABULARY ACQUISITION AND USE

Birth to 12 months

1.3.I.J Use single words to identify family members and familiar objects.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

13 to 24 months

1.3.YT.J Use new vocabulary in everyday speech.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

25 to 36 months

1.3.OT.J Use expanded vocabulary in everyday speech.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

Standard Area

Reading Literature - BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

Strand

RANGE OF READING

Birth to 12 months

1.3.I.K Engage in reading activities.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

13 to 24 months

1.3.YT.K Actively engage in reading activities for short periods of time.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

25 to 36 months

1.3.OT.K Actively engage in small group reading activities.

GOLD® Objectives for Development and Learning

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

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

Objective 18b Uses emergent reading skills

Objective 18b-2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

Objective 18c Retells stories and recounts details from informational texts

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



Standard Area

Writing - BIG IDEAS: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. ESSENTIAL QUESTIONS: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?

Strand

NARRATIVE

25 to 36 months

1.4.OT.M Tell a story about a picture.

GOLD® Objectives for Development and Learning**Objective 9d Tells about another time or place**

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

Standard Area

Writing - BIG IDEAS: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. ESSENTIAL QUESTIONS: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?

Strand

NARRATIVE CONVENTIONS OF LANGUAGE

Birth to 12 months

1.4.I.R Make marks with writing and drawing tools.

GOLD® Objectives for Development and Learning**Objective 19a Writes name**

Objective 19a-2 Makes scribbles or marks

Objective 7b Uses writing and drawing tools

Objective 7b-2 Grasps drawing and writing tools, jabbing at paper

13 to 24 months

1.4.YT.R Scribble with writing and drawing tools.

GOLD® Objectives for Development and Learning**Objective 19a Writes name**

Objective 19a-2 Makes scribbles or marks

Objective 7b Uses writing and drawing tools

Objective 7b-2 Grasps drawing and writing tools, jabbing at paper

25 to 36 months

1.4.OT.R Intentionally make marks with writing and drawing tools.

GOLD® Objectives for Development and Learning**Objective 19a Writes name**

Objective 19a-4 Makes controlled linear scribbles

Objective 7b Uses writing and drawing tools

Objective 7b-4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks



Standard Area

Writing - BIG IDEAS: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. ESSENTIAL QUESTIONS: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?

Strand

CONDUCTING RESEARCH

25 to 36 months

1.4.OT.V Ask questions about topics of personal interest to gain information.

GOLD® Objectives for Development and Learning**Objective 11d Shows curiosity and motivation**

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

Standard Area

Speaking and Listening - BIG IDEAS: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. ESSENTIAL QUESTIONS: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?

Strand

COMPREHENSION AND COLLABORATION COLLABORATIVE DISCUSSION

Birth to 12 months

1.5.IA Use sounds and gestures as a form of reciprocal communication.

GOLD® Objectives for Development and Learning**Objective 10a Engages in conversations**

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

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

13 to 24 months

1.5.YT.A Use sounds, gestures, and words as forms of reciprocal communication.

GOLD® Objectives for Development and Learning**Objective 10a Engages in conversations**

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

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

25 to 36 months

1.5.OT.A Engage in reciprocal conversations and interactions with peers and adults.

GOLD® Objectives for Development and Learning**Objective 10a Engages in conversations**

Objective 10a-4 Initiates and attends to brief conversations



Standard Area

Speaking and Listening - BIG IDEAS: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. ESSENTIAL QUESTIONS: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?

Strand

COMPREHENSION AND COLLABORATION EVALUATING INFORMATION

Birth to 12 months

1.5.I.C Respond in ways that indicate understanding of what is being communicated.

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice

13 to 24 months

1.5.YT.C Respond to questions, comments, or directions.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

Objective 8b Follows directions

Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice

25 to 36 months

1.5.OT.C Respond to questions, comments, or directions.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-4 Identifies familiar people, animals, and objects when prompted

Objective 8b Follows directions

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

Standard Area

Speaking and Listening - BIG IDEAS: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. ESSENTIAL QUESTIONS: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?

Strand

PRESENTATION OF KNOWLEDGE AND IDEAS PURPOSE, AUDIENCE, AND TASK/CONTEXT

Birth to 12 months

1.5.ID/E Babble and begin to use single words and/or signs.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

13 to 24 months

1.5.YT.D/E Use 1-2 words and/or signs to communicate.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

Objective 9c Uses conventional grammar

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

25 to 36 months

1.5.OT.D/E Use simple sentences, communicating clearly enough to be understood by familiar adults.

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

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

Objective 9c Uses conventional grammar

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



Standard Area

Speaking and Listening - BIG IDEAS: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. ESSENTIAL QUESTIONS: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?

Strand

CONVENTIONS OF STANDARD ENGLISH

25 to 36 months

1.5.OT.G Demonstrate command of the conventions of standard English when speaking, based on Older Toddler development.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

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



Domain

Mathematical Thinking and Expression (2)

Standard Area

Numbers and Operations - BIG IDEA: Mathematical relationships among numbers can be represented, compared, and communicated.
ESSENTIAL QUESTION: How is mathematics used to quantify, compare, represent, and model numbers?

