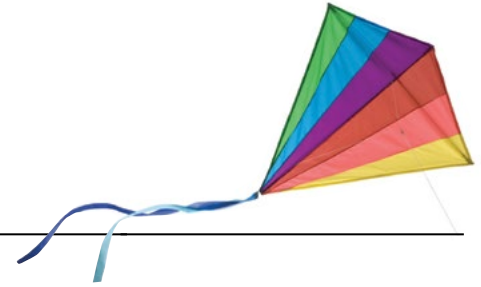




Alignment of



GOLD®

Objectives for Development & Learning:
Birth Through Third Grade



WITH

GOLD® Objectives for Development and Learning, Birth Through Third Grade

aligned to

California Preschool Learning Foundations

Ages 3-5; adopted 2008

CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SE.	Self
EXPECTATION / SUBSTRAND	SE.1.0.	Self-Awareness
FOUNDATION / PROFICIENCY LEVEL	SE.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	SE.1.1.1.	Describe their physical characteristics, behavior, and abilities positively. GOLD® Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SE.	Self
EXPECTATION / SUBSTRAND	SE.1.0.	Self-Awareness
FOUNDATION / PROFICIENCY LEVEL	SE.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	SE.1.2.1.	Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings. GOLD® Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SE.	Self
EXPECTATION / SUBSTRAND	SE.2.0.	Self-Regulation
FOUNDATION / PROFICIENCY LEVEL	SE.2.1.	At around 48 months of age

GRADE LEVEL EXPECTATION	SE.2.1.1.	Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SE.	Self
EXPECTATION / SUBSTRAND	SE.2.0.	Self-Regulation
FOUNDATION / PROFICIENCY LEVEL	SE.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	SE.2.2.1.	Regulate their attention, thought, feelings, and impulses more contently, although adult guidance is sometimes necessary. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.7 Emerging to 1a.8 Controls strong emotions in an appropriate manner most of the time
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SE.	Self
EXPECTATION / SUBSTRAND	SE.3.0.	Social and Emotional Understanding
FOUNDATION / PROFICIENCY LEVEL	SE.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	SE.3.1.1.	Seek to understand people’s feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SE.	Self
EXPECTATION / SUBSTRAND	SE.3.0.	Social and Emotional Understanding
FOUNDATION / PROFICIENCY LEVEL	SE.3.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	SE.3.2.1.	Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SE.	Self
EXPECTATION / SUBSTRAND	SE.4.0.	Empathy and Caring
FOUNDATION / PROFICIENCY LEVEL	SE.4.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	SE.4.1.1.	Demonstrate concern for the needs of others and people in distress. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SE.	Self
EXPECTATION / SUBSTRAND	SE.4.0.	Empathy and Caring
FOUNDATION / PROFICIENCY LEVEL	SE.4.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	SE.4.2.1.	Respond to another’s distress and needs with sympathetic caring and are more likely to assist. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SE.	Self
EXPECTATION / SUBSTRAND	SE.5.0.	Initiative in Learning
FOUNDATION / PROFICIENCY LEVEL	SE.5.1.	At around 48 months of age

GRADE LEVEL EXPECTATION	SE.5.1.1.	Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SE.	Self
EXPECTATION / SUBSTRAND	SE.5.0.	Initiative in Learning
FOUNDATION / PROFICIENCY LEVEL	SE.5.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	SE.5.2.1.	Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SI.	Social Interaction
EXPECTATION / SUBSTRAND	SI.1.0.	Interactions with Familiar Adults
FOUNDATION / PROFICIENCY LEVEL	SI.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	SI.1.1.1.	Interact with familiar adults comfortably and competently, especially in familiar settings. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SI.	Social Interaction
EXPECTATION / SUBSTRAND	SI.1.0.	Interactions with Familiar Adults
FOUNDATION / PROFICIENCY LEVEL	SI.1.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	SI.1.2.1.	Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SI.	Social Interaction
EXPECTATION / SUBSTRAND	SI.2.0.	Interactions with Peers
FOUNDATION / PROFICIENCY LEVEL	SI.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	SI.2.1.1.	Interact easily with peers in shared activities that occasionally become cooperative efforts. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.5 Emerging to 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
GRADE LEVEL EXPECTATION	SI.2.1.2.	Participate in simple sequences of pretend play. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.5 Emerging to 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
GRADE LEVEL EXPECTATION	SI.2.1.3.	Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SI.	Social Interaction
EXPECTATION / SUBSTRAND	SI.2.0.	Interactions with Peers

FOUNDATION / PROFICIENCY LEVEL	SI.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	SI.2.2.1.	More actively and intentionally cooperate with each other. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
GRADE LEVEL EXPECTATION	SI.2.2.2.	Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. 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
GRADE LEVEL EXPECTATION	SI.2.2.3.	Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.5 Emerging to 3b.8 Resolves social problems through basic negotiation and compromise
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SI.	Social Interaction
EXPECTATION / SUBSTRAND	SI.3.0.	Group Participation
FOUNDATION / PROFICIENCY LEVEL	SI.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	SI.3.1.1.	Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development

PERFORMANCE STANDARD / MODE	SED.SI.	Social Interaction
EXPECTATION / SUBSTRAND	SI.3.0.	Group Participation
FOUNDATION / PROFICIENCY LEVEL	SI.3.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	SI.3.2.1.	Participate positively and cooperatively as group members. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SI.	Social Interaction
EXPECTATION / SUBSTRAND	SI.4.0.	Cooperation and Responsibility
FOUNDATION / PROFICIENCY LEVEL	SI.4.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	SI.4.1.1.	Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.SI.	Social Interaction
EXPECTATION / SUBSTRAND	SI.4.0.	Cooperation and Responsibility
FOUNDATION / PROFICIENCY LEVEL	SI.4.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	SI.4.2.1.	Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.RL.	Relationships

EXPECTATION / SUBSTRAND	RL.1.0.	Attachments to Parents
FOUNDATION / PROFICIENCY LEVEL	RL.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	RL.1.1.1.	<p>Seek security and support from their primary family attachment figures.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.5 Emerging to 2a.6 Manages separations without distress and engages with trusted adults</p>
GRADE LEVEL EXPECTATION	RL.1.1.2.	<p>Contribute to maintaining positive relationships with their primary family attachment figures.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.5 Emerging to 2a.6 Manages separations without distress and engages with trusted adults</p>
GRADE LEVEL EXPECTATION	RL.1.1.3.	<p>After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher’s assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.5 Emerging to 2a.6 Manages separations without distress and engages with trusted adults</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.RL.	Relationships
EXPECTATION / SUBSTRAND	RL.1.0.	Attachments to Parents
FOUNDATION / PROFICIENCY LEVEL	RL.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	RL.1.2.1.	<p>Take greater initiative in seeking support from their primary family attachment figures.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults</p>

