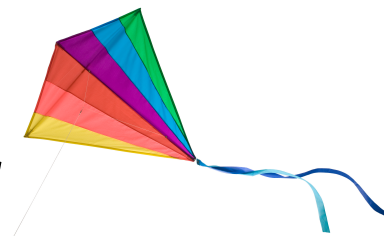


Alignment of



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



With

UT Core Standards for Early Learning
For Ages 3 to 5

(Ad. 2023)

Main Criteria: UT Core Standards for Early Learning For Ages 3 to 5
Secondary Criteria: GOLD® Objectives for Development and Learning
Subject: Early Childhood Education
Grades: Pre 3, Pre 4, 3 to 4 years
Adopted: 2023

Domain

English Language Arts (ELA)

STRAND

Speaking and Listening

Pre 3

P3.SL.1.a With prompting and support, participate in conversations with peers and adults. Begin to recognize rules for discussion such as listening to others, staying on topic, and taking turns speaking.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

P3.SL.1.b With prompting and support, participate in conversations with peers and adults. Follow one-step directions.

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

Objective 8b-4 Follows simple requests not accompanied by gestures

P3.SL.2 With prompting and support, speak clearly and audibly enough to be understood by familiar adults to communicate wants and needs.

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

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

P3.SL.3 With prompting and support, use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting.

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

Objective 9b-8 Pronounces multisyllabic or unusual words correctly; speaks audibly

Objective 9c Uses conventional grammar

Objective 9c-8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)



Pre 3

P3.R.1.a Demonstrate mastery of age-appropriate concepts of print. With prompting and support, correctly hold a book and recognize that print is read from top to bottom, left to right, and from front to back.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

P3.R.1.b Demonstrate mastery of age-appropriate concepts of print. With prompting and support, begin to recognize frequently seen letters and words, and recognize own name in print.

GOLD® Objectives for Development and Learning

Objective 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

P3.R.2.a Demonstrate mastery of age-appropriate phonological awareness skills. (for example, clap children's names). With prompting and support, explore rhyming words and alliteration.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

Objective 15b Notices and discriminates alliteration

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

P3.R.2.b Demonstrate mastery of age-appropriate phonological awareness skills. (for example, clap children's names). With prompting and support, explore syllables in simple words.

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

P3.R.2.c Demonstrate mastery of age-appropriate phonological awareness skills. (for example, clap children's names). With prompting and support, identify initial sounds in spoken language.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

Objective 15b-6 Matches beginning sounds of some words

P3.R.3.a Demonstrate mastery of age-appropriate phonics skills. With prompting and support, begin to identify seven or more consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle).

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

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

Objective 16b Identifies letter-sound correspondences

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

Pre 3

P3.R.3.b Demonstrate mastery of age-appropriate phonics skills. With prompting and support, begin to identify one or more vowel names and short vowel sounds using one-to-one letter-sound correspondence (alphabetic principle).

GOLD® Objectives for Development and Learning**Objective 16a Identifies and names letters**

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

Objective 16b Identifies letter-sound correspondences

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

P3.R.4 Begins in kindergarten. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

P3.R.5 With prompting and support, ask and answer simple questions about a text. (RL & RI)

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

P3.R.6 With prompting and support, begin to retell simple texts. (RL & RI)

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

P3.R.7 With prompting and support, begin to retell simple texts. (RL & RI)

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

P3.R.8 Begins in P4. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

P3.R.9 Begins in kindergarten. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

P3.R.10 Begins in grade 1. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

P3.R.11 Begins in grade 4. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

STRAND
(CONT...)

Reading

Pre 3

P3.R.12 Begins in grade 2. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

P3.R.13 Begins in grade 2. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

P3.R.14 Begins in grade 2. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

STRAND

Writing

Pre 3

P3.W.1-3 With prompting and support, begin to experiment with speaking and writing while representing ideas visually (e.g., scribbles, stamps, stickers, or gluing pictures on paper).

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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

P3.W.4.a Participate in shared writing projects. With prompting and support, recall information from experiences or learned information and share it with others.

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

P3.W.4.b Participate in shared writing projects. With prompting and support, interact and collaborate with others.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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



Pre 3

P3.W.5 With prompting and support, print some age-appropriate prewriting strokes.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-4 Makes controlled linear scribbles

Pre 4

P4.SL.1.a Participate in conversations with peers and adults, using age-appropriate vocabulary on topics and texts. Follow agreed-upon rules for discussions such as listening to others, staying on topic, and taking turns speaking.

GOLD® Objectives for Development and Learning

Objective 10b Uses social rules of language

Objective 10b-8 Uses acceptable language and basic social rules during communication with others

P4.SL.1.b Participate in conversations with peers and adults, using age-appropriate vocabulary on topics and texts. Follow two-step directions.

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

P4.SL.1.c Participate in conversations with peers and adults, using age-appropriate vocabulary on topics and texts. Express own ideas.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

P4.SL.2 Speak clearly and audibly in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and emotions.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

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

STRAND
(CONT...)