Strand

COUNTING AND CARDINALITY CARDINALITY

Birth to 12 months**2.1.I.A.1** Explore objects.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

13 to 24 months**2.1.YT.A.1** Imitate rote counting using some names of numbers.**GOLD® Objectives for Development and Learning****Objective 20a Counts**

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

25 to 36 months**2.1.OT.A.1** Know some number names and the count sequence.**GOLD® Objectives for Development and Learning****Objective 20a Counts**

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

Standard Area

Numbers and Operations - BIG IDEA: Mathematical relationships among numbers can be represented, compared, and communicated.
ESSENTIAL QUESTION: How is mathematics used to quantify, compare, represent, and model numbers?

Strand

COUNTING AND CARDINALITY COUNTING

25 to 36 months**2.1.OT.A.2** Count to tell the number of objects.**GOLD® Objectives for Development and Learning****Objective 20a Counts**

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



Standard Area

Numbers and Operations - BIG IDEA: Mathematical relationships among numbers can be represented, compared, and communicated.
ESSENTIAL QUESTION: How is mathematics used to quantify, compare, represent, and model numbers?

Strand

COUNTING AND CARDINALITY COMPARING

Birth to 12 months

2.1.IA.3 Explore relationships between objects.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-1 Emerging: Demonstrates understanding of the concepts of one, two, and more

13 to 24 months

2.1.YTA.3 Explore simple comparisons of quantity.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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

25 to 36 months

2.1.OT.A.3 Use comparative language to show understanding of more or less.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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

Standard Area

Numbers and Operations - BIG IDEA: Mathematical relationships among numbers can be represented, compared, and communicated.
ESSENTIAL QUESTION: How is mathematics used to quantify, compare, represent, and model numbers?

Strand

COUNTING AND CARDINALITY MATHEMATICAL PROCESSES

Birth to 12 months

2.1.I.MP Engage in numerical play.

GOLD® Objectives for Development and Learning

Objective 20a Counts

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

Objective 20b Quantifies

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

13 to 24 months

2.1.YT.MP Engage and persist in numerical play.

GOLD® Objectives for Development and Learning

Objective 20a Counts

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

Objective 20b Quantifies

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

25 to 36 months

2.1.OT.MP Use mathematical processes when quantifying, comparing, and representing numbers.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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

Objective 20c Connects numerals with their quantities

Objective 20c-2 Recognizes and names a few numerals



Standard Area

Algebraic Concepts - BIG IDEA: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. ESSENTIAL QUESTION: How are relationships represented mathematically?

Strand

OPERATIONS AND ALGEBRAIC THINKING

13 to 24 months

2.2.YT.A.1 Sort manipulatives into sets.

GOLD® Objectives for Development and Learning**Objective 13 Uses classification skills**

Objective 13-2 Matches similar objects

Objective 20b Quantifies

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

25 to 36 months

2.2.OT.A.1 Add to and take apart sets.

GOLD® Objectives for Development and Learning**Objective 20b Quantifies**

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

Standard Area

Geometry - BIG IDEA: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. ESSENTIAL QUESTIONS: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem-solving?

Strand

GEOMETRY IDENTIFICATION

Birth to 12 months

2.3.IA.1 Explore objects of different sizes and shapes.

GOLD® Objectives for Development and Learning**Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects

13 to 24 months

2.3.YT.A.1 Match identical shapes.

GOLD® Objectives for Development and Learning**Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes

25 to 36 months

2.3.OT.A.1 Recognize and identify basic shapes in the environment.

GOLD® Objectives for Development and Learning**Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes



Standard Area

Geometry - BIG IDEA: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. ESSENTIAL QUESTIONS: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem-solving?

Strand

GEOMETRY APPLICATION

25 to 36 months

2.3.OT.A.2 Create and compose simple shapes.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-3 Emerging: Identifies a few basic shapes (circle, square, triangle)



Standard Area

Geometry - BIG IDEA: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. ESSENTIAL QUESTIONS: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem-solving?

Strand

GEOMETRY MATHEMATICAL PROCESSES

Birth to 12 months

2.3.I.MP Engage in geometric play.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-2 Matches two identical shapes

13 to 24 months

2.3.YT.MP Engage and persist in geometric play.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-2 Matches two identical shapes

25 to 36 months

2.3.OT.MP Use mathematical processes when creating and composing shapes.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-3 Emerging: Identifies a few basic shapes (circle, square, triangle)

Standard Area

Measurement, Data, and Probability - BIG IDEAS: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. ESSENTIAL QUESTIONS: Why does "what" we measure influence "how" we measure? How can data be organized and represented to provide insight into the relationship between quantities?

Strand

MEASUREMENT AND DATA MEASUREMENT

13 to 24 months

2.4.YT.A.1 Engage in measurement experiences.

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-1 Emerging: Makes simple comparisons between two objects

25 to 36 months

2.4.OT.A.1 Use basic measurement vocabulary.