GRADE LEVEL EXPECTATION	RL.1.2.2.	Contribute to positive mutual cooperation with their primary family attachment figures. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
GRADE LEVEL EXPECTATION	RL.1.2.3.	After experience with out-of-home care, comfortably depart from primary family attachment figures. Also maintain wellbeing while apart from primary family attachment figures during the day. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.RL.	Relationships
EXPECTATION / SUBSTRAND	RL.2.0.	Close Relationships with Teachers and Caregivers
FOUNDATION / PROFICIENCY LEVEL	RL.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	RL.2.1.1.	Seek security and support from their primary teachers and caregivers. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
GRADE LEVEL EXPECTATION	RL.2.1.2.	Contribute to maintaining positive relationships with primary teachers and caregivers. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.RL.	Relationships
EXPECTATION / SUBSTRAND	RL.2.0.	Close Relationships with Teachers and Caregivers
FOUNDATION / PROFICIENCY LEVEL	RL.2.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	RL.2.2.1.	Take greater initiative in seeking the support of their primary teachers and caregivers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
GRADE LEVEL EXPECTATION	RL.2.2.2.	Contribute to positive mutual cooperation with primary teachers and caregivers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.RL.	Relationships
EXPECTATION / SUBSTRAND	RL.3.0.	Friendships
FOUNDATION / PROFICIENCY LEVEL	RL.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	RL.3.1.1.	Choose to play with one or two special peers whom they identify as friends. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates
CONTENT STANDARD / DOMAIN / PART	CA.SED.	Social-Emotional Development
PERFORMANCE STANDARD / MODE	SED.RL.	Relationships
EXPECTATION / SUBSTRAND	RL.3.0.	Friendships
FOUNDATION / PROFICIENCY LEVEL	RL.3.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	RL.3.2.1.	Friendships are more reciprocal, exclusive, and enduring. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.LS.	Listening and Speaking

EXPECTATION / SUBSTRAND	LS.1.0.	Language Use and Conventions: Children understand and use language to communicate with others effectively.
FOUNDATION / PROFICIENCY LEVEL	LS.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	LS.1.1.1.	Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
GRADE LEVEL EXPECTATION	LS.1.1.2.	Speak clearly enough to be understood by familiar adults and children. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
GRADE LEVEL EXPECTATION	LS.1.1.3.	Use accepted language and style during communication with familiar adults and children. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
GRADE LEVEL EXPECTATION	LS.1.1.4.	Use language to construct short narratives that are real or fictional. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. 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
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.LS.	Listening and Speaking
EXPECTATION / SUBSTRAND	LS.1.0.	Language Use and Conventions: Children understand and use language to communicate with others effectively.
FOUNDATION / PROFICIENCY LEVEL	LS.1.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	LS.1.2.1.	Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem-solving, and seeking new information. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
GRADE LEVEL EXPECTATION	LS.1.2.2.	Speak clearly enough to be understood by both familiar and unfamiliar adults and children. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
GRADE LEVEL EXPECTATION	LS.1.2.3.	Use accepted language and style during communication with both familiar and unfamiliar adults and children. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
GRADE LEVEL EXPECTATION	LS.1.2.4.	Use language to construct extended narratives that are real or fictional. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.LS.	Listening and Speaking
EXPECTATION / SUBSTRAND	LS.2.0.	Vocabulary: Children develop age-appropriate vocabulary.
FOUNDATION / PROFICIENCY LEVEL	LS.2.1.	At around 48 months of age

GRADE LEVEL EXPECTATION	LS.2.1.1.	Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
GRADE LEVEL EXPECTATION	LS.2.1.2.	Understand and use accepted words for categories of objects encountered and used frequently in everyday life. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
GRADE LEVEL EXPECTATION	LS.2.1.3.	Understand and use simple words that describe the relations between objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.LS.	Listening and Speaking
EXPECTATION / SUBSTRAND	LS.2.0.	Vocabulary: Children develop age-appropriate vocabulary.
FOUNDATION / PROFICIENCY LEVEL	LS.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	LS.2.2.1.	Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
GRADE LEVEL EXPECTATION	LS.2.2.2.	Understand and use accepted words for categories of objects encountered in everyday life. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items

GRADE LEVEL EXPECTATION	LS.2.2.3.	Understand and use both simple and complex words that describe the relations between objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.LS.	Listening and Speaking
EXPECTATION / SUBSTRAND	LS.3.0.	Grammar: Children develop age-appropriate grammar.
FOUNDATION / PROFICIENCY LEVEL	LS.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	LS.3.1.1.	Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.7 Emerging to 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
GRADE LEVEL EXPECTATION	LS.3.1.2.	Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.LS.	Listening and Speaking
EXPECTATION / SUBSTRAND	LS.3.0.	Grammar: Children develop age-appropriate grammar.
FOUNDATION / PROFICIENCY LEVEL	LS.3.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	LS.3.2.1.	Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
GRADE LEVEL EXPECTATION	LS.3.2.2.	Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.RE.	Reading
EXPECTATION / SUBSTRAND	RE.1.0.	Concepts about Print: Children begin to recognize print conventions and understand that print carries meaning.
FOUNDATION / PROFICIENCY LEVEL	RE.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	RE.1.1.1.	Begin to display appropriate book-handling behaviors and begin to recognize print conventions. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
GRADE LEVEL EXPECTATION	RE.1.1.2.	Recognize print as something that can be read. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.RE.	Reading

EXPECTATION / SUBSTRAND	RE.1.0.	Concepts about Print: Children begin to recognize print conventions and understand that print carries meaning.
FOUNDATION / PROFICIENCY LEVEL	RE.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	RE.1.2.1.	Display appropriate book-handling behaviors and knowledge of print conventions. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
GRADE LEVEL EXPECTATION	RE.1.2.2.	Understand that print is something that is read and has specific meaning. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.3 Emerging to 17b.4 Indicates where to start reading and the direction to follow
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.RE.	Reading
EXPECTATION / SUBSTRAND	RE.2.0.	Phonological Awareness: Children develop age-appropriate phonological awareness.
FOUNDATION / PROFICIENCY LEVEL	RE.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	RE.2.1.1.	Not applicable for this age. No Correlations
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.RE.	Reading
EXPECTATION / SUBSTRAND	RE.2.0.	Phonological Awareness: Children develop age-appropriate phonological awareness.
FOUNDATION / PROFICIENCY LEVEL	RE.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	RE.2.2.1.	Orally blend and delete words and syllables without the support of pictures or objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words

CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.RE.	Reading
EXPECTATION / SUBSTRAND	RE.3.0.	Alphabets and Word/Print Recognition: Children begin to recognize letters of the alphabet.
FOUNDATION / PROFICIENCY LEVEL	RE.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	RE.3.1.1.	Recognize the first letter of own name. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name
GRADE LEVEL EXPECTATION	RE.3.1.2.	Match some letter names to their printed form. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.RE.	Reading
EXPECTATION / SUBSTRAND	RE.3.0.	Alphabets and Word/Print Recognition: Children begin to recognize letters of the alphabet.
FOUNDATION / PROFICIENCY LEVEL	RE.3.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	RE.3.2.1.	Recognize own name or other common words in print. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
GRADE LEVEL EXPECTATION	RE.3.2.2.	Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.7 Emerging to 16a.8 Identifies and names all upper- and lowercase letters when presented in random order