Speaking and Listening

Pre 4

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

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

Objective 9b-10 Adjusts volume and rate of speech in order to be clearly understood when speaking to individuals and groups

Objective 9c Uses conventional grammar

Objective 9c-8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

STRAND

Reading

Pre 4

P4.R.1.a Demonstrate mastery of age-appropriate concepts of print. Correctly hold a book and demonstrate that print is read from top to bottom, left to right, and from front to back.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

P4.R.1.b Demonstrate mastery of age-appropriate concepts of print. Begin to identify frequently seen letters and words, recognizing that words are made up of letters.

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 16a Identifies and names letters

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

P4.R.2.a Demonstrate mastery of age-appropriate phonological awareness skills. Recognize rhyming words and alliteration.

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-4 Shows awareness that some words begin the same way

P4.R.2.b Demonstrate mastery of age-appropriate phonological awareness skills. With prompting and support, segment words into syllables.

GOLD® Objectives for Development and Learning

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-6 Verbally blends and separates onset and rime in one-syllable words



Pre 4

P4.R.2.c Demonstrate mastery of age-appropriate phonological awareness skills. Demonstrate mastery of age-appropriate phonological awareness skills. Identify initial sounds in spoken language.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

Objective 15b-8 Isolates and identifies the beginning sound of a word

P4.R.2.d Demonstrate mastery of age-appropriate phonological awareness skills. Identify the base parts that make up a compound word.

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

P4.R.2.e Demonstrate mastery of age-appropriate phonological awareness skills. With prompting and support, blend and segment initial sounds of single-syllable spoken words.

GOLD® Objectives for Development and Learning

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-6 Verbally blends and separates onset and rime in one-syllable words

P4.R.2.f Demonstrate mastery of age-appropriate phonological awareness skills. With prompting and support, blend and segment single-syllable words into individual phonemes.

GOLD® Objectives for Development and Learning

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

P4.R.3.a Demonstrate mastery of age-appropriate phonics skills. Identify 13 or more of the consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle).

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

Objective 16a-6 Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order

Objective 16b Identifies letter-sound correspondences

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

P4.R.3.b Demonstrate mastery of age-appropriate phonics skills. Identify three or more vowel names and short vowel sounds using one-to-one letter-sound correspondence (alphabetic principle).

GOLD® Objectives for Development and Learning

Objective 16b Identifies letter-sound correspondences

Objective 16b-8 Produces short and long vowel sounds and most frequent sounds for each consonant

STRAND
(CONT...)

Reading

Pre 4

P4.R.4 Begins in kindergarten. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

Pre 4

P4.R.5 With prompting and support, ask and answer questions and make connections about a text. (RL & RI)

GOLD® Objectives for Development and Learning

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

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

P4.R.6-7 With prompting and support, retell simple texts, including event sequence and characters. (RL & RI)

GOLD® Objectives for Development and Learning

Objective 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

P4.R.8 With prompting and support, begin to ask and answer questions about unknown words in a text. (RL & RI)

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the differences between similar action verbs

P4.R.9 Begins in kindergarten. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

P4.R.10 Begins in grade 1. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

STRAND
(CONT...)

Reading

Pre 4

P4.R.11 Begins in grade 4. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

P4.R.12 Begins in grade 2. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

P4.R.13 Begins in grade 2. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

P4.R.14 Begins in grade 2. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

STRAND

Writing

Pre 4

P4.W.1 Verbally share an opinion and visually represent that opinion using simple drawing and writing (e.g., scribble writing with letter-like formations).

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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

P4.W.2 Verbally share information and visually represent that information using simple drawing and writing (e.g., scribble writing with letter-like formations).

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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

P4.W.3 Verbally share a narrative and visually represent that narrative using simple drawing and writing (e.g., scribble writing with letter-like formations).

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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



Pre 4

P4.W.4.a Participate in shared writing projects. Recall information from experiences or learned information and share it with others.

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

P4.W.4.b Participate in shared writing projects. Interact and collaborate with others.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

STRAND
(CONT...)

Writing

Pre 4

P4.W.5 Print some mock letters, scribbles, or manuscript letters, including those in own name.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-6 Writes mock letters or letter-like forms



Domain

Fine Arts (FA)

STRAND

Drama

Pre 3

FA.3_year.1.1 With prompting and support, express ideas, information, and feelings through dramatic play.

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

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

Objective 36 Explores drama through actions and language

FA.3_year.1.2 With prompting and support, attend to an adult telling stories or nursery rhymes and act out different parts.

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

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

Objective 36 Explores drama through actions and language

FA.3_year.1.3 Imitate real-life or pretend roles in play.

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

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

Objective 36 Explores drama through actions and language**Pre 4**

FA.4_year.1.1 Identify and express ideas, information, and feelings through dramatic art (for example, telling stories and playing make-believe).

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

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

Objective 36 Explores drama through actions and language

FA.4_year.1.2 Use dialogue, actions, and objects to tell a story.