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects



Standard Area

Measurement, Data, and Probability - BIG IDEAS: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. ESSENTIAL QUESTIONS: Why does "what" we measure influence "how" we measure? How can data be organized and represented to provide insight into the relationship between quantities?

Strand

MEASUREMENT AND DATA DATA

13 to 24 months

2.4.YT.A.4 Participate in sorting objects.

GOLD® Objectives for Development and Learning**Objective 13 Uses classification skills**

Objective 13-2 Matches similar objects

25 to 36 months

2.4.OT.A.4 Classify objects and count the number of objects in each category.

GOLD® Objectives for Development and Learning**Objective 13 Uses classification skills**

Objective 13-2 Matches similar objects

Objective 20a Counts

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

Standard Area

Measurement, Data, and Probability - BIG IDEAS: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. ESSENTIAL QUESTIONS: Why does "what" we measure influence "how" we measure? How can data be organized and represented to provide insight into the relationship between quantities?

Strand

MEASUREMENT AND DATA MATHEMATICAL PROCESSES

13 to 24 months

2.4.YT.MP Engage and persist when measuring and sorting objects.

GOLD® Objectives for Development and Learning**Objective 13 Uses classification skills**

Objective 13-2 Matches similar objects

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects

25 to 36 months

2.4.OT.MP Use mathematical processes when measuring and organizing data.

GOLD® Objectives for Development and Learning**Objective 22a Measures objects**

Objective 22a-2 Makes simple comparisons between two objects



Domain

Scientific Thinking and Technology (3)

Standard Area

Life Science - BIG IDEAS: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. ESSENTIAL QUESTIONS: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?

Strand

ORGANIZATION FOR MATTER AND ENERGY FLOW IN ORGANISMS

13 to 24 months

3.1.YT.A Participate in simple investigations of living and nonliving things.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

25 to 36 months

3.1.OT.A Participate in simple investigations of living and nonliving things to answer a question.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Objective 25 Demonstrates knowledge of the characteristics of living things

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

Standard Area

Physical Science - BIG IDEA: Physical properties help us to understand the world. ESSENTIAL QUESTIONS: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?

Strand

STRUCTURE AND PROPERTIES OF MATTER

Birth to 12 months

3.2.I.A Participate in simple investigations to explore objects with varying characteristics.

GOLD® Objectives for Development and Learning

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

13 to 24 months

3.2.YT.A Participate in simple investigations to engage with objects to learn about their characteristics.

GOLD® Objectives for Development and Learning

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

25 to 36 months

3.2.OT.A Participate in simple investigations to engage with objects to learn about and discuss their characteristics.

GOLD® Objectives for Development and Learning

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



Standard Area

Physical Science - BIG IDEA: Physical properties help us to understand the world. ESSENTIAL QUESTIONS: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?

Strand

FORCES AND MOTION

Birth to 12 months

3.2.I.B.1 Participate in simple investigations to explore the motion of objects.

GOLD® Objectives for Development and Learning

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

13 to 24 months

3.2.YT.B.1 Participate in simple investigations to recognize and explore how objects move.

GOLD® Objectives for Development and Learning

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

25 to 36 months

3.2.OT.B.1 Participate in simple investigations to recognize, explore, and communicate about how objects move.

GOLD® Objectives for Development and Learning

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



Standard Area

Earth and Space Science - BIG IDEA: The earth, which is part of a larger solar system, consists of structures, processes, and cycles which affect its inhabitants. ESSENTIAL QUESTIONS: What structures, processes, and cycles make up the earth? How do the various structures, processes, and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?

Strand

EARTH MATERIALS AND SYSTEMS

Birth to 12 months

3.3.IA Participate in simple investigations of earth materials.

GOLD® Objectives for Development and Learning

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

13 to 24 months

3.3.YT.A Participate in simple investigations of earth materials.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

25 to 36 months

3.3.OT.A Participate in simple investigations of earth materials.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Standard Area

Earth and Space Science - BIG IDEA: The earth, which is part of a larger solar system, consists of structures, processes, and cycles which affect its inhabitants. ESSENTIAL QUESTIONS: What structures, processes, and cycles make up the earth? How do the various structures, processes, and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?

Strand

WEATHER AND CLIMATE

Birth to 12 months

3.3.I.B Observe weather conditions.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

13 to 24 months

3.3.YT.B Observe and begin to label weather conditions.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

25 to 36 months

3.3.OT.B Describe changes in weather conditions and discuss how weather affects daily life.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Standard Area

Environmental Literacy and Sustainability BIG IDEAS: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. ESSENTIAL QUESTIONS: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?