GRADE LEVEL EXPECTATION	RE.3.2.3.	Begin to recognize that letters have sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.2 Identifies the sounds of a few letters
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.RE.	Reading
EXPECTATION / SUBSTRAND	RE.4.0.	Comprehension and Analysis of Age-Appropriate Text: Children demonstrate understanding of age-appropriate text read aloud.
FOUNDATION / PROFICIENCY LEVEL	RE.4.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	RE.4.1.1.	Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
GRADE LEVEL EXPECTATION	RE.4.1.2.	Demonstrate knowledge from informational text through labeling, describing, playing or creating artwork. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.RE.	Reading
EXPECTATION / SUBSTRAND	RE.4.0.	Comprehension and Analysis of Age-Appropriate Text: Children demonstrate understanding of age-appropriate text read aloud.
FOUNDATION / PROFICIENCY LEVEL	RE.4.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	RE.4.2.1.	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or created artwork. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
GRADE LEVEL EXPECTATION	RE.4.2.2.	Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.RE.	Reading
EXPECTATION / SUBSTRAND	RE.5.0.	Literacy Interest and Response: Children demonstrate motivation for literacy activities.
FOUNDATION / PROFICIENCY LEVEL	RE.5.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	RE.5.1.1.	Demonstrate enjoyment of literacy and literacy-related activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
GRADE LEVEL EXPECTATION	RE.5.1.2.	Engage in routines associated with literacy activities. No Correlations
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.RE.	Reading
EXPECTATION / SUBSTRAND	RE.5.0.	Literacy Interest and Response: Children demonstrate motivation for literacy activities.
FOUNDATION / PROFICIENCY LEVEL	RE.5.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	RE.5.2.1.	Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
GRADE LEVEL EXPECTATION	RE.5.2.2.	Engage in more complex routines associated with literacy activities. <u>No Correlations</u>
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.WR.	Writing
EXPECTATION / SUBSTRAND	WR.1.0.	Writing Strategies: Children demonstrate emergent writing skills.
FOUNDATION / PROFICIENCY LEVEL	WR.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	WR.1.1.1.	Experiment with grasp and body position using a variety of drawing and writing tools. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
GRADE LEVEL EXPECTATION	WR.1.1.2.	Write using scribbles that are different from pictures. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
GRADE LEVEL EXPECTATION	WR.1.1.3.	Write marks to represent own name. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.4 Makes controlled linear scribbles
CONTENT STANDARD / DOMAIN / PART	CA.LL.	Language and Literacy
PERFORMANCE STANDARD / MODE	LL.WR.	Writing
EXPECTATION / SUBSTRAND	WR.1.0.	Writing Strategies: Children demonstrate emergent writing skills.

FOUNDATION / PROFICIENCY LEVEL	WR.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	WR.1.2.1.	Adjust grasp and body position for increased control in drawing and writing. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. 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
GRADE LEVEL EXPECTATION	WR.1.2.2.	Write letters or letter-like shapes to represent words or ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
GRADE LEVEL EXPECTATION	WR.1.2.3.	Write first name nearly correctly. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.10 Writes partially accurate first name
CONTENT STANDARD / DOMAIN / PART	CA.MA.	Mathematics
PERFORMANCE STANDARD / MODE	MA.NS.	Number Sense
EXPECTATION / SUBSTRAND	NS.1.0.	Children begin to understand numbers and quantities in their everyday environment.
FOUNDATION / PROFICIENCY LEVEL	NS.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	NS.1.1.1.	Recite numbers in order to ten with increasing accuracy. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
GRADE LEVEL EXPECTATION	NS.1.1.2.	Begin to recognize and name a few written numerals. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.2 Recognizes and names a few numerals

GRADE LEVEL EXPECTATION	NS.1.1.3.	Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
GRADE LEVEL EXPECTATION	NS.1.1.4.	Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
GRADE LEVEL EXPECTATION	NS.1.1.5.	Use the number name of the last object counted to answer the question, “How many . . . ?” <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. 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
CONTENT STANDARD / DOMAIN / PART	CA.MA.	Mathematics
PERFORMANCE STANDARD / MODE	MA.NS.	Number Sense
EXPECTATION / SUBSTRAND	NS.1.0.	Children begin to understand numbers and quantities in their everyday environment.
FOUNDATION / PROFICIENCY LEVEL	NS.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	NS.1.2.1.	Recite numbers in order to twenty with increasing accuracy. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. 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
GRADE LEVEL EXPECTATION	NS.1.2.2.	Recognize and know the name of some written numerals. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.2 Recognizes and names a few numerals

GRADE LEVEL EXPECTATION	NS.1.2.3.	Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
GRADE LEVEL EXPECTATION	NS.1.2.4.	Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.5 Emerging to 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
GRADE LEVEL EXPECTATION	NS.1.2.5.	Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. 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
CONTENT STANDARD / DOMAIN / PART	CA.MA.	Mathematics
PERFORMANCE STANDARD / MODE	MA.NS.	Number Sense
EXPECTATION / SUBSTRAND	NS.2.0.	Children begin to understand number relationships and operations in their everyday environment.
FOUNDATION / PROFICIENCY LEVEL	NS.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	NS.2.1.1.	Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same.” <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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

GRADE LEVEL EXPECTATION	NS.2.1.2.	Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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
GRADE LEVEL EXPECTATION	NS.2.1.3.	Understand that putting two groups of objects together will make a bigger group. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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
GRADE LEVEL EXPECTATION	NS.2.1.4.	Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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
CONTENT STANDARD / DOMAIN / PART	CA.MA.	Mathematics
PERFORMANCE STANDARD / MODE	MA.NS.	Number Sense
EXPECTATION / SUBSTRAND	NS.2.0.	Children begin to understand number relationships and operations in their everyday environment.
FOUNDATION / PROFICIENCY LEVEL	NS.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	NS.2.2.1.	Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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

GRADE LEVEL EXPECTATION	NS.2.2.2.	Understand that adding one or taking away one changes the number in a small group of objects by exactly one. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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
GRADE LEVEL EXPECTATION	NS.2.2.3.	Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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
GRADE LEVEL EXPECTATION	NS.2.2.4.	Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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
CONTENT STANDARD / DOMAIN / PART	CA.MA.	Mathematics
PERFORMANCE STANDARD / MODE	MA.AF.	Algebra and Functions (Classification and Patterning)
EXPECTATION / SUBSTRAND	AF.1.0.	Children begin to sort and classify objects in their everyday environment.
FOUNDATION / PROFICIENCY LEVEL	AF.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	AF.1.1.1.	Sort and classify objects by one attribute into two or more groups, with increasing accuracy. <u>GOLD® Objectives for Development and Learning</u> • 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
CONTENT STANDARD / DOMAIN / PART	CA.MA.	Mathematics
PERFORMANCE STANDARD / MODE	MA.AF.	Algebra and Functions (Classification and Patterning)
EXPECTATION / SUBSTRAND	AF.1.0.	Children begin to sort and classify objects in their everyday environment.

FOUNDATION / PROFICIENCY LEVEL	AF.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	AF.1.2.1.	Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute). <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
CONTENT STANDARD / DOMAIN / PART	CA.MA.	Mathematics
PERFORMANCE STANDARD / MODE	MA.AF.	Algebra and Functions (Classification and Patterning)
EXPECTATION / SUBSTRAND	AF.2.0.	Children begin to recognize simple, repeating patterns.
FOUNDATION / PROFICIENCY LEVEL	AF.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	AF.2.1.1.	Begin to identify or recognize a simple repeating pattern. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.3 Emerging to 23.4 Copies simple repeating patterns
GRADE LEVEL EXPECTATION	AF.2.1.2.	Attempt to create a simple repeating pattern or participate in making one. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.3 Emerging to 23.4 Copies simple repeating patterns
CONTENT STANDARD / DOMAIN / PART	CA.MA.	Mathematics
PERFORMANCE STANDARD / MODE	MA.AF.	Algebra and Functions (Classification and Patterning)
EXPECTATION / SUBSTRAND	AF.2.0.	Children begin to recognize simple, repeating patterns.
FOUNDATION / PROFICIENCY LEVEL	AF.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	AF.2.2.1.	Recognize and duplicate simple repeating patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns

