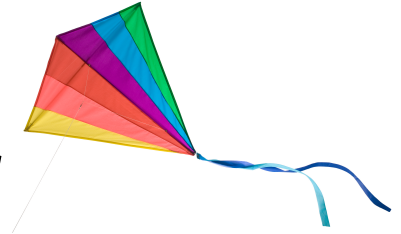


Alignment of



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



With

PA Learning Standards for Early
Childhood Pre-Kindergarten

(Ad. 2024)

Main Criteria: PA Learning Standards for Early Childhood Pre-Kindergarten

Secondary Criteria: GOLD® Objectives for Development and Learning

Subject: Early Childhood Education

Grades: Ages 36-60 months

Adopted: 2024

Domain

Approaches to Learning through Play (AL)

Standard Area

Constructing and Gathering Knowledge - BIG IDEA: 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

AL.1.PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Standard Area

Constructing and Gathering Knowledge - BIG IDEA: 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

AL.1.PK.B Demonstrate a willingness to participate in new and challenging experiences.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

Objective 11d Shows curiosity and motivation

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



Standard Area

Constructing and Gathering Knowledge - BIG IDEA: 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

AL.1.PK.C Engage in complex play sequences with two or more children.

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

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

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

ENGAGEMENT AND ATTENTION

AL.2.PK.A Work toward completing a task, even if challenging, and despite interruptions.

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

Objective 11a-6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

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

AL.2.PK.B Independently break simple tasks into steps and complete them one at a time.

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

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

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

AL.2.PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.

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

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



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

AL.2.PK.D Recognize and extend simple patterns.

GOLD® Objectives for Development and Learning**Objective 23 Demonstrates knowledge of patterns**

Objective 23-6 Extends and creates simple repeating patterns

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

AL.2.PK.E Retain and recall information presented over a short period of time.

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

Objective 12a-6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view

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

AL.3.PK.A Use music, art, and/or stories to express ideas, thoughts, and feelings.

GOLD® Objectives for Development and Learning**Objective 14a Thinks symbolically**

Objective 14a-6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

Objective 19b Writes to convey ideas and information

Objective 19b-6 Uses drawing, dictation, and mock letters or letter forms to convey a message

Objective 9d Tells about another time or place

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



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

INVENTION

AL.3.PK.B Produce and explain the purpose for a new creation.

GOLD® Objectives for Development and Learning**Objective 14a Thinks symbolically**

Objective 14a-6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

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

AL.3.PK.C Use materials and objects to represent new concepts.

GOLD® Objectives for Development and Learning**Objective 14a Thinks symbolically**

Objective 14a-6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

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

AL.4.PK.A Relate knowledge learned from one experience to a similar experience in a new setting.

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

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

AL.4.PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

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

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

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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



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

16.1.PK.A Distinguish between emotions and identify socially accepted ways to express them.

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

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

16.1.PK.B Recognize that everyone has personal traits which guide behavior and choices.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Objective 29 Demonstrates knowledge about self



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

16.1.PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.

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

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

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

GOAL-SETTING

16.1.PK.D Establish goals independently and recognize their influence on choices.

GOLD® Objectives for Development and Learning**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

16.2.PK.A Interact with peers and adults in a socially acceptable manner.

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

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



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

16.2.PK.B Identify 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

16.2.PK.C Engage in reciprocal communication with adults and peers.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

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

MANAGING INTERPERSONAL CONFLICTS

16.2.PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to 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

16.2.PK.E Ask for and accept offers of help when needed or appropriate.

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

16.3.PK.A Interpret 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)

16.3.PK.B Recognize there are socially acceptable ways to behave in different places.

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

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

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

16.3.PK.C Actively engage in assisting others when appropriate.

GOLD® Objectives for Development and Learning**Objective 3a Balances needs and rights of self and others**

Objective 3a-6 Initiates the sharing of materials in the classroom and outdoors



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

1.1.PK.A Practice appropriate 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

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

1.1.PK.B Identify basic features of print.**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

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

PHONOLOGICAL AWARENESS

1.1.PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**GOLD® Objectives for Development and Learning****Objective 15c Notices and discriminates discrete units of sound**

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



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

1.1.PK.D Develop beginning phonics and word skills.

GOLD® Objectives for Development and Learning**Objective 15a Notices and discriminates rhyme**

Objective 15a-6 Decides whether two words rhyme

Objective 15b Notices and discriminates alliteration

Objective 15b-6 Matches beginning sounds of some words

Objective 15c Notices and discriminates discrete units of sound

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

Objective 15d Applies phonics concepts and knowledge of word structure to decode text

Objective 15d-2 Shows understanding that a specific sequence of letters represents a spoken word

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

FLUENCY

1.1.PK.E Emerging to... Read emergent reader text with purpose and understanding.