Strand

SUSTAINABILITY AND STEWARDSHIP ENVIRONMENTAL SUSTAINABILITY

13 to 24 months

3.4.YT.D Engage in activities that reduce the impact of humans on the local environment.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

25 to 36 months

3.4.OT.D Engage in activities that reduce the impact of humans on the local environment.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Objective 30 Shows basic understanding of people and how they live

Standard Area

Technology and Engineering - BIG IDEAS: Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. The media (e.g., music, books, maps, TV programming, newspapers, magazines,



movies, Internet, applications, advertising) constructed with available technology conveys a message that can be read, interpreted, and evaluated. ESSENTIAL QUESTIONS: How do I choose the correct technology for a task? Can I use various technologies appropriately? How do I read, interpret, and evaluate media? (A, M, N, S, CC)

Strand

APPLYING, MAINTAINING, AND ASSESSING TECHNOLOGICAL PRODUCTS AND SYSTEMS IMPACTS OF TECHNOLOGY INFLUENCE OF SOCIETY ON TECHNOLOGICAL DEVELOPMENT

Birth to 12 months

3.5.IA Imitate use of various technologies in play.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

13 to 24 months

3.5.YT.A Imitate use of various technologies in play.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

25 to 36 months

3.5.OT.A Communicate about technology in their environment.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

Objective 30 Shows basic understanding of people and how they live

Standard Area

Technology and Engineering - BIG IDEAS: Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. The media (e.g., music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) constructed with available technology conveys a message that can be read, interpreted, and evaluated. ESSENTIAL QUESTIONS: How do I choose the correct technology for a task? Can I use various technologies appropriately? How do I read, interpret, and evaluate media? (A, M, N, S, CC)

Strand

APPLYING, MAINTAINING, AND ASSESSING TECHNOLOGICAL PRODUCTS AND SYSTEMS IMPACTS OF TECHNOLOGY INFLUENCE OF SOCIETY ON TECHNOLOGICAL DEVELOPMENT

25 to 36 months

3.5.OT.M Engage in adult led activities as part of the engineering design process.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Standard Area

Technology and Engineering - BIG IDEAS: Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. The media (e.g., music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) constructed with available technology conveys a message that can be read, interpreted, and evaluated. ESSENTIAL QUESTIONS: How do I choose the correct technology for a task? Can I use various technologies appropriately? How do I read, interpret, and evaluate media? (A, M, N, S, CC)



Birth to 12 months

3.5.I.N Participate in simple investigations to determine how things work.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 24 Uses scientific inquiry skills

13 to 24 months

3.5.YT.N Participate in simple investigations to determine how things work.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 24 Uses scientific inquiry skills

25 to 36 months

3.5.OT.N Participate in simple investigations to determine how things work.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 24 Uses scientific inquiry skills



Standard Area

Technology and Engineering - BIG IDEAS: Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. The media (e.g., music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) constructed with available technology conveys a message that can be read, interpreted, and evaluated. ESSENTIAL QUESTIONS: How do I choose the correct technology for a task? Can I use various technologies appropriately? How do I read, interpret, and evaluate media? (A, M, N, S, CC)

Strand

APPLYING, MAINTAINING, AND ASSESSING TECHNOLOGICAL PRODUCTS AND SYSTEMS IMPACTS OF TECHNOLOGY INFLUENCE OF SOCIETY ON TECHNOLOGICAL DEVELOPMENT

Birth to 12 months

3.5.I.S Participate in adult led play and exploration that applies design concepts, principles, and processes.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 24 Uses scientific inquiry skills

13 to 24 months

3.5.YT.S Participate in adult led play and exploration that applies design concepts, principles, and processes.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 24 Uses scientific inquiry skills

25 to 36 months

3.5.OT.S Participate in adult led play and exploration that applies design concepts, principles, and processes.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 24 Uses scientific inquiry skills

Standard Area

Technology and Engineering - BIG IDEAS: Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. The media (e.g., music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) constructed with available technology conveys a message that can be read, interpreted, and evaluated. ESSENTIAL QUESTIONS: How do I choose the correct technology for a task? Can I use various technologies appropriately? How do I read, interpret, and evaluate media? (A, M, N, S, CC)

Strand

APPLYING, MAINTAINING, AND ASSESSING TECHNOLOGICAL PRODUCTS AND SYSTEMS IMPACTS OF TECHNOLOGY INFLUENCE OF SOCIETY ON TECHNOLOGICAL DEVELOPMENT

Birth to 12 months

3.5.I.CC Engage in exploration of materials that represent technologies in the workplace.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Objective 30 Shows basic understanding of people and how they live

13 to 24 months

3.5.YT.CC Engage in exploration of materials that represent technologies in the workplace.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Objective 30 Shows basic understanding of people and how they live

25 to 36 months

3.5.OT.CC Engage in exploration of materials that represent technologies in the workplace.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Objective 30 Shows basic understanding of people and how they live



Domain

Social Studies Thinking (5)

Standard Area

Civics and Government - BIG IDEA: Learning to be a good citizen helps one contribute to society in a meaningful way. ESSENTIAL QUESTIONS: What rules and consequences are important? Can I identify some American symbols?

Strand

PRINCIPLES AND DOCUMENTS OF GOVERNMENT: A. RULE OF LAW

Birth to 12 months

5.1.I.A Respond to adult guidance about behavior.