GRADE LEVEL EXPECTATION	AF.2.2.2.	Begin to extend and create simple repeating patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
CONTENT STANDARD / DOMAIN / PART	CA.MA.	Mathematics
PERFORMANCE STANDARD / MODE	MA.ME.	Measurement
EXPECTATION / SUBSTRAND	ME.1.0.	Children begin to compare and order objects.
FOUNDATION / PROFICIENCY LEVEL	ME.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	ME.1.1.1.	Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
GRADE LEVEL EXPECTATION	ME.1.1.2.	Order three objects by size. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
CONTENT STANDARD / DOMAIN / PART	CA.MA.	Mathematics
PERFORMANCE STANDARD / MODE	MA.ME.	Measurement
EXPECTATION / SUBSTRAND	ME.1.0.	Children begin to compare and order objects.
FOUNDATION / PROFICIENCY LEVEL	ME.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	ME.1.2.1.	Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

GRADE LEVEL EXPECTATION	ME.1.2.2.	Order four or more objects by size. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
GRADE LEVEL EXPECTATION	ME.1.2.3.	Measure length using multiple duplicates of the same-size concrete units laid end to end. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
CONTENT STANDARD / DOMAIN / PART	CA.MA.	Mathematics
PERFORMANCE STANDARD / MODE	MA.GE.	Geometry
EXPECTATION / SUBSTRAND	GE.1.0.	Children begin to identify and use common shapes in their everyday environment.
FOUNDATION / PROFICIENCY LEVEL	GE.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	GE.1.1.1.	Identify simple two-dimensional shapes, such as a circle and square. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
GRADE LEVEL EXPECTATION	GE.1.1.2.	Use individual shapes to represent different elements of a picture or design. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
CONTENT STANDARD / DOMAIN / PART	CA.MA.	Mathematics
PERFORMANCE STANDARD / MODE	MA.GE.	Geometry
EXPECTATION / SUBSTRAND	GE.1.0.	Children begin to identify and use common shapes in their everyday environment.
FOUNDATION / PROFICIENCY LEVEL	GE.1.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	GE.1.2.1.	Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.7 Emerging to 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
GRADE LEVEL EXPECTATION	GE.1.2.2.	Combine different shapes to create a picture or design. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. 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
CONTENT STANDARD / DOMAIN / PART	CA.MA.	Mathematics
PERFORMANCE STANDARD / MODE	MA.GE.	Geometry
EXPECTATION / SUBSTRAND	GE.2.0.	Children begin to understand positions in space.
FOUNDATION / PROFICIENCY LEVEL	GE.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	GE.2.1.1.	Identify positions of objects and people in space, such as in/on/ under, up/down, and inside/outside. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
CONTENT STANDARD / DOMAIN / PART	CA.MA.	Mathematics
PERFORMANCE STANDARD / MODE	MA.GE.	Geometry
EXPECTATION / SUBSTRAND	GE.2.0.	Children begin to understand positions in space.
FOUNDATION / PROFICIENCY LEVEL	GE.2.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	GE.2.2.1.	Identify positions of objects and people in space, including in/on/ under, up/down, inside/outside, beside/between, and in front/behind. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
CONTENT STANDARD / DOMAIN / PART	CA.MA.	Mathematics
PERFORMANCE STANDARD / MODE	MA.MR.	Mathematical Reasoning
EXPECTATION / SUBSTRAND	MR.1.0.	Children use mathematical thinking to solve problems that arise in their everyday environment.
FOUNDATION / PROFICIENCY LEVEL	MR.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	MR.1.1.1.	Begin to apply simple mathematical strategies to solve problems in their environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.1 Emerging to 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
CONTENT STANDARD / DOMAIN / PART	CA.MA.	Mathematics
PERFORMANCE STANDARD / MODE	MA.MR.	Mathematical Reasoning
EXPECTATION / SUBSTRAND	MR.1.0.	Children use mathematical thinking to solve problems that arise in their everyday environment.
FOUNDATION / PROFICIENCY LEVEL	MR.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	MR.1.2.1.	Identify and apply a variety of mathematical strategies to solve problems in their environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.1 Emerging to 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
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development

PERFORMANCE STANDARD / MODE	ELD.LI.	Listening
EXPECTATION / SUBSTRAND	LI.1.0.	Children listen with understanding.
FOUNDATION / PROFICIENCY LEVEL	LI.1.01.	Focus: Beginning words
GRADE LEVEL EXPECTATION	LI.1.1.B.	<p>Beginning: Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>
GRADE LEVEL EXPECTATION	LI.1.1.M.	<p>Middle: Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>
GRADE LEVEL EXPECTATION	LI.1.1.L.	<p>Later: Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.8 Understands increasingly complex English phrases used by adults and children</p>
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.LI.	Listening
EXPECTATION / SUBSTRAND	LI.1.0.	Children listen with understanding.
FOUNDATION / PROFICIENCY LEVEL	LI.1.02.	Focus: Requests and directions
GRADE LEVEL EXPECTATION	LI.1.2.B.	<p>Beginning: Begin to follow simple directions in English, especially when there are contextual cues.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>

GRADE LEVEL EXPECTATION	LI.1.2.M.	Middle: Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues. <u>GOLD® Objectives for Development and Learning</u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids
GRADE LEVEL EXPECTATION	LI.1.2.L.	Later: Follow directions that involve a one- or two-step sequence, relying less on contextual cues. <u>GOLD® Objectives for Development and Learning</u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.6 Responds to words and phrases in English when they are not accompanied by gestures or other visual aids
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.LI.	Listening
EXPECTATION / SUBSTRAND	LI.1.0.	Children listen with understanding.
FOUNDATION / PROFICIENCY LEVEL	LI.1.03.	Focus: Basic and advanced concepts
GRADE LEVEL EXPECTATION	LI.1.3.B.	Beginning: Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
GRADE LEVEL EXPECTATION	LI.1.3.M.	Middle: Begin to demonstrate an understanding of words in English related to basic concepts. <u>GOLD® Objectives for Development and Learning</u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids

GRADE LEVEL EXPECTATION	LI.1.3.L.	<p>Later: Demonstrate an understanding of words in English related to more advanced concepts.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.8 Understands increasingly complex English phrases used by adults and children</p>
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.SP.	Speaking
EXPECTATION / SUBSTRAND	SP.1.0.	Children use nonverbal and verbal strategies to communicate with others.
FOUNDATION / PROFICIENCY LEVEL	SP.1.01.	Focus: Communication of needs
GRADE LEVEL EXPECTATION	SP.1.1.B.	<p>Beginning: Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.2 Repeats sounds and words in English, sometimes very quietly</p>
GRADE LEVEL EXPECTATION	SP.1.1.M.	<p>Middle: Combine nonverbal and some verbal communication to be understood by others (may code-switch--that is, use the home language and English--and use telegraphic and/or formulaic speech).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.2 Repeats sounds and words in English, sometimes very quietly</p>
GRADE LEVEL EXPECTATION	SP.1.1.L.	<p>Later: Show increasing reliance on verbal communication in English to be understood by others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.2 Repeats sounds and words in English, sometimes very quietly</p>
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.SP.	Speaking
EXPECTATION / SUBSTRAND	SP.1.0.	Children use nonverbal and verbal strategies to communicate with others.
FOUNDATION / PROFICIENCY LEVEL	SP.1.02.	Focus: Vocabulary production

GRADE LEVEL EXPECTATION	SP.1.2.B.	<p>Beginning: Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects</p>
GRADE LEVEL EXPECTATION	SP.1.2.M.	<p>Middle: Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
GRADE LEVEL EXPECTATION	SP.1.2.L.	<p>Later: Use new English vocabulary to share knowledge of concepts.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.SP.	Speaking
EXPECTATION / SUBSTRAND	SP.1.0.	Children use nonverbal and verbal strategies to communicate with others.
FOUNDATION / PROFICIENCY LEVEL	SP.1.03.	Focus: Conversation
GRADE LEVEL EXPECTATION	SP.1.3.B.	<p>Beginning: Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations</p>
GRADE LEVEL EXPECTATION	SP.1.3.M.	<p>Middle: Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.2 Repeats sounds and words in English, sometimes very quietly</p>