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

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

Objective 36 Explores drama through actions and language

Domain

Fine Arts (FA)

**STRAND
(CONT...)**

Drama

Pre 3

FA.3_year.1.4 With prompting and support, begin to work independently and cooperatively in dramatic play.

GOLD® Objectives for Development and Learning**Objective 2c Interacts with peers**

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

Objective 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

Pre 4

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

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

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

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

FA.4_year.1.4 With prompting and support, work independently and cooperatively in 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

Domain

Fine Arts (FA)

STRAND
(CONT...)

Drama

Pre 3

FA.3_year.1.5 With prompting and support, attend to and show appreciation for the dramatization of others (for example, clap, high fives, “good job”).

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

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

FA.3_year.1.6 With prompting and support, participate in a scene or play with a beginning and end.

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

Pre 4

FA.4_year.1.5 With prompting and support, attend to and show appreciation for the dramatization of others.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

Objective 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

FA.4_year.1.6 With prompting and support, act out a story with a beginning, middle, and an end.

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

STRAND

Dance

Pre 3

FA.3_year.2.1 Move in rhythm with the music.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Pre 4

FA.4_year.2.1 Move to different patterns of beat and rhythm in music.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

Objective 35 Explores dance and movement concepts



Pre 3

FA.3_year.2.2 Move the body to express feelings and ideas.

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 35 Explores dance and movement concepts

FA.3_year.2.3 Demonstrate self-regulation through large motor balance, stability, and control in dance within a defined space.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-8 Coordinates increasingly complex movements in play and games

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

Objective 35 Explores dance and movement concepts

FA.3_year.2.4 Find different ways to control movements of the body, arms, and legs to develop coordination and mobility.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-8 Coordinates increasingly complex movements in play and games

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

FA.3_year.2.5 With prompting and support, begin to dance with others while respecting space boundaries and maintaining body control.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-8 Interacts cooperatively in groups of four or five children

Objective 35 Explores dance and movement concepts

Pre 4

FA.4_year.2.2 Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.

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

FA.4_year.2.3 With prompting and support, start, stop, and respond to musical cues.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-8 Coordinates increasingly complex movements in play and games

Objective 35 Explores dance and movement concepts

FA.4_year.2.4 With prompting and support, find different ways to move the body, arms, and legs, and begin to move body parts one at a time.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-8 Coordinates increasingly complex movements in play and games

Objective 35 Explores dance and movement concepts

FA.4_year.2.5 With prompting and support, dance for and with others while respecting space and maintaining body control.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-8 Interacts cooperatively in groups of four or five children

Objective 35 Explores dance and movement concepts

Pre 3

FA.3_year.3.1 With prompting and support, participate in listening to and singing simple songs and fingerplays.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

FA.3_year.3.2 Explore and experiment with musical instruments.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

FA.3_year.3.3 Show awareness and appreciation of different kinds of music.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

FA.3_year.3.4 With prompting and support, express thoughts, feelings, and energy through music.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

FA.3_year.3.5 With prompting and support, begin to explore folk songs and singing games from various cultures.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Objective 30 Shows basic understanding of people and how they live

FA.3_year.3.6 With prompting and support, begin to identify favorite songs.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Pre 4

FA.4_year.3.1 Participate in musical activities by listening to, singing, and creating music.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

FA.4_year.3.2 Show increasing recognition of the various components of music in terms of dynamics (loud/soft), pitch (high/low), and duration (long/ short, fast/slow).

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

FA.4_year.3.3 Demonstrate elements of music by bouncing or clapping out the rhythm and discussing how it makes them feel.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-8 Coordinates increasingly complex movements in play and games

Objective 34 Explores musical concepts and expression

FA.4_year.3.4 Express thoughts, feelings, and energy through music.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

FA.4_year.3.5 With prompting and support, begin to sing songs from various cultures.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Objective 30 Shows basic understanding of people and how they live

FA.4_year.3.6 With prompting and support, share a favorite song.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Pre 3

FA.3_year.4.1 Show interest and create works of art using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 33 Explores the visual arts

FA.3_year.4.2 Recognize basic colors (for example, red, yellow, blue, orange, purple and green).

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

Objective 33 Explores the visual arts

FA.3_year.4.3 With prompting and support, explore and identify physical characteristics of the environment including colors, textures, and light.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

FA.3_year.4.4 With prompting and support, talk with peers and/or adults about the art they created.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 33 Explores the visual arts

FA.3_year.4.5 With prompting and support, select art objects to display, including paintings, photos of block design, sculptures, etc.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Pre 4

FA.4_year.4.1 Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 33 Explores the visual arts

FA.4_year.4.2 Recognize and name colors (for example, red, yellow, blue, purple, orange, green, black, white, brown, pink, and gray).