GOLD® Objectives for Development and Learning**Objective 1b Follows limits and expectations**

Objective 1b-2 Responds to changes in an adult's tone of voice and expression

13 to 24 months

5.1.YT.A Demonstrate basic understanding of rules.

GOLD® Objectives for Development and Learning**Objective 1b Follows limits and expectations**

Objective 1b-4 Accepts redirection from adults

25 to 36 months

5.1.OT.A Follow basic rules.

GOLD® Objectives for Development and Learning**Objective 1b Follows limits and expectations**

Objective 1b-4 Accepts redirection from adults

Standard Area

Civics and Government - BIG IDEA: Learning to be a good citizen helps one contribute to society in a meaningful way. ESSENTIAL QUESTIONS: What rules and consequences are important? Can I identify some American symbols?

Strand

RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP: A. CIVIC RIGHTS AND RESPONSIBILITIES

13 to 24 months

5.2.YT.A Demonstrate sense of belonging to a group such as a class or family.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live****25 to 36 months**

5.2.OT.A Communicate a sense of belonging to a group such as a class or family.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live****Standard Area**

Civics and Government - BIG IDEA: Learning to be a good citizen helps one contribute to society in a meaningful way. ESSENTIAL QUESTIONS: What rules and consequences are important? Can I identify some American symbols?

Strand

RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP: B. CONFLICT AND RESOLUTION

Birth to 12 months

5.2.I.B Express emotion relating to a conflict.

GOLD® Objectives for Development and Learning**Objective 3b Solves social problems**

Objective 3b-2 Expresses feelings during a conflict

13 to 24 months

5.2.YT.B Express emotion relating to a conflict.

GOLD® Objectives for Development and Learning**Objective 3b Solves social problems**

Objective 3b-2 Expresses feelings during a conflict

25 to 36 months

5.2.OT.B Communicate about a conflict and seek help to solve.

GOLD® Objectives for Development and Learning**Objective 3b Solves social problems**

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

Standard Area

Civics and Government - BIG IDEA: Learning to be a good citizen helps one contribute to society in a meaningful way. ESSENTIAL QUESTIONS: What rules and consequences are important? Can I identify some American symbols?



Strand**RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP: C. GOVERNMENT SERVICES****Birth to 12 months**

5.2.I.C Explore costumes and props that represent community workers.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Objective 36 Explores drama through actions and language

13 to 24 months

5.2.YT.C Engage with costumes and props that represent community workers.

GOLD® Objectives for Development and Learning

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

Objective 30 Shows basic understanding of people and how they live

Objective 36 Explores drama through actions and language

25 to 36 months

5.2.OT.C Recognize community workers through their uniforms and equipment.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Standard Area

Economics - BIG IDEA: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. ESSENTIAL QUESTIONS: How can I use money? What influences the choices I make about spending what I have earned?

Strand**SCARCITY AND CHOICE: D. INCENTIVES AND CHOICE****Birth to 12 months**

6.1.I.D Demonstrate preference for specific objects and people.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

13 to 24 months

6.1.YT.D Make simple choices.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

25 to 36 months

6.1.OT.D Communicate about a choice based on individual interest.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 29 Demonstrates knowledge about self

Standard Area

Economics - BIG IDEA: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. ESSENTIAL QUESTIONS: How can I use money? What influences the choices I make about spending what I have earned?

Strand**FUNCTIONS OF GOVERNMENT: D. GOVERNMENT'S ROLE IN INTERNATIONAL TRADE****25 to 36 months**

6.3.OT.D Communicate about products produced locally.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Standard Area

Economics - BIG IDEA: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. ESSENTIAL QUESTIONS: How can I use money? What influences the choices I make about spending what I have earned?

Strand

INCOME, PROFIT, AND WEALTH

25 to 36 months

6.5.OT.C Communicate about local businesses.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Standard Area

Geography - BIG IDEA: Locations can be represented using a variety of tools. ESSENTIAL QUESTIONS: What tools help me to understand the location of places and things? How can I represent the location of places and things?

Strand

BASIC GEOGRAPHIC LITERACY: A. GEOGRAPHIC TOOLS

25 to 36 months

7.1.OT.A Use maps in play.

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge



Standard Area

Geography - BIG IDEA: Locations can be represented using a variety of tools. ESSENTIAL QUESTIONS: What tools help me to understand the location of places and things? How can I represent the location of places and things?

Strand

PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS: A. PHYSICAL CHARACTERISTICS

25 to 36 months

7.2.OT.A Describe the characteristics of home to gain an understanding of physical features.

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge



Standard Area

History - BIG IDEA: Past experiences and ideas help us make sense of the world. ESSENTIAL QUESTIONS: In what ways can events be sequenced? How do I use past experiences and events to understand the present?

Strand

HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT: A. CONTINUITY AND CHANGE OVER TIME

Birth to 12 months

8.1.IA Anticipate next step of a familiar routine or activity.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

13 to 24 months

8.1.YT.A Know the sequence of familiar routines.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

25 to 36 months

8.1.OT.A Identify and complete the sequence of familiar routines and tasks.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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



Domain

Creative Thinking and Expression (9)

Standard Area

Production and Performance Music and Movement - BIG IDEA: Music can be used to express and initiate aesthetic and physical responses. ESSENTIAL QUESTION: How can I express my thoughts, feelings, and ideas through music and movement?