GRADE LEVEL EXPECTATION	SP.1.3.L.	<p>Later: Sustain a conversation in English about a variety of topics.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.SP.	Speaking
EXPECTATION / SUBSTRAND	SP.1.0.	Children use nonverbal and verbal strategies to communicate with others.
FOUNDATION / PROFICIENCY LEVEL	SP.1.04.	Focus: Utterance length and complexity
GRADE LEVEL EXPECTATION	SP.1.4.B.	<p>Beginning: Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.2 Repeats sounds and words in English, sometimes very quietly</p>
GRADE LEVEL EXPECTATION	SP.1.4.M.	<p>Middle: Use two- and three-word utterances in English to communicate.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
GRADE LEVEL EXPECTATION	SP.1.4.L.	<p>Later: Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.SP.	Speaking
EXPECTATION / SUBSTRAND	SP.1.0.	Children use nonverbal and verbal strategies to communicate with others.
FOUNDATION / PROFICIENCY LEVEL	SP.1.05.	Focus: Grammar

GRADE LEVEL EXPECTATION	SP.1.5.B.	<p>Beginning: Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.2 Repeats sounds and words in English, sometimes very quietly</p>
GRADE LEVEL EXPECTATION	SP.1.5.M.	<p>Middle: Begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>
GRADE LEVEL EXPECTATION	SP.1.5.L.	<p>Later: Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.SP.	Speaking
EXPECTATION / SUBSTRAND	SP.1.0.	Children use nonverbal and verbal strategies to communicate with others.
FOUNDATION / PROFICIENCY LEVEL	SP.1.06.	Focus: Inquiry
GRADE LEVEL EXPECTATION	SP.1.6.B.	<p>Beginning: Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>

GRADE LEVEL EXPECTATION	SP.1.6.M.	Middle: Begin to use “what” and “why” questions in English, sometimes with errors. <u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
GRADE LEVEL EXPECTATION	SP.1.6.L.	Later: Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors. <u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.SP.	Speaking
EXPECTATION / SUBSTRAND	SP.2.0.	Children begin to understand and use social conventions in English.
FOUNDATION / PROFICIENCY LEVEL	SP.2.01.	Focus: Social conventions
GRADE LEVEL EXPECTATION	SP.2.1.B.	Beginning: Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary). <u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
GRADE LEVEL EXPECTATION	SP.2.1.M.	Middle: Demonstrate a beginning understanding of English social conventions. <u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
GRADE LEVEL EXPECTATION	SP.2.1.L.	Later: Appropriately use words and tone of voice associated with social conventions in English. <u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children

CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.SP.	Speaking
EXPECTATION / SUBSTRAND	SP.3.0.	Children use language to create oral narratives about their personal experiences.
FOUNDATION / PROFICIENCY LEVEL	SP.3.01.	Focus: Narrative development
GRADE LEVEL EXPECTATION	SP.3.1.B.	<p>Beginning: Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 38 Demonstrates progress in speaking English <p>Objective 38.2 Repeats sounds and words in English, sometimes very quietly</p>
GRADE LEVEL EXPECTATION	SP.3.1.M.	<p>Middle: Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 38 Demonstrates progress in speaking English <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
GRADE LEVEL EXPECTATION	SP.3.1.L.	<p>Later: Produce simple narratives in English that are real or fictional.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 38 Demonstrates progress in speaking English <p>Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.RE.	Reading
EXPECTATION / SUBSTRAND	RE.1.0.	Children demonstrate an appreciation and enjoyment of reading and literature.
FOUNDATION / PROFICIENCY LEVEL	RE.1.01.	Focus: Participate in read-aloud activity
GRADE LEVEL EXPECTATION	RE.1.1.B.	<p>Beginning: Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 38 Demonstrates progress in speaking English <p>Objective 38.2 Repeats sounds and words in English, sometimes very quietly</p>

GRADE LEVEL EXPECTATION	RE.1.1.M.	Middle: Begin to participate in reading activities, using books written in English when the language is predictable. <u>No Correlations</u>
GRADE LEVEL EXPECTATION	RE.1.1.L.	Later: Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books). <u>No Correlations</u>
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.RE.	Reading
EXPECTATION / SUBSTRAND	RE.1.0.	Children demonstrate an appreciation and enjoyment of reading and literature.
FOUNDATION / PROFICIENCY LEVEL	RE.1.02.	Focus: Interest in books and reading
GRADE LEVEL EXPECTATION	RE.1.2.B.	Beginning: “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
GRADE LEVEL EXPECTATION	RE.1.2.M.	Middle: Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
GRADE LEVEL EXPECTATION	RE.1.2.L.	Later: Choose to “read” familiar books written in English with increasing independence and talk about the books in English. <u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.RE.	Reading

EXPECTATION / SUBSTRAND	RE.2.0.	Children show an increasing understanding of book reading.
FOUNDATION / PROFICIENCY LEVEL	RE.2.01.	Focus: Personal connections to the story
GRADE LEVEL EXPECTATION	RE.2.1.B.	<p>Beginning: Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
GRADE LEVEL EXPECTATION	RE.2.1.M.	<p>Middle: Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 38 Demonstrates progress in speaking English <p>Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>
GRADE LEVEL EXPECTATION	RE.2.1.L.	<p>Later: Begin to engage in extended conversations in English about stories.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • <u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English <p>Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.RE.	Reading
EXPECTATION / SUBSTRAND	RE.2.0.	Children show an increasing understanding of book reading.
FOUNDATION / PROFICIENCY LEVEL	RE.2.02.	Focus: Story structure

GRADE LEVEL EXPECTATION	RE.2.2.B.	<p>Beginning: Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
GRADE LEVEL EXPECTATION	RE.2.2.M.	<p>Middle: Retell a story using the home language and some English when read or told a story in English.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> Objective 38 Demonstrates progress in speaking English <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
GRADE LEVEL EXPECTATION	RE.2.2.L.	<p>Later: Retell in English the majority of a story read or told in English.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> Objective 38 Demonstrates progress in speaking English <p>Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.RE.	Reading
EXPECTATION / SUBSTRAND	RE.3.0.	Children demonstrate an understanding of print conventions.
FOUNDATION / PROFICIENCY LEVEL	RE.3.01.	Focus: Book handling
GRADE LEVEL EXPECTATION	RE.3.1.B.	<p>Beginning: Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>

GRADE LEVEL EXPECTATION	RE.3.1.M.	Middle: Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
GRADE LEVEL EXPECTATION	RE.3.1.L.	Later: Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.RE.	Reading
EXPECTATION / SUBSTRAND	RE.4.0.	Children demonstrate awareness that print carries meaning.
FOUNDATION / PROFICIENCY LEVEL	RE.4.01.	Focus: Environmental print
GRADE LEVEL EXPECTATION	RE.4.1.B.	Beginning: Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
GRADE LEVEL EXPECTATION	RE.4.1.M.	Middle: Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
GRADE LEVEL EXPECTATION	RE.4.1.L.	Later: Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development