GOLD® Objectives for Development and Learning

No aligned objectives

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 MAIN IDEA

1.2.PK.A With prompting and support, retell key details of text that support a provided main idea.

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 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 TEXT ANALYSIS

1.2.PK.B Answer questions about a text.

GOLD® Objectives for Development and Learning**Objective 18a Interacts during reading experiences, book conversations, and text reflections**

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

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 DETAIL

1.2.PK.C With prompting and support, make connections between information in a text and personal experience.

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

1.2.PK.E Identify the front cover, back cover, and title page of a book.

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

Objective 17a-6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors



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 VOCABULARY

1.2.PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.

GOLD® Objectives for Development and Learning**Objective 18a Interacts during reading experiences, book conversations, and text reflections**

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

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

1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word.

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 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 ANALYSIS ACROSS TEXTS

1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.

GOLD® Objectives for Development and Learning**Objective 18a Interacts during reading experiences, book conversations, and text reflections**

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



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

1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to.

GOLD® Objectives for Development and Learning**Objective 18b Uses emergent reading skills**

Objective 18b-4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult

Objective 9a Uses an expanding expressive vocabulary

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

1.2.PK.K With prompting and support, clarify unknown words or phrases read aloud.

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 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

1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.

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 THEME

1.3.PK.A With prompting and support, retell a familiar story in a sequence with picture support.

GOLD® Objectives for Development and Learning**Objective 18c Retells stories and recounts details from informational texts**

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



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

1.3.PK.B Answer questions about a particular story (who, what, how, when, and where).

GOLD® Objectives for Development and Learning**Objective 18a Interacts during reading experiences, book conversations, and text reflections**

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

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

1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.

GOLD® Objectives for Development and Learning**Objective 18a Interacts during reading experiences, book conversations, and text reflections**

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

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

CRAFT AND STRUCTURE POINT OF VIEW

1.3.PK.D With prompting and support, name the author and illustrator of a story.

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

Objective 17a-6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors

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**CRAFT AND STRUCTURE TEXT STRUCTURE**

1.3.PK.E With prompting and support, recognize common types of text.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-8 Uses various types of books for their intended purposes

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**CRAFT AND STRUCTURE VOCABULARY**

1.3.PK.F Answer questions about unfamiliar words read aloud from a story.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

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**INTEGRATION OF KNOWLEDGE AND IDEAS SOURCES OF INFORMATION**

1.3.PK.G Describe pictures in books using detail.

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

INTEGRATION OF KNOWLEDGE AND IDEAS TEXT ANALYSIS

1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.

GOLD® Objectives for Development and Learning**Objective 18a Interacts during reading experiences, book conversations, and text reflections**

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

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 STRATEGIES

1.3.PK.I With prompting and support, clarify unknown words or phrases read aloud.

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

VOCABULARY ACQUISITION AND USE

1.3.PK.J Use new vocabulary and phrases acquired in conversations and being read to.

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

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-7 Emerging: Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

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?



1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.

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

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

INFORMATIVE/EXPLANATORY

1.4.PK.A Draw/dictate to compose informative/explanatory texts examining a topic.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-6 Uses drawing, dictation, and mock letters or letter forms to convey a message

Standard Area

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

INFORMATIVE/EXPLANATORY FOCUS

1.4.PK.B With prompting and support, draw/dictate about one specific topic.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-6 Uses drawing, dictation, and mock letters or letter forms to convey a message

Standard Area

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

INFORMATIVE/EXPLANATORY ORGANIZATION

1.4.PK.C With prompting and support, generate ideas to convey information.

GOLD® Objectives for Development and Learning**Objective 19b Writes to convey ideas and information**

Objective 19b-6 Uses drawing, dictation, and mock letters or letter forms to convey a message

1.4.PK.D With prompting and support, make logical connections between drawing and dictation.

GOLD® Objectives for Development and Learning**Objective 19b Writes to convey ideas and information**

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

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

INFORMATIVE/EXPLANATORY CONVENTIONS OF LANGUAGE

1.4.PK.F Emerging to... Spell simple words phonetically.

GOLD® Objectives for Development and Learning**Objective 15d Applies phonics concepts and knowledge of word structure to decode text**

Objective 15d-2 Shows understanding that a specific sequence of letters represents a spoken word

Objective 19b Writes to convey ideas and information

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

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

1.4.PK.M Dictate narratives to describe real or imagined experiences or events.