Strand

ELEMENTS AND PRINCIPLES

13 to 24 months**9.1.M.YT.A** Demonstrate an understanding of basic elements of music and movement.**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**25 to 36 months****9.1.M.OT.A** Know and use basic elements of music and movement.**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**Standard Area**

Production and Performance Music and Movement - BIG IDEA: Music can be used to express and initiate aesthetic and physical responses. ESSENTIAL QUESTION: How can I express my thoughts, feelings, and ideas through music and movement?

Strand

DEMONSTRATION

Birth to 12 months**9.1.M.I.B** Respond to music.**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**13 to 24 months****9.1.M.YT.B** Respond to music.**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**25 to 36 months****9.1.M.OT.B** Respond to and communicate about music.**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**Standard Area**

Production and Performance Music and Movement - BIG IDEA: Music can be used to express and initiate aesthetic and physical responses. ESSENTIAL QUESTION: How can I express my thoughts, feelings, and ideas through music and movement?

Strand

REPRESENTATION

Birth to 12 months**9.1.M.I.E** Express self through music and dance.**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**Objective 35** Explores dance and movement concepts**13 to 24 months****9.1.M.YT.E** Respond to music and dance.**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**Objective 35** Explores dance and movement concepts**25 to 36 months****9.1.M.OT.E** Respond to and communicate about music and dance.**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**Objective 35** Explores dance and movement concepts

Standard Area

Production and Performance Music and Movement - BIG IDEA: Music can be used to express and initiate aesthetic and physical responses. ESSENTIAL QUESTION: How can I express my thoughts, feelings, and ideas through music and movement?

Strand

TECHNOLOGIES

Birth to 12 months

9.1.M.I.J Use technologies for producing music.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

13 to 24 months

9.1.M.YT.J Use a variety of technologies for producing music or performing movements.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts



Standard Area

Production and Performance Music and Movement - BIG IDEA: Music can be used to express and initiate aesthetic and physical responses. ESSENTIAL QUESTION: How can I express my thoughts, feelings, and ideas through music and movement?

Strand

TECHNOLOGIES

25 to 36 months

9.1.M.OT.J Use a variety of technologies for producing music or performing movements.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

Objective 34 Explores musical concepts and expression

Standard Area

Production and Performance Dramatic and Performance Play - BIG IDEA: Dramatic and performance play is a way to act out reality and fantasy. ESSENTIAL QUESTION: How can I express my thoughts, feelings, and ideas through dramatic play?

Strand

DEMONSTRATION

Birth to 12 months

9.1.D.I.B Act out familiar scenarios.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

13 to 24 months

9.1.D.YT.B Act out familiar scenarios using objects with intended purpose.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

25 to 36 months

9.1.D.OT.B Explore real or make-believe scenarios through dramatic play.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

Objective 36 Explores drama through actions and language



Standard Area

Production and Performance Dramatic and Performance Play - BIG IDEA: Dramatic and performance play is a way to act out reality and fantasy. ESSENTIAL QUESTION: How can I express my thoughts, feelings, and ideas through dramatic play?

Strand

REPRESENTATION

25 to 36 months

9.1.D.OT.E Use imagination and creativity to express self through dramatic play.

GOLD® Objectives for Development and Learning**Objective 14b Engages in sociodramatic play**

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

Objective 36 Explores drama through actions and language**Standard Area**

Production and Performance Visual Arts - BIG IDEA: Visual arts allow expression of interests, abilities, and knowledge. ESSENTIAL QUESTION: How can I express my thoughts, feelings, and ideas through visual arts?

Strand

ELEMENTS AND PRINCIPLES

13 to 24 months

9.1.V.YT.A Demonstrate an understanding of basic elements of visual arts.

GOLD® Objectives for Development and Learning**Objective 33 Explores the visual arts****25 to 36 months**

9.1.V.OT.A Know and use basic elements of visual arts.

GOLD® Objectives for Development and Learning**Objective 33 Explores the visual arts****Standard Area**

Production and Performance Visual Arts - BIG IDEA: Visual arts allow expression of interests, abilities, and knowledge. ESSENTIAL QUESTION: How can I express my thoughts, feelings, and ideas through visual arts?

Strand

DEMONSTRATION

Birth to 12 months

9.1.V.I.B Combine a variety of materials to engage in the process of art.

GOLD® Objectives for Development and Learning**Objective 33 Explores the visual arts****13 to 24 months**

9.1.V.YT.B Combine a variety of materials to engage in the process of art.

GOLD® Objectives for Development and Learning**Objective 33 Explores the visual arts****25 to 36 months**

9.1.V.OT.B Combine a variety of materials to engage in the process of art.