PERFORMANCE STANDARD / MODE	ELD.RE.	Reading
EXPECTATION / SUBSTRAND	RE.5.0.	Children demonstrate progress in their knowledge of the alphabet in English.
FOUNDATION / PROFICIENCY LEVEL	RE.5.01.	Focus: Letter awareness
GRADE LEVEL EXPECTATION	RE.5.1.B.	Beginning: Interact with material representing the letters of the English alphabet. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.1 Emerging to 16a.2 Recognizes and names a few letters in own name
GRADE LEVEL EXPECTATION	RE.5.1.M.	Middle: Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English). <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name
GRADE LEVEL EXPECTATION	RE.5.1.L.	Later: Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.RE.	Reading
EXPECTATION / SUBSTRAND	RE.5.0.	Children demonstrate progress in their knowledge of the alphabet in English.
FOUNDATION / PROFICIENCY LEVEL	RE.5.02.	Focus: Letter recognition
GRADE LEVEL EXPECTATION	RE.5.2.B.	Beginning: Begin to recognize the first letter in their own name or the character for their own name in the home language or English. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.1 Emerging to 16a.2 Recognizes and names a few letters in own name

GRADE LEVEL EXPECTATION	RE.5.2.M.	Middle: Identify some letters of the alphabet in English. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name
GRADE LEVEL EXPECTATION	RE.5.2.L.	Later: Identify ten or more letters of the alphabet in English. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.RE.	Reading
EXPECTATION / SUBSTRAND	RE.6.0.	Children demonstrate phonological awareness.
FOUNDATION / PROFICIENCY LEVEL	RE.6.01.	Focus: Rhyming
GRADE LEVEL EXPECTATION	RE.6.1.B.	Beginning: Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English. <u>GOLD® Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games
GRADE LEVEL EXPECTATION	RE.6.1.M.	Middle: Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English. <u>GOLD® Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games
GRADE LEVEL EXPECTATION	RE.6.1.L.	Later: Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously

CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.RE.	Reading
EXPECTATION / SUBSTRAND	RE.6.0.	Children demonstrate phonological awareness.
FOUNDATION / PROFICIENCY LEVEL	RE.6.02.	Focus: Onset (initial sound)
GRADE LEVEL EXPECTATION	RE.6.2.B.	<p>Beginning: Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
GRADE LEVEL EXPECTATION	RE.6.2.M.	<p>Middle: Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.4 Shows awareness that some words begin the same way</p>
GRADE LEVEL EXPECTATION	RE.6.2.L.	<p>Later: Recognize and produce words that have a similar onset (initial sound) in English.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.6 Matches beginning sounds of some words</p>
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.RE.	Reading
EXPECTATION / SUBSTRAND	RE.6.0.	Children demonstrate phonological awareness.
FOUNDATION / PROFICIENCY LEVEL	RE.6.03.	Focus: Sound differences in the home language and English

GRADE LEVEL EXPECTATION	RE.6.3.B.	<p>Beginning: Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.2 Shows awareness of separate words in sentences</p>
GRADE LEVEL EXPECTATION	RE.6.3.M.	<p>Middle: Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.4 Shows awareness of separate syllables in words</p>
GRADE LEVEL EXPECTATION	RE.6.3.L.	<p>Later: Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words</p>
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.WR.	Writing
EXPECTATION / SUBSTRAND	WR.1.0.	Children use writing to communicate their ideas.
FOUNDATION / PROFICIENCY LEVEL	WR.1.01.	Focus: Writing as communication
GRADE LEVEL EXPECTATION	WR.1.1.B.	<p>Beginning: Begin to understand that writing can be used to communicate.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>
GRADE LEVEL EXPECTATION	WR.1.1.M.	<p>Middle: Begin to understand that what is said in the home language or in English can be written down and read by others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>

GRADE LEVEL EXPECTATION	WR.1.1.L.	<p>Later: Develop an increasing understanding that what is said in English can be written down and read by others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.WR.	Writing
EXPECTATION / SUBSTRAND	WR.1.0.	Children use writing to communicate their ideas.
FOUNDATION / PROFICIENCY LEVEL	WR.1.02.	Focus: Writing to represent words or ideas
GRADE LEVEL EXPECTATION	WR.1.2.B.	<p>Beginning: Begin to demonstrate an awareness that written language can be in the home language or in English.</p> <p>No Correlations</p>
GRADE LEVEL EXPECTATION	WR.1.2.M.	<p>Middle: Begin to use marks or symbols to represent spoken language in the home language or in English.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
GRADE LEVEL EXPECTATION	WR.1.2.L.	<p>Later: Continue to develop writing by using letters or letter-like marks to represent their ideas in English.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
CONTENT STANDARD / DOMAIN / PART	CA.ELD.	English-Language Development
PERFORMANCE STANDARD / MODE	ELD.WR.	Writing
EXPECTATION / SUBSTRAND	WR.1.0.	Children use writing to communicate their ideas.
FOUNDATION / PROFICIENCY LEVEL	WR.1.03.	Focus: Writing their name

GRADE LEVEL EXPECTATION	WR.1.3.B.	Beginning: Write marks to represent their own name in a way that may resemble how it is written in the home language. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.6 Writes mock letters or letter-like forms
GRADE LEVEL EXPECTATION	WR.1.3.M.	Middle: Attempt to copy their own name in English or in the writing system of their home language. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.8 Writes letter strings
GRADE LEVEL EXPECTATION	WR.1.3.L.	Later: Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.10 Writes partially accurate first name

Grade: Ages 3-5 - Adopted: 2010

CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.VA.	Visual Art
EXPECTATION / SUBSTRAND	VA.1.0.	Notice, Respond, and Engage
FOUNDATION / PROFICIENCY LEVEL	VA.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	VA.1.1.1.	Notice and communicate about objects or forms that appear in art. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	VA.1.1.2.	Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.4 Draws or constructs, and then identifies what it is

GRADE LEVEL EXPECTATION	VA.1.1.3.	Enjoy and engage with displays of visual art, inside or outside the class room. Begin to express preferences for some art activities or materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	VA.1.1.4.	Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.VA.	Visual Art
EXPECTATION / SUBSTRAND	VA.1.0.	Notice, Respond, and Engage
FOUNDATION / PROFICIENCY LEVEL	VA.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	VA.1.2.1.	Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	VA.1.2.2.	Begin to plan art and show increasing care and persistence in completing it. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	VA.1.2.3.	Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	VA.1.2.4.	Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.VA.	Visual Art
EXPECTATION / SUBSTRAND	VA.2.0.	Develop Skills in Visual Art

FOUNDATION / PROFICIENCY LEVEL	VA.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	VA.2.1.1.	<p>Make straight and curved marks and lines; begin to draw rough circle shapes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.4 Draws or constructs, and then identifies what it is</p>
GRADE LEVEL EXPECTATION	VA.2.1.2.	<p>Begin to create paintings or drawings that suggest people, animals, and objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.4 Draws or constructs, and then identifies what it is</p>
GRADE LEVEL EXPECTATION	VA.2.1.3.	<p>Make somewhat regular shaped balls and coils out of dough or clay.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.4 Draws or constructs, and then identifies what it is</p>
GRADE LEVEL EXPECTATION	VA.2.1.4.	<p>Begin to use paper and other materials to assemble simple collages.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.4 Draws or constructs, and then identifies what it is</p>
GRADE LEVEL EXPECTATION	VA.2.1.5.	<p>Begin to recognize and name materials and tools used for visual arts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	VA.2.1.6.	<p>Demonstrate some motor control when working with visual arts tools.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <p>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</p>
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.VA.	Visual Art