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

Objective 33 Explores the visual arts

FA.4_year.4.3 Explore, identify, and describe the physical characteristics of the environment including colors, textures, and light.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

FA.4_year.4.4 Talk with peers and/or adults about their art and their creative process.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 33 Explores the visual arts

FA.4_year.4.5 With prompting and support, show appreciation by selecting art objects to display, including paintings, photos of block design, sculptures, etc., and begin to explain the reasons for selecting the preferred artwork.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Domain

Health (HE)

STRAND

Human Development

Pre 3

Pre 4

HE.3_year.1.1 Participate in and develop personal hygiene and care.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

HE.4_year.1.1 Show independence in personal hygiene and care.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

HE.3_year.1.2 Develop an awareness between appropriate and inappropriate touch.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

HE.4_year.1.2 With prompting and support, distinguish between appropriate and inappropriate touch.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs



Pre 3

HE.3_year.2.1 With prompting and support, recognize trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.

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

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

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

GOLD® Objectives for Development and Learning**Objective 2c Interacts with peers**

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

Pre 4

HE.4_year.2.1 With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.

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

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

HE.4_year.2.2 Identify and practice how to make friends and be a good friend by developing and using friendship skills with peers and participating in cooperative play.

GOLD® Objectives for Development and Learning**Objective 2c Interacts with peers**

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

Objective 2d Makes friends

Objective 2d-4 Plays with one or two preferred playmates

Pre 3

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

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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

Objective 2c Interacts with peers

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

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

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

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

Pre 4

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

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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

Objective 2c Interacts with peers

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

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

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

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

STRAND

Mental and Emotional Health

Pre 3

HE.3_year.3.1 With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).

GOLD® Objectives for Development and Learning

No aligned objectives

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

GOLD® Objectives for Development and Learning**Objective 1a Manages feelings**

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

Pre 4

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

GOLD® Objectives for Development and Learning

No aligned objectives

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

GOLD® Objectives for Development and Learning**Objective 1a Manages feelings**

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



STRAND
(CONT...)

Mental and Emotional Health

Pre 3

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

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

Objective 1b Follows limits and expectations

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

Pre 4

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

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

Objective 1b Follows limits and expectations

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

STRAND

Nutrition

Pre 3

HE.3_year.4.1 Begin to identify the difference between healthy and less healthy food choices.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

HE.3_year.4.2 Begin to identify why eating healthy food is important.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

HE.3_year.4.3 With prompting and support, try new foods from a variety of food groups.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Pre 4

HE.4_year.4.1 Identify a variety of healthy foods.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

HE.4_year.4.2 Identify why eating healthy food is important and begin to categorize into food groups.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Objective 13 Uses classification skills

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

HE.4_year.4.3 With prompting and support, try new foods from a variety of food groups.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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



Domain

Lifelong Learning Practices (LLP)

STRAND

Lifelong Learning Practices—Approaches to Learning

STANDARD

Self-Regulation and Executive Functioning

Pre 3

LLP.3_year.1.1 With prompting and support, begin to develop the ability to self-regulate external behaviors (for example, during music and movement, students will learn how to start and stop their own body, notice when they are tired, or need to be active).

GOLD® Objectives for Development and Learning**Objective 1a Manages feelings**

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

LLP.3_year.1.2 With prompting and support, begin to develop the ability to focus attention on key components of an object or task (Attention focusing, for example, follow the sequence of a story or conversation).

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

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

LLP.3_year.1.3 With prompting and support, begin to develop strategies for connecting and remembering information (Working memory and information processing, for example, review the pictures on the daily schedule to see what activity comes before recess).

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

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

LLP.3_year.1.4 With prompting and support, begin to develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains that she took a deep breath to help herself calm down).

GOLD® Objectives for Development and Learning**Objective 1a Manages feelings**

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

Pre 4

LLP.4_year.1.1 With prompting and support, display increasing ability to self-regulate external behaviors (for example, follow simple directions, wait for turns, and transition between activities).

GOLD® Objectives for Development and Learning**Objective 1a Manages feelings**

Objective 1a-10 Manages strong emotions using known strategies

Objective 1b Follows limits and expectations

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

LLP.4_year.1.2 With prompting and support, display increasing ability to focus attention on key, meaningful components of an object or task (Attention focusing, for example, sort and classify objects into categories and provide on-topic responses).

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

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

LLP.4_year.1.3 With prompting and support, develop increasingly effective strategies to connect and remember information (Working memory and information processing, for example, use self-talk, tell others the events of the day).

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

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

LLP.4_year.1.4 With prompting and support, develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains what strategies are used to build in blocks).

GOLD® Objectives for Development and Learning**Objective 1a Manages feelings**

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

STRAND

Lifelong Learning Practices—Approaches to Learning

STANDARD

Learning Engagement (Initiative and Persistence)



Pre 3

LLP.3_year.2.1 With prompting and support, begin to express a simple plan and identify steps to accomplish a task or sustain play (for example, children draw or describe what they want to do during play).

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

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

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events

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

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

Pre 4

LLP.4_year.2.1 With prompting and support, plan out the multiple steps needed and identify strategies to use to accomplish a goal or to guide play.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

LLP.4_year.2.2 Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and experiences (for example, discover why worms come out of the ground after it rains).

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events

LLP.4_year.2.3 Develop an increasing ability to connect new information or experiences with previous knowledge through interactions with teachers, peers, and the environment (for example, help develop classroom rules using the previous experience with rules in the classroom or home).