GOLD® Objectives for Development and Learning**Objective 33 Explores the visual arts**

Standard Area

Production and Performance Visual Arts - BIG IDEA: Visual arts allow expression of interests, abilities, and knowledge. ESSENTIAL QUESTION: How can I express my thoughts, feelings, and ideas through visual arts?

Strand

REPRESENTATION

25 to 36 months

9.1.V.O.T.E Use imagination and creativity to express self through the process of art.

GOLD® Objectives for Development and Learning**Objective 11e Shows flexibility and inventiveness in thinking**

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

Objective 33 Explores the visual arts**Standard Area**

Production and Performance Visual Arts - BIG IDEA: Visual arts allow expression of interests, abilities, and knowledge. ESSENTIAL QUESTION: How can I express my thoughts, feelings, and ideas through visual arts?

Strand

TECHNOLOGIES

Birth to 12 months

9.1.V.I.J Use technologies in the process of creating art.

GOLD® Objectives for Development and Learning**Objective 33 Explores the visual arts****13 to 24 months**

9.1.V.Y.T.J Use a variety of technologies in the process of creating art.

GOLD® Objectives for Development and Learning**Objective 28 Uses tools and other technology to perform tasks****Objective 33 Explores the visual arts****25 to 36 months**

9.1.V.O.T.J Use a variety of technologies in the process of creating art.

GOLD® Objectives for Development and Learning**Objective 28 Uses tools and other technology to perform tasks****Objective 33 Explores the visual arts****Standard Area**

Critical Response to Works in the Arts BIG IDEA: People evaluate art based upon a variety of characteristics. ESSENTIAL QUESTIONS: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?

Strand

IDENTIFICATION

Birth to 12 months

9.3.I.F Explore a variety of art forms.

GOLD® Objectives for Development and Learning**Objective 33 Explores the visual arts****13 to 24 months**

9.3.Y.T.F Engage with a variety of art forms.

GOLD® Objectives for Development and Learning**Objective 33 Explores the visual arts****25 to 36 months**

9.3.O.T.F Communicate about a variety of art forms.

GOLD® Objectives for Development and Learning**Objective 33 Explores the visual arts****Standard Area**

Critical Response to Works in the Arts BIG IDEA: People evaluate art based upon a variety of characteristics. ESSENTIAL QUESTIONS: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?



Strand		CRITICAL RESPONSE		
Birth to 12 months		13 to 24 months		25 to 36 months
9.3.I.G Respond to various art forms. <u>GOLD® Objectives for Development and Learning</u> Objective 33 Explores the visual arts		9.3.YT.G Show interest in others' artistic expressions. <u>GOLD® Objectives for Development and Learning</u> Objective 33 Explores the visual arts		9.3.OT.G Comment on characteristics of others' artistic expressions. <u>GOLD® Objectives for Development and Learning</u> Objective 33 Explores the visual arts

Domain	Health, Wellness, and Physical Development (10)		
Standard Area	Concepts of Health - BIG IDEA: Awareness of health concepts provides a foundation for healthy decision-making. ESSENTIAL QUESTIONS: Do I have a basic understanding of my body? Can I identify basic health concepts that help my body develop?		
Strand	INTERACTION OF BODY SYSTEMS		
Birth to 12 months		13 to 24 months	25 to 36 months
10.1.I.B Locate basic body parts when named by an adult. <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self		10.1.YT.B Locate basic body parts when asked. <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self	10.1.OT.B Identify and locate basic body parts. <u>GOLD® Objectives for Development and Learning</u> Objective 8a Comprehends language Objective 8a-4 Identifies familiar people, animals, and objects when prompted Objective 29 Demonstrates knowledge about self



Standard Area

Concepts of Health - BIG IDEA: Awareness of health concepts provides a foundation for healthy decision-making. ESSENTIAL QUESTIONS: Do I have a basic understanding of my body? Can I identify basic health concepts that help my body develop?

Strand

NUTRITION

25 to 36 months

10.1.OT.C Participate in experiences related to healthy food choices.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs



Standard Area

Healthful Living - BIG IDEA: Children need to make healthy choices to optimize their learning potential. ESSENTIAL QUESTIONS: What are things I can do to keep myself healthy?

Strand

HEALTH PRACTICES, PRODUCTS, AND SERVICES

Birth to 12 months

10.2.I.A Participate in fundamental practices for good health.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

13 to 24 months

10.2.YT.A Engage in fundamental practices for good health.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

25 to 36 months

10.2.OT.A Discuss fundamental practices for good health.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Standard Area

Safety and Injury Prevention - BIG IDEA: Awareness of safe and unsafe practices provides a foundation for healthy decision-making. ESSENTIAL QUESTION: What are things I can do to keep myself and others safe?

Strand

SAFE AND UNSAFE PRACTICES

Birth to 12 months

10.3.I.A Respond to basic safety words.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-2 Responds to changes in an adult's tone of voice and expression

13 to 24 months

10.3.YT.A Cooperate with basic safety practices.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

25 to 36 months

10.3.OT.A Use and communicate about basic safety practices.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

Standard Area

Physical Activity Gross Motor Coordination - BIG IDEA: Children gain control over their bodies and body movements through active experiences and exploration. ESSENTIAL QUESTION: How do I control and coordinate my body during large motor activities and games?