EXPECTATION / SUBSTRAND	VA.2.0.	Develop Skills in Visual Art
FOUNDATION / PROFICIENCY LEVEL	VA.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	VA.2.2.1.	<p>Draw single circle and add lines to create representations of people and things.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
GRADE LEVEL EXPECTATION	VA.2.2.2.	<p>Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
GRADE LEVEL EXPECTATION	VA.2.2.3.	<p>Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
GRADE LEVEL EXPECTATION	VA.2.2.4.	<p>Use paper and other materials to make two and three dimensional assembled works.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
GRADE LEVEL EXPECTATION	VA.2.2.5.	<p>Recognize and name materials and tools used for visual arts.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts</p>

GRADE LEVEL EXPECTATION	VA.2.2.6.	Demonstrate increasing coordination and motor control when working with visual arts tools. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.8 Uses three-point finger grip and efficient hand placement when writing and drawing
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.VA.	Visual Art
EXPECTATION / SUBSTRAND	VA.3.0.	Create, Invent, and Express Through Visual Art
FOUNDATION / PROFICIENCY LEVEL	VA.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	VA.3.1.1.	Create art and sometimes name the work. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	VA.3.1.2.	Begin to draw figures or objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	VA.3.1.3.	Begin to use intensity of marks and color to express a feeling or mood. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.VA.	Visual Art
EXPECTATION / SUBSTRAND	VA.3.0.	Create, Invent, and Express Through Visual Art
FOUNDATION / PROFICIENCY LEVEL	VA.3.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	VA.3.2.1.	Intentionally create content in a work of art. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts

GRADE LEVEL EXPECTATION	VA.3.2.2.	Draw more detailed figures or objects with more control of line and shape. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	VA.3.2.3.	Use intensity of marks and color more frequently to express a feeling or mood. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.MU.	Music
EXPECTATION / SUBSTRAND	MU.1.0.	Notice, Respond, and Engage
FOUNDATION / PROFICIENCY LEVEL	MU.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	MU.1.1.1.	Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	MU.1.1.2.	Recognize simple repeating melody and rhythm patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
GRADE LEVEL EXPECTATION	MU.1.1.3.	Identify the sources of a limited variety of musical sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	MU.1.1.4.	Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.MU.	Music
EXPECTATION / SUBSTRAND	MU.1.0.	Notice, Respond, and Engage
FOUNDATION / PROFICIENCY LEVEL	MU.1.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	MU.1.2.1.	Verbally reflect on music and describe music by using an expanded vocabulary. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	MU.1.2.2.	Demonstrate more complex repeating melody and rhythm patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
GRADE LEVEL EXPECTATION	MU.1.2.3.	Identify the sources of a wider variety of music and music like sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	MU.1.2.4.	Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.MU.	Music
EXPECTATION / SUBSTRAND	MU.2.0.	Develop Skills in Music
FOUNDATION / PROFICIENCY LEVEL	MU.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	MU.2.1.1.	Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	MU.2.1.2.	Explore vocally; sing repetitive patterns and parts of songs alone and with others. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.MU.	Music
EXPECTATION / SUBSTRAND	MU.2.0.	Develop Skills in Music
FOUNDATION / PROFICIENCY LEVEL	MU.2.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	MU.2.2.1.	Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	MU.2.2.2.	Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.MU.	Music
EXPECTATION / SUBSTRAND	MU.3.0.	Create, Invent, and Express Through Music
FOUNDATION / PROFICIENCY LEVEL	MU.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	MU.3.1.1.	Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	MU.3.1.2.	Move or use body to demonstrate beat and tempo, often spontaneously. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	MU.3.1.3.	Improvise vocally and instrumentally. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.MU.	Music
EXPECTATION / SUBSTRAND	MU.3.0.	Create, Invent, and Express Through Music
FOUNDATION / PROFICIENCY LEVEL	MU.3.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	MU.3.2.1.	Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	MU.3.2.2.	Move or use body to demonstrate beat, tempo, and style of music, often intentionally. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	MU.3.2.3.	Explore, improvise, and create brief melodies with voice or instrument. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.DR.	Drama
EXPECTATION / SUBSTRAND	DR.1.0.	Notice, Respond, and Engage
FOUNDATION / PROFICIENCY LEVEL	DR.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	DR.1.1.1.	Demonstrate an understanding of simple drama vocabulary. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	DR.1.1.2.	Identify preferences and interests related to participating in drama. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	DR.1.1.3.	Demonstrate knowledge of simple plot of a participatory drama. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.DR.	Drama
EXPECTATION / SUBSTRAND	DR.1.0.	Notice, Respond, and Engage
FOUNDATION / PROFICIENCY LEVEL	DR.1.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	DR.1.2.1.	Demonstrate a broader understanding of drama vocabulary. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	DR.1.2.2.	Explain preferences and interests related to participating in drama. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	DR.1.2.3.	Demonstrate knowledge of extended plot and conflict of a participatory drama. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.DR.	Drama
EXPECTATION / SUBSTRAND	DR.2.0.	Develop Skills to Create, Invent, and Express Through Drama
FOUNDATION / PROFICIENCY LEVEL	DR.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	DR.2.1.1.	Demonstrate basic role play skills with imagination and creativity. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	DR.2.1.2.	Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.DR.	Drama
EXPECTATION / SUBSTRAND	DR.2.0.	Develop Skills to Create, Invent, and Express Through Drama
FOUNDATION / PROFICIENCY LEVEL	DR.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	DR.2.2.1.	Demonstrate extended role play skills with increased imagination and creativity. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language

GRADE LEVEL EXPECTATION	DR.2.2.2.	Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.DA.	Dance
EXPECTATION / SUBSTRAND	DA.1.0.	Notice, Respond, and Engage
FOUNDATION / PROFICIENCY LEVEL	DA.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	DA.1.1.1.	Engage in dance movements. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	DA.1.1.2.	Begin to understand and use vocabulary related to dance. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	DA.1.1.3.	Respond to instruction of one skill at a time during movement, such as a jump or fall. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	DA.1.1.4.	Explore and use different steps and movements to create or form a dance. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.DA.	Dance
EXPECTATION / SUBSTRAND	DA.1.0.	Notice, Respond, and Engage
FOUNDATION / PROFICIENCY LEVEL	DA.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	DA.1.2.1.	Further engage and participate in dance movements. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts

GRADE LEVEL EXPECTATION	DA.1.2.2.	Connect dance terminology with demonstrated steps. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	DA.1.2.3.	Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	DA.1.2.4.	Use understanding of different steps and movements to create or form a dance. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.DA.	Dance
EXPECTATION / SUBSTRAND	DA.2.0.	Develop Skills in Dance
FOUNDATION / PROFICIENCY LEVEL	DA.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	DA.2.1.1.	Begin to be aware of own body in space. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	DA.2.1.2.	Begin to be aware of other people in dance or when moving in space. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	DA.2.1.3.	Begin to respond to tempo and timing through movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.DA.	Dance
EXPECTATION / SUBSTRAND	DA.2.0.	Develop Skills in Dance
FOUNDATION / PROFICIENCY LEVEL	DA.2.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	DA.2.2.1.	Continue to develop awareness of body in space. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	DA.2.2.2.	Show advanced awareness and coordination of movement with other people in dance or when moving in space. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	DA.2.2.3.	Demonstrate some advanced skills in responding to tempo and timing through movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts
PERFORMANCE STANDARD / MODE	VPA.DA.	Dance
EXPECTATION / SUBSTRAND	DA.3.0.	Create, Invent, and Express Through Dance
FOUNDATION / PROFICIENCY LEVEL	DA.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	DA.3.1.1.	Begin to act out and dramatize through music and movement patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	DA.3.1.2.	Invent dance movements. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	DA.3.1.3.	Improvise simple dances that have a beginning and an end. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	DA.3.1.4.	Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
CONTENT STANDARD / DOMAIN / PART	CA.VPA.	Visual and Performing Arts