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

STRAND

Lifelong Learning Practices—Approaches to Learning

STANDARD

Learning Engagement (Initiative and Persistence)

STANDARD

Persistence

Pre 3

LLP.3_year.2.4 With prompting and support, develop an increasing ability and willingness to engage in a self-selected task through challenges or difficulties (for example, the child continues to work on an age-appropriate puzzle, even when experiencing difficulty manipulating the pieces).

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

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

Objective 11b Persists

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

LLP.3_year.2.5 With prompting and support, develop the ability to sustain engagement in active learning small- and large-group activities working alone or cooperatively.

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

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

Pre 4

LLP.4_year.2.4 Develop an increasing ability and willingness to continue with a task through challenges or difficulties (for example, continue to build in the block area even when the child has difficulty finding a piece they need).

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

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

Objective 11b Persists

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

LLP.4_year.2.5 Develop the ability to sustain engagement in active learning small- and large- group activities, working alone or cooperatively.

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

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

STRAND

Lifelong Learning Practices—Approaches to Learning

STANDARD

Creativity and Curiosity

Pre 3

LLP.3_year.3.1 With prompting and support, discover answers and solutions to questions to expand their knowledge and skills.

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

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

LLP.3_year.3.2 With prompting and support begin to engage in problem solving strategies (for example, identify cause and effect and first steps needed to solve a problem).

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

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

Pre 4

LLP.4_year.3.1 Ask and answer questions to seek additional information about materials, challenges, and activities they experience in their immediate environment to expand their knowledge and skills.

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

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



STRAND

Lifelong Learning Practices— Approaches to Learning

**STANDARD
(CONT...)**

Creativity and Curiosity

Pre 3

LLP.3_year.3.3 With prompting and support, explore a variety of ways to use materials during play and exploration (for example, a block can be used as a phone in dramatic play).

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

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

Objective 14b Engages in sociodramatic play

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

LLP.3_year.3.4 With prompting and support, show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).

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

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

Pre 4

LLP.4_year.3.2 With prompting and support, display an increasing ability to engage in a variety of problem-solving strategies (for example, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving).

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

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

LLP.4_year.3.3 Explore and use materials during play and exploration in new and different ways (for example, a cardboard box becomes a spaceship, racecar, or a cave).

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

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

Objective 14b Engages in sociodramatic play

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

LLP.4_year.3.4 Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).

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

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



STRAND

Lifelong Learning Practices—Social Interaction and Development

STANDARD

Self-Awareness

Pre 3

LLP.3_year.4.1 Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes).

GOLD® Objectives for Development and Learning**Objective 29 Demonstrates knowledge about self**

LLP.3_year.4.2 Participate in self-selected or organized activities by exploring learning materials including indoor and outdoor equipment (for example, independent choice of activities).

GOLD® Objectives for Development and Learning**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 11b Persists

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

LLP.3_year.4.3 Begin to demonstrate awareness of personal boundaries (for example, move when asked to give another child personal space).

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

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

LLP.3_year.4.4 Communicate wants and needs with actions or words.

GOLD® Objectives for Development and Learning**Objective 1c Takes care of own needs appropriately**

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

LLP.3_year.4.5 Begin to contribute and take pride in the classroom community (for example, participate in classroom jobs).

GOLD® Objectives for Development and Learning

No aligned objectives

Pre 4

LLP.4_year.4.1 Demonstrate awareness of one's own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes) and participate in respectful discussions about similarities and differences with others.

GOLD® Objectives for Development and Learning**Objective 29 Demonstrates knowledge about self**

LLP.4_year.4.2 Participate in self-selected or organized activities by exploring learning materials including outdoor equipment (for example, a child chooses paint or markers for artwork).

GOLD® Objectives for Development and Learning**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 11b Persists

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

LLP.4_year.4.3 Begin to maintain personal boundaries while participating in movement or daily classroom activities.

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

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

LLP.4_year.4.4 Communicate wants and needs including thoughts and feelings with actions or words.

GOLD® Objectives for Development and Learning**Objective 1c Takes care of own needs appropriately**

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

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

GOLD® Objectives for Development and Learning

No aligned objectives



STRAND

Lifelong Learning Practices—Social Interaction and Development

STANDARD

Emotions

Pre 3

LLP.3_year.5.1 In familiar settings, separate and reunite with parent or caregiver with minimal distress (for example, a child separates from a caregiver without crying).

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

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

LLP.3_year.5.2 Recognize that different feelings are experienced throughout the day.

GOLD® Objectives for Development and Learning**Objective 1a Manages feelings**

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

Pre 4

LLP.4_year.5.1 Separate and reunite with parents or caregivers without stress.

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

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

LLP.4_year.5.2 Recognize that feelings can change and different feelings are experienced throughout the day.

GOLD® Objectives for Development and Learning**Objective 1a Manages feelings**

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

STRAND

Lifelong Learning Practices—Social Interaction and Development

STANDARD

Relationships

STANDARD

Communication

Pre 3

LLP.3_year.6.1 With prompting and support, begin to respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.