GOLD® Objectives for Development and Learning**Objective 19b Writes to convey ideas and information**

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

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 FOCUS**

1.4.PK.N Establish "who" and "what" the narrative will be about.

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 CONTENT**

1.4.PK.O With prompting and support, describe experiences and events.

GOLD® Objectives for Development and Learning

Objective 9d Tells about another time or place

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

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 ORGANIZATION**

1.4.PK.P Recount a single event and tell about the events in the order in which they occurred.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

Objective 12a-6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view

Objective 9d Tells about another time or place

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



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

1.4.PK.R Emerging to... Spell simple words phonetically.

GOLD® Objectives for Development and Learning**Objective 19c Writes using conventions**

Objective 19c-2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships

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

PRODUCTION AND DISTRIBUTION OF WRITING WRITING PROCESS

1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, and add details as needed.

GOLD® Objectives for Development and Learning**Objective 19b Writes to convey ideas and information**

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

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

1.4.PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.

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

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects



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

CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES

1.4.PK.W With guidance and support, recall information from experiences or books.

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

Objective 12a-6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view

Objective 18c Retells stories and recounts details from informational texts

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

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

RANGE OF WRITING

1.4.PK.X Emerging to... Write routinely over short time frames.

GOLD® Objectives for Development and Learning**Objective 19b Writes to convey ideas and information**

Objective 19b-6 Uses drawing, dictation, and mock letters or letter forms to convey a message

Standard Area

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

1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups.

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

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



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 CRITICAL LISTENING

1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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



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

1.5.PK.C Respond to what a speaker says to follow directions, seek help, or gather information.

GOLD® Objectives for Development and Learning**Objective 8b Follows directions**

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

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

1.5.PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.

GOLD® Objectives for Development and Learning**Objective 9b Speaks clearly**

Objective 9b-6 Is understood by most people; may mispronounce new, long, or unusual words

Objective 9c Uses conventional grammar

Objective 9c-6 Uses complete, four- to six-word sentences

Objective 9d Tells about another time or place

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



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 CONTEXT

1.5.PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.

GOLD® Objectives for Development and Learning**Objective 9b Speaks clearly**

Objective 9b-6 Is understood by most people; may mispronounce new, long, or unusual words

Objective 9c Uses conventional grammar

Objective 9c-6 Uses complete, four- to six-word sentences

Objective 9d Tells about another time or place

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

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

1.5.PK.G Demonstrate command of the conventions of standard English when speaking based on Pre Kindergarten level and content.

GOLD® Objectives for Development and Learning**Objective 9b Speaks clearly**

Objective 9b-6 Is understood by most people; may mispronounce new, long, or unusual words

Objective 9c Uses conventional grammar

Objective 9c-6 Uses complete, four- to six-word sentences

Objective 9d Tells about another time or place

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



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: 1. CARDINALITY

2.1.PK.A.1 Know number names and the count sequence.**GOLD® Objectives for Development and Learning****Objective 20a Counts**

Objective 20a-5 Emerging: Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

Objective 20a Counts

Objective 20a-6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

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: 2. COUNTING

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

Objective 20a-6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

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: 3. COMPARING

2.1.PK.A.3 Compare numbers.**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

Objective 20b-4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

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?



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

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

Objective 20b Quantifies

Objective 20b-4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

Objective 20b Quantifies

Objective 20b-6 Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

Objective 20c Connects numerals with their quantities

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

Objective 20c Connects numerals with their quantities

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



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: 1. OPERATIONS AND ALGEBRAIC THINKING

2.2.PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

GOLD® Objectives for Development and Learning**Objective 20e Applies properties of mathematical operations and relationships**

Objective 20e-1 Emerging: Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10

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

MATHEMATICAL PROCESSES

2.2.PK.MP Use mathematical processes when representing relationships.

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

Objective 20b-6 Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

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: 1. IDENTIFICATION

2.3.PK.A.1 Identify and describe shapes.

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

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

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: 2. APPLICATION

2.3.PK.A.2 Analyze, compare, create, and compose shapes.

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

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



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

MATHEMATICAL PROCESSES

2.3.PK.MP Use mathematical processes when drawing, constructing, modeling, and representing shapes.

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

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

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: 1. MEASUREMENT

2.4.PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects.

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

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

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: 4. DATA

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

GOLD® Objectives for Development and Learning**Objective 13b**

Objective 13b-4

Objective 20a Counts

Objective 20a-5 Emerging: Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

Objective 20a Counts

Objective 20a-6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

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?



2.4.PK.MP Use mathematical processes when measuring; representing, organizing, and understanding data.