Strand**CONTROL AND COORDINATION****Birth to 12 months****10.4.I.A** Develop control of the body.**GOLD® Objectives for Development and Learning****Objective 4 Demonstrates traveling skills**

Objective 4-2 Moves to explore immediate environment

Objective 5 Demonstrates balancing skills

Objective 5-2 Balances while exploring immediate environment

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-2 Reaches, grasps, and releases objects

13 to 24 months**10.4.YT.A** Control and coordinate the movement of the body.**GOLD® Objectives for Development and Learning****Objective 4 Demonstrates traveling skills**

Objective 4-4 Experiments with different ways of moving

Objective 5 Demonstrates balancing skills

Objective 5-4 Experiments with different ways of balancing

25 to 36 months**10.4.OT.A** Combine and coordinate body movement.**GOLD® Objectives for Development and Learning****Objective 4 Demonstrates traveling skills**

Objective 4-4 Experiments with different ways of moving

Objective 5 Demonstrates balancing skills

Objective 5-4 Experiments with different ways of balancing

Standard Area

Physical Activity Gross Motor Coordination - BIG IDEA: Children gain control over their bodies and body movements through active experiences and exploration. ESSENTIAL QUESTION: How do I control and coordinate my body during large motor activities and games?

Strand**BALANCE AND STRENGTH****Birth to 12 months****10.4.I.B** Exhibit strength and balance in stationary body movements.**GOLD® Objectives for Development and Learning****Objective 5 Demonstrates balancing skills**

Objective 5-2 Balances while exploring immediate environment

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-2 Reaches, grasps, and releases objects

13 to 24 months**10.4.YT.B** Exhibit balance and strength when moving from place to place.**GOLD® Objectives for Development and Learning****Objective 4 Demonstrates traveling skills**

Objective 4-4 Experiments with different ways of moving

Objective 5 Demonstrates balancing skills

Objective 5-4 Experiments with different ways of balancing

25 to 36 months**10.4.OT.B** Demonstrate balance and strength when performing gross motor activities.**GOLD® Objectives for Development and Learning****Objective 4 Demonstrates traveling skills**

Objective 4-4 Experiments with different ways of moving

Objective 5 Demonstrates balancing skills

Objective 5-4 Experiments with different ways of balancing



Standard Area

Concepts, Principles, and Strategies of Movement Fine Motor Development - BIG IDEA: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. ESSENTIAL QUESTIONS: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?

Strand

STRENGTH, COORDINATION, AND MUSCLE CONTROL

Birth to 12 months

10.5.I.A Use fingers and hands to accomplish actions.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-2 Reaches, grasps, and releases objects

Objective 7a Uses fingers and hands

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

13 to 24 months

10.5.YT.A Coordinate use of fingers, hands and wrists to accomplish actions.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-2 Reaches, grasps, and releases objects

Objective 7a Uses fingers and hands

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

25 to 36 months

10.5.OT.A Coordinate use of fingers, hands, and wrists to accomplish actions.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-4 Manipulates balls or similar objects with stiff body movements

Objective 7a Uses fingers and hands

Objective 7a-4 Uses fingers and whole-arm movements to manipulate and explore objects

Standard Area

Concepts, Principles, and Strategies of Movement Fine Motor Development - BIG IDEA: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. ESSENTIAL QUESTIONS: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?

Strand

EYE/HAND COORDINATION

Birth to 12 months

10.5.I.B Use eye and hand coordination to perform a task.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-2 Reaches, grasps, and releases objects

Objective 7a Uses fingers and hands

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

13 to 24 months

10.5.YT.B Coordinate eye and hand movements to perform a task.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-4 Manipulates balls or similar objects with stiff body movements

Objective 7a Uses fingers and hands

Objective 7a-4 Uses fingers and whole-arm movements to manipulate and explore objects

25 to 36 months

10.5.OT.B Coordinate eye and hand movements to perform a task.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-4 Manipulates balls or similar objects with stiff body movements

Objective 7a Uses fingers and hands

Objective 7a-4 Uses fingers and whole-arm movements to manipulate and explore objects



Standard Area

Concepts, Principles, and Strategies of Movement Fine Motor Development - BIG IDEA: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. ESSENTIAL QUESTIONS: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?

Strand

USE OF TOOLS

Birth to 12 months

10.5.I.C Manipulate basic tools.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

Objective 7b Uses writing and drawing tools

Objective 7b-2 Grasps drawing and writing tools, jabbing at paper

13 to 24 months

10.5.YT.C Use fingers and hands to accomplish actions.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-4 Uses fingers and whole-arm movements to manipulate and explore objects

Objective 7b Uses writing and drawing tools

Objective 7b-4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

25 to 36 months

10.5.OT.C Use basic tools demonstrating refined skills.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-4 Uses fingers and whole-arm movements to manipulate and explore objects

Objective 7b Uses writing and drawing tools

Objective 7b-4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