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

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

Objective 2b Responds to emotional cues

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

LLP.3_year.6.2 With prompting and support, begin to participate in back and forth conversation with peers or adults.

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

Objective 10a-4 Initiates and attends to brief conversations

Pre 4

LLP.4_year.6.1 With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.

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

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

Objective 2b Responds to emotional cues

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

LLP.4_year.6.2 With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation).

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

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



STRAND

Lifelong Learning Practices—Social Interaction and Development

STANDARD

Relationships

STANDARD

Social Engagement

Pre 3

LLP.3_year.6.3 With prompting and support, show interest in peers with positive nonverbal gestures (for example, a child will smile at or move close to another child).

GOLD® Objectives for Development and Learning**Objective 2c Interacts with peers**

Objective 2c-4 Uses successful strategies for entering groups

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

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

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

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

GOLD® Objectives for Development and Learning**Objective 2c Interacts with peers**

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

Pre 4

LLP.4_year.6.3 Show interest in peers by getting their attention in appropriate ways (for example, call a child by name or tap him/her on the shoulder).

GOLD® Objectives for Development and Learning**Objective 2c Interacts with peers**

Objective 2c-4 Uses successful strategies for entering groups

LLP.4_year.6.4 Maintain awareness of and respect others' personal space.

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

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

LLP.4_year.6.5 Begin to maintain self-control during play with others.

GOLD® Objectives for Development and Learning**Objective 2c Interacts with peers**

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



STRAND

Lifelong Learning Practices—Social Interaction and Development

STANDARD

Relationships

STANDARD

Conflict Resolution / Problem Solving

Pre 3

LLP.3_year.6.6 Develop awareness of appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone’s attention appropriately, how to express frustration appropriately, how to seek help from an adult).

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

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

Pre 4

LLP.4_year.6.6 Use appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone’s attention appropriately, how to express frustration appropriately, how to seek help from an adult).

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

Objective 3b-6 Suggests solutions to social problems



Domain

Math (Math)

STRAND

Counting and Cardinality

Pre 3

Math.3_year.1.1 Count to ten by ones.

GOLD® Objectives for Development and Learning

Objective 20a Counts

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

Math.3_year.1.2 Recognize that numbers have a known sequence (for example, “1, 2, 3, 4, 5. What comes next?”).

GOLD® Objectives for Development and Learning

Objective 20a Counts

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

Math.3_year.1.3 Begin to recognize the difference between letters and numbers.

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

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

Objective 20c Connects numerals with their quantities

Objective 20c-2 Recognizes and names a few numerals

Math.3_year.1.4 Begin to name written numerals 0 to 5.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-2 Recognizes and names a few numerals

Math.3_year.1.5 Begin to develop an understanding of the relationship between some numbers and quantities by using one-to-one correspondence.

GOLD® Objectives for Development and Learning

Objective 20a Counts

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

Pre 4

Math.4_year.1.1 Count to 20 by ones.

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

Math.4_year.1.2 In the sequence of 1 to 10, identify numbers that come before or after one another.

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

Math.4_year.1.3 Count a number of objects from 0 to 10 and begin to associate them with a written numeral.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

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

Math.4_year.1.4 Name written numerals 0 to 10.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

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



Domain

Math (Math)

STRAND
(CONT...)

Counting and Cardinality

Pre 3

Math.3_year.1.6 Begin to point to and count up to five objects.

GOLD® Objectives for Development and Learning

Objective 20a Counts

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

Math.3_year.1.7 Begin to respond to the question “How many?”.

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

Pre 4

Math.4_year.1.5 Use one-to-one correspondence when counting objects to ten.

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

Math.4_year.1.6 When counting objects to ten, understand that the last number counted in a set tells how many.

GOLD® Objectives for Development and Learning

Objective 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

Math.4_year.1.7 Count two sets of objects up to 10 to determine which has more.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-8 Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts

STRAND

Operations and Algebraic Thinking

Pre 3

Math.3_year.2.2 Begins in 4-year-old standard. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

Pre 4



Pre 3

Math.3_year.2.1 Begins in 4-year-old standard. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

Math.3_year.2.3 Begins in 4-year-old standard. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

Math.3_year.2.4 Begins in 4-year-old standard. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

Math.3_year.2.5 Identify simple patterns in the environment and begin to duplicate and extend simple patterns (for example, ababab).

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

Pre 4

Math.4_year.2.1 Understand and represent addition up to five (adding to or putting together) and subtraction (taking from or taking apart) with concrete objects, fingers, movement, and simple drawings.

GOLD® Objectives for Development and Learning

Objective 20f Applies number combinations and mental number strategies in mathematical operations

Objective 20f-2 Adds and subtracts whole numbers fluently within five

Math.4_year.2.2 With prompting and support, solve addition and subtraction word problems created by the teacher using up to five concrete objects to represent the problem (for example, “Bring me three blocks, now bring me two more. How many blocks do we have?”).