GOLD® Objectives for Development and Learning

Objective 22c Represents and analyzes data

Objective 22c-2 Knows a few ordinal numbers



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

3.1.PK.A Use observations to identify and describe what plants and animals (including humans) need to survive.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Standard Area

Physical Science - BIG IDEAS: 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

3.2.PK.A Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

GOLD® Objectives for Development and Learning

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

Standard Area

Physical Science - BIG IDEAS: 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

3.2.PK.AA Participate in investigations to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

GOLD® Objectives for Development and Learning

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

Standard Area

Physical Science - BIG IDEAS: 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

TYPES OF INTERACTIONS

3.2.PK.B Participate in investigations to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

GOLD® Objectives for Development and Learning

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

Standard Area

Physical Science - BIG IDEAS: 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

CONSERVATION OF ENERGY AND ENERGY TRANSFER

3.2.PK.C Recognize that light from the sun has an effect on the earth's surface.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment



Standard Area

Physical Science - BIG IDEAS: 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 (CONT...)

CONSERVATION OF ENERGY AND ENERGY TRANSFER

3.2.PK.D Participate in simple investigations that will reduce the warming effect of sunlight.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Standard Area

Earth and Space Science - BIG IDEAS: 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

3.3.PK.A Identify seasons that correspond with observable conditions and identify 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

AGRICULTURAL AND ENVIRONMENTAL SYSTEMS AND RESOURCES

3.4.PK.A Identify natural resources available to people in their daily lives.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

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 -

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

GOLD® Objectives for Development and Learning

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?

Strand

APPLYING, MAINTAINING, AND ASSESSING TECHNOLOGICAL PRODUCTS AND SYSTEMS

3.5.PK.A Identify and use everyday symbols.

GOLD® Objectives for Development and Learning**Objective 14a Thinks symbolically**

Objective 14a-6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

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?

Strand

APPLYING, MAINTAINING, AND ASSESSING TECHNOLOGICAL PRODUCTS AND SYSTEMS

3.5.PK.C Identify various technologies used in everyday life.

GOLD® Objectives for Development and Learning**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?

Strand

APPLYING, MAINTAINING, AND ASSESSING TECHNOLOGICAL PRODUCTS AND SYSTEMS

3.5.PK.E Explain the helpful and harmful effects of technology.

GOLD® Objectives for Development and Learning**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?

Strand

APPLYING, MAINTAINING, AND ASSESSING TECHNOLOGICAL PRODUCTS AND SYSTEMS

3.5.PK.K Safely use tools to complete tasks.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

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?

Strand

DESIGN AND DESIGN THINKING IN TECHNOLOGY AND ENGINEERING EDUCATION -

3.5.PK.M Demonstrate essential skills 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?

Strand

DESIGN AND DESIGN THINKING IN TECHNOLOGY AND ENGINEERING EDUCATION

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

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?

Strand

DESIGN AND DESIGN THINKING IN TECHNOLOGY AND ENGINEERING EDUCATION

3.5.PK.S Apply design concepts, principles, and processes through play and exploration.

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

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

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?

Strand

INTEGRATION OF KNOWLEDGE, TECHNOLOGIES, AND PRACTICES

3.5.PK.X Develop a plan in order to complete a task.

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

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



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?

Strand

NATURE AND CHARACTERISTICS OF TECHNOLOGY AND ENGINEERING

3.5.PK.CC Discuss the roles of scientists, engineers, technologists, and others who work with technology.

GOLD® Objectives for Development and Learning

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

5.1.PK.A State rules and their consequences.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

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: F. SYMBOLS

5.1.PK.F Identify basic American symbols. (e.g., American flag)**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: A. CIVIC RIGHTS AND RESPONSIBILITIES

5.2.PK.A Identify self-membership of a group such as the class or family.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****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

5.2.PK.B Identify a problem and discuss possible solutions with adult assistance.**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. LEADERSHIP AND PUBLIC SERVICE

5.2.PK.C Emerging to... Identify classroom projects/activities that support leadership and service.

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

HOW GOVERNMENT WORKS: C. GOVERNMENT SERVICES

5.3.PK.C Identify 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

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

HOW GOVERNMENT WORKS: F. CONFLICT AND THE COURT SYSTEM

5.3.PK.F Identify appropriate behaviors for responsible classroom citizens.

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

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

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: A. SCARCITY AND CHOICE

6.1.PK.A Emerging to.. Identify how scarcity influences choice.

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: B. LIMITED RESOURCES

6.1.PK.B Emerging to... Identify family wants and needs.

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

6.1.PK.D Identify 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

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?



6.2.PK.C Emerging to... Identify advertisements that encourage us to buy things.

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

MARKETS AND ECONOMIC SYSTEMS: D. PRICE DETERMINATION

6.2.PK.D Explain how money is used.

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

FUNCTIONS OF GOVERNMENT: D. GOVERNMENT'S ROLE IN INTERNATIONAL TRADE

6.3.PK.D Identify 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: A. FACTORS INFLUENCING WAGES

6.5.PK.A Differentiate between work and play.

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: C. TYPES OF BUSINESS

6.5.PK.C Identify local businesses.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Standard Area

Geography - BIG IDEA: Location 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

7.1.PK.A Explain how a map is a representation of places.

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

Standard Area

Geography - BIG IDEA: Location 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: B. LOCATION OF PLACES AND REGIONS

7.1.PK.B Emerging to... Describe the location of places in the home, school, and community to gain an understanding of relative location.

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

Standard Area

Geography - BIG IDEA: Location 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

7.2.PK.A Describe the characteristics of home and frequently visited locations 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

8.1.PK.A Identify a sequence of events through a day.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

Objective 31 Explores change related to familiar people or places



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: C. RESEARCH

8.1.PK.C Understand that information comes from many sources such as books, computers, and newspapers.

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



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

9.1.M.PK.A Know and use basic elements and principles of music and movement.

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

DEMONSTRATION

9.1.M.PK.B Respond to different types of music and dance through participation and discussion.

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

REPRESENTATION

9.1.M.PK.E Use imagination and creativity to express self through music and dance.

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

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

9.1.M.PK.J Use a variety of technologies for producing or performing works of art.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

Objective 33 Explores the visual arts

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

9.1.D.PK.B Recreate a dramatic play experience for an audience.

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

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

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

9.1.D.PK.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-6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

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

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

9.1.V.PK.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

9.1.V.PK.B Combine a variety of materials to create a work 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 14a Thinks symbolically

Objective 14a-6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

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

9.1.V.PK.E Use imagination and creativity to express self through visual arts.

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 14a Thinks symbolically

Objective 14a-6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

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

9.1.V.PK.J Use a variety of technologies for producing works 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 28 Uses tools and other technology to perform tasks

Objective 33 Explores the visual arts

Standard Area

Historical and Cultural Context of Works in the Arts - BIG IDEA: Every culture has its own art forms. ESSENTIAL QUESTION: Can I identify instruments and/or art forms from another culture?

Strand

PERSPECTIVE

9.2.PK.D Explain that instruments or art forms represent cultural perspectives.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

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

9.3.PK.F Recognize and name 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

9.3.PK.G Formulate and share an opinion about others' art products.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Standard Area

Aesthetic Response to Works in the Arts - BIG IDEA: Artwork can mean different things to different people. ESSENTIAL QUESTION: How do I express my response to a work of art?



9.4.PK.B Demonstrate an emotional response to viewing or creating various works of art.

GOLD® Objectives for Development and Learning

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

10.1.PK.B Identify and locate body parts

GOLD® Objectives for Development and Learning

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

10.1.PK.C Identify foods that keep our body healthy.

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

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

ALCOHOL, TOBACCO, AND CHEMICAL SUBSTANCES

10.1.PK.D Identify and discuss the purposes of medicine.

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

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

HEALTH PROBLEMS AND DISEASE PREVENTION

10.1.PK.E Identify and discuss common health problems.

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 QUESTION: What are things I can do to keep myself healthy?

Strand

HEALTH PRACTICES, PRODUCTS, AND SERVICES

10.2.PK.A Identify 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

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

Strand

HEALTH AND THE ENVIRONMENT

10.2.PK.E Identify environmental factors that affect health.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment



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

10.3.PK.A Recognize safe and unsafe practices.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

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

EMERGENCY RESPONSES

10.3.PK.B Recognize emergency situations and discuss appropriate responses.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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



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

10.4.PK.A Demonstrate coordination of body movements in active play.

GOLD® Objectives for Development and Learning**Objective 4 Demonstrates traveling skills**

Objective 4-6 Moves purposefully from place to place with control

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

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

10.4.PK.B Exhibit balance while moving on the ground or using equipment.

GOLD® Objectives for Development and Learning**Objective 4 Demonstrates traveling skills**

Objective 4-6 Moves purposefully from place to place with control

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

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

10.5.PK.A Use hands, fingers, and wrists to manipulate objects.

GOLD® Objectives for Development and Learning**Objective 6 Demonstrates gross motor manipulative skills**

Objective 6-6 Manipulates balls or similar objects with flexible body movements

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements



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

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

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-6 Manipulates balls or similar objects with flexible body movements

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

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

10.5.PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task.

GOLD® Objectives for Development and Learning

Objective 7b Uses writing and drawing tools

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