GOLD® Objectives for Development and Learning

Objective 20e Applies properties of mathematical operations and relationships

Objective 20e-2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10

Math.4_year.2.3 Take apart numbers less than or equal to five by using objects with different attributes (for example, 5 can be taken apart into sets of 2 blue and 3 yellow or 1 square and 4 circles).

GOLD® Objectives for Development and Learning

Objective 20f Applies number combinations and mental number strategies in mathematical operations

Objective 20f-2 Adds and subtracts whole numbers fluently within five

Math.4_year.2.4 Use concrete objects to make sums of 5 using quantities from 0–5. (for example, 0 and 5 make a set of 5, 2 and 3 make a set of 5.)

GOLD® Objectives for Development and Learning

Objective 20f Applies number combinations and mental number strategies in mathematical operations

Objective 20f-2 Adds and subtracts whole numbers fluently within five

STRAND
(CONT...)

Operations and Algebraic Thinking

Pre 4

Math.4_year.2.5 Duplicate, extend, and create simple patterns (for example, ababab).

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

STRAND

Measurement and Data

Pre 3

Math.3_year.3.1 Identify and describe measurable attributes (for example, big, small, tall, short).

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects

Math.3_year.3.2 Begins in 4-year-old standard. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

Math.3_year.3.3 Sort objects into given categories including color, size, shape, etc.

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

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

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

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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

Pre 4

Math.4_year.3.1 Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

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

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

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

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

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

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

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

STRAND
(CONT...)

Measurement and Data

Pre 4

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

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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

STRAND

Geometry

Pre 3

Math.3_year.4.1 Match, point to, and begin to identify basic shapes by name.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

Math.3_year.4.2 Begins in 4-year-old standard. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

Math.3_year.4.3 Begins in 4-year-old standard. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

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

GOLD® Objectives for Development and Learning

Objective 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

Math.3_year.4.5 Explore shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Pre 4

Math.4_year.4.1 Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

Math.4_year.4.2 Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped).

GOLD® Objectives for Development and Learning

Objective 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

Math.4_year.4.3 Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid).

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



Pre 3

Math.3_year.4.6 Explore combining basic shapes together to represent an object (for example, use a square and a triangle to make a house).

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

Pre 4

Math.4_year.4.4 Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc.

GOLD® Objectives for Development and Learning

Objective 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

Math.4_year.4.5 Create basic shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Math.4_year.4.6 Explore combining basic shapes to create new shapes (for example, two triangles make a rhombus).

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

Domain	Physical Education (PE)
STRAND	Motor Skills and Movement
STANDARD	Gross Motor

Pre 3

Pre 4

PE.3_year.1.1 Participate in activities that develop control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).

GOLD® Objectives for Development and Learning

Objective 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

PE.4_year.1.1 Demonstrate control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills
Objective 4-8 Coordinates increasingly complex movements in play and games

Objective 5 Demonstrates balancing skills
Objective 5-8 Sustains balance during complex movement experiences

Domain	Physical Education (PE)
STRAND	Motor Skills and Movement
STANDARD (CONT...)	Gross Motor

Pre 3

PE.3_year.1.2 Participate in activities that develop coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

PE.3_year.1.3 Participate in activities that develop control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

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

Pre 4

PE.4_year.1.2 Demonstrate coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

PE.4_year.1.3 Demonstrate control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-8 Manipulates balls or similar objects with a full range of motion

STRAND

Motor Skills and Movement

STANDARD

Fine Motor

Pre 3

PE.3_year.1.4 Manipulate small pieces or objects (puzzle pieces, interlocking cubes, tongs, etc.) and build with a variety of blocks.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

Pre 4

PE.4_year.1.4 Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art).

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements



STRAND

Motor Skills and Movement

**STANDARD
(CONT...)**

Fine Motor

Pre 4

PE.4_year.1.5 Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).

GOLD® Objectives for Development and Learning

Objective 7b Uses writing and drawing tools

Objective 7b-8 Uses three-point finger grip and efficient hand placement when writing and drawing



STRAND

Motor Skills and Movement

**STANDARD
(CONT...)**

Fine Motor

Pre 3

PE.3_year.1.5 With prompting and support, develop small muscle control by making lines, circles, and scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools).

GOLD® Objectives for Development and Learning**Objective 7b Uses writing and drawing tools**

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

Objective 19a Writes name

Objective 19a-6 Writes mock letters or letter-like forms

PE.3_year.1.6 Begins in 4-year-old standard. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

PE.3_year.1.7 Begins in 4-year-old standard. No Correlations

GOLD® Objectives for Development and Learning

No aligned objectives

Pre 4

PE.4_year.1.6 Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).

GOLD® Objectives for Development and Learning**Objective 7a Uses fingers and hands**

Objective 7a-8 Uses small, precise finger and hand movements

PE.4_year.1.7 Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools.

GOLD® Objectives for Development and Learning**Objective 7b Uses writing and drawing tools**

Objective 7b-8 Uses three-point finger grip and efficient hand placement when writing and drawing



STRAND

Efficient Movement and Performance

Pre 3

PE.3_year.2.1 Begin to demonstrate awareness that personal boundaries exist.

GOLD® Objectives for Development and Learning

No aligned objectives

Pre 4

PE.4_year.2.1 Begin to maintain personal boundaries while participating in movement activities.

GOLD® Objectives for Development and Learning

No aligned objectives

STRAND

Physical Activity as A Tool for Wellness

Pre 3

PE.3_year.3.1 Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Pre 4

PE.4_year.3.1 Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Domain

Science (SCI)

STRAND

Weather

3 to 4 years

3-4_year.1.1 Obtain and communicate information about local, observable weather conditions while exploring and describing patterns found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm.

GOLD® Objectives for Development and Learning

No aligned objectives

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

GOLD® Objectives for Development and Learning

Objective 22c Represents and analyzes data

Objective 22c-4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

Objective 27 Demonstrates knowledge of Earth's environment



3 to 4 years

3-4_year.2.1 Plan and carry out an investigation using the five senses to determine the effect of sunlight on different surfaces and materials. Examples could include determining if the effect is hot or cold or a light or dark surface.

GOLD® Objectives for Development and Learning

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

Objective 24 Uses scientific inquiry skills

STRAND
(CONT...)

Light

3 to 4 years

3-4_year.2.2 Carry out an investigation to show the effect of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them. Examples could include observations about light when navigating a room with the lights off compared to the lights on.

GOLD® Objectives for Development and Learning

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

Objective 24 Uses scientific inquiry skills

3-4_year.2.3 Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Objective 24 Uses scientific inquiry skills

STRAND

Living Things

3 to 4 years

3-4_year.3.1 Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, and animals depend on water and food to live.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Objective 24 Uses scientific inquiry skills

3-4_year.3.2 Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Objective 24 Uses scientific inquiry skills



3 to 4 years

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

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Objective 24 Uses scientific inquiry skills

3 to 4 years

3-4_year.4.1 Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids.

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

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

Objective 24 Uses scientific inquiry skills

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

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

Domain

Social Studies (SS)

STRAND

Culture and Diversity

Pre 3

SS.3_year.1.1 With prompting and support, recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live****Pre 4**

SS.4_year.1.1 Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).

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

STRAND

Time, Continuity, and Change

Pre 3

SS.3_year.2.1 With prompting and support, identify examples of change over time related to personal growth and experiences (for example, talking, dressing, feeding, potty training, height, daily schedule).

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

Pre 4

SS.4_year.2.1 Identify examples of change over time on topics including self, family, and community and how these changes may affect them (for example, changes in the family, classroom, or neighborhood).

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

STRAND

People, Places, and Environments

Pre 3

SS.3_year.3.1 Recognize people and places within the home, classroom, school, neighborhood, and community.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Objective 29 Demonstrates knowledge about self

SS.3_year.3.2 With prompting and support, identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-10 Understands and explains reasons for rules

Pre 4

SS.4_year.3.1 Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier).

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Objective 29 Demonstrates knowledge about self

SS.4_year.3.2 Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-10 Understands and explains reasons for rules



STRAND
(CONT...)

People, Places, and Environments

Pre 3

SS.3_year.3.3 With prompting and support, describe ways to care for home and school environments and the Earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).

GOLD® Objectives for Development and Learning

No aligned objectives

Pre 4

SS.4_year.3.3 Describe ways to care for home and school environments and the Earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).

GOLD® Objectives for Development and Learning

No aligned objectives



STRAND

Individual Development and Identity

Pre 3

SS.3_year.4.1 Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members).

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Pre 4

SS.4_year.4.1 Demonstrate awareness of one's own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

STRAND

Individuals, Groups, and Institutions

Pre 3

SS.3_year.5.1 With prompting and support, interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

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

Pre 4

SS.4_year.5.1 Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs.

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

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



Pre 3

SS.3_year.5.2 With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

Pre 4

SS.4_year.5.2 Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

Pre 3

SS.3_year.6.1 With prompting and support, participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).

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

Objective 11c-10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers

Pre 4

SS.4_year.6.1 Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).

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

Objective 11c-10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers

STRAND

Production, Distribution, and Consumption

Pre 3

SS.3_year.7.1 With prompting and support, discuss the difference between basic needs (for example, food, shelter, and clothing) and wants (for example, toys, games, and treats).

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live
Objective 25 Demonstrates knowledge of the characteristics of living things

SS.3_year.7.2 Begin to recognize that people have jobs to meet needs, including for self, classroom, and community.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Pre 4

SS.4_year.7.1 Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live
Objective 25 Demonstrates knowledge of the characteristics of living things

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

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

STRAND

Science, Technology, and Society

Pre 3

SS.3_year.8.1 With prompting and support, identify how simple and electronic technology affects the way people live, work, travel, communicate, and play.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS.3_year.8.2 With prompting and support, recognize the importance of balancing media time with other activities.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Pre 4

SS.4_year.8.1 Describe how simple and electronic technology affects the way people live, work, travel, communicate, and play.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS.4_year.8.2 Recognize the importance of balancing media time with other activities.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