PERFORMANCE STANDARD / MODE	VPA.DA.	Dance
EXPECTATION / SUBSTRAND	DA.3.0.	Create, Invent, and Express Through Dance
FOUNDATION / PROFICIENCY LEVEL	DA.3.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	DA.3.2.1.	Extend understanding and skills for acting out and dramatizing through music and movement patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	DA.3.2.2.	Invent and recreate dance movements. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	DA.3.2.3.	Improvise more complex dances that have a beginning, middle, and an end. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	DA.3.2.4.	Communicate and express feelings intentionally through dance. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.FM.	Fundamental Movement Skills
EXPECTATION / SUBSTRAND	FM.1.0.	Balance
FOUNDATION / PROFICIENCY LEVEL	FM.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	FM.1.1.1.	Maintain balance while holding still; sometimes may need assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
GRADE LEVEL EXPECTATION	FM.1.1.2.	Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences

CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.FM.	Fundamental Movement Skills
EXPECTATION / SUBSTRAND	FM.1.0.	Balance
FOUNDATION / PROFICIENCY LEVEL	FM.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	FM.1.2.1.	Show increasing balance and control when holding still. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences
GRADE LEVEL EXPECTATION	FM.1.2.2.	Show increasing balance control while moving in different directions and when transitioning from one movement or position to another. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.FM.	Fundamental Movement Skills
EXPECTATION / SUBSTRAND	FM.2.0.	Locomotor Skills
FOUNDATION / PROFICIENCY LEVEL	FM.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	FM.2.1.1.	Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet). <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
GRADE LEVEL EXPECTATION	FM.2.1.2.	Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control

GRADE LEVEL EXPECTATION	FM.2.1.3.	Jump for height (up or down) and for distance with beginning competence. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
GRADE LEVEL EXPECTATION	FM.2.1.4.	Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.FM.	Fundamental Movement Skills
EXPECTATION / SUBSTRAND	FM.2.0.	Locomotor Skills
FOUNDATION / PROFICIENCY LEVEL	FM.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	FM.2.2.1.	Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet). <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
GRADE LEVEL EXPECTATION	FM.2.2.2.	Run with a longer stride length and each foot off the ground for a greater length of time. Position of arms and legs is more consistent. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
GRADE LEVEL EXPECTATION	FM.2.2.3.	Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control

GRADE LEVEL EXPECTATION	FM.2.2.4.	Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping. <u>GOLD® Objectives for Development and Learning</u> <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.FM.	Fundamental Movement Skills
EXPECTATION / SUBSTRAND	FM.3.0.	Manipulative Skills
FOUNDATION / PROFICIENCY LEVEL	FM.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	FM.3.1.1.	Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
GRADE LEVEL EXPECTATION	FM.3.1.2.	Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.FM.	Fundamental Movement Skills
EXPECTATION / SUBSTRAND	FM.3.0.	Manipulative Skills
FOUNDATION / PROFICIENCY LEVEL	FM.3.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	FM.3.2.1.	Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
GRADE LEVEL EXPECTATION	FM.3.2.2.	Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.MS.	Perceptual–Motor Skills and Movement Concepts
EXPECTATION / SUBSTRAND	MS.1.0.	Body Awareness
FOUNDATION / PROFICIENCY LEVEL	MS.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	MS.1.1.1.	Demonstrate knowledge of the names of body parts. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.MS.	Perceptual–Motor Skills and Movement Concepts
EXPECTATION / SUBSTRAND	MS.1.0.	Body Awareness
FOUNDATION / PROFICIENCY LEVEL	MS.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	MS.1.2.1.	Demonstrate knowledge of an increasing number of body parts. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.MS.	Perceptual–Motor Skills and Movement Concepts
EXPECTATION / SUBSTRAND	MS.2.0.	Spatial Awareness

FOUNDATION / PROFICIENCY LEVEL	MS.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	MS.2.1.1.	Use own body as reference point when locating or relating to other people or objects in space. No Correlations
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.MS.	Perceptual–Motor Skills and Movement Concepts
EXPECTATION / SUBSTRAND	MS.2.0.	Spatial Awareness
FOUNDATION / PROFICIENCY LEVEL	MS.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	MS.2.2.1.	Use own body, general space, and other people’s space when locating or relating to other people or objects in space. No Correlations
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.MS.	Perceptual–Motor Skills and Movement Concepts
EXPECTATION / SUBSTRAND	MS.3.0.	Directional Awareness
FOUNDATION / PROFICIENCY LEVEL	MS.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	MS.3.1.1.	Distinguish movements that are up and down and to the side of the body (for example, understands “use that side, now the other side”). <i>GOLD</i> [®] Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
GRADE LEVEL EXPECTATION	MS.3.1.2.	Move forward and backward or up and down easily. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control

GRADE LEVEL EXPECTATION	MS.3.1.3.	Can place an object on top of or under something with some accuracy. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
GRADE LEVEL EXPECTATION	MS.3.1.4.	Use any two body parts together. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.MS.	Perceptual–Motor Skills and Movement Concepts
EXPECTATION / SUBSTRAND	MS.3.0.	Directional Awareness
FOUNDATION / PROFICIENCY LEVEL	MS.3.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	MS.3.2.1.	Begin to understand and distinguish between the sides of the body. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
GRADE LEVEL EXPECTATION	MS.3.2.2.	Can change directions quickly and accurately. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
GRADE LEVEL EXPECTATION	MS.3.2.3.	Can place an object or own body in front of, to the side, or behind something else with greater accuracy. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)

GRADE LEVEL EXPECTATION	MS.3.2.4.	Demonstrate more precision and efficiency during two-handed fine motor activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.AP.	Active Physical Play
EXPECTATION / SUBSTRAND	AP.1.0.	Active Participation
FOUNDATION / PROFICIENCY LEVEL	AP.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	AP.1.1.1.	Initiate or engage in simple physical activities for a short to moderate period of time. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.AP.	Active Physical Play
EXPECTATION / SUBSTRAND	AP.1.0.	Active Participation
FOUNDATION / PROFICIENCY LEVEL	AP.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	AP.1.2.1.	Initiate more complex physical activities for a sustained period of time. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.AP.	Active Physical Play
EXPECTATION / SUBSTRAND	AP.2.0.	Cardiovascular Endurance
FOUNDATION / PROFICIENCY LEVEL	AP.2.1.	At around 48 months of age

GRADE LEVEL EXPECTATION	AP.2.1.1.	Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.AP.	Active Physical Play
EXPECTATION / SUBSTRAND	AP.2.0.	Cardiovascular Endurance
FOUNDATION / PROFICIENCY LEVEL	AP.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	AP.2.2.1.	Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.AP.	Active Physical Play
EXPECTATION / SUBSTRAND	AP.3.0.	Muscular Strength, Muscular Endurance, and Flexibility
FOUNDATION / PROFICIENCY LEVEL	AP.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	AP.3.1.1.	Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
CONTENT STANDARD / DOMAIN / PART	CA.PD.	Physical Development
PERFORMANCE STANDARD / MODE	PD.AP.	Active Physical Play
EXPECTATION / SUBSTRAND	AP.3.0.	Muscular Strength, Muscular Endurance, and Flexibility
FOUNDATION / PROFICIENCY LEVEL	AP.3.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	AP.3.2.1.	Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
CONTENT STANDARD / DOMAIN / PART	CA.HE.	Health
PERFORMANCE STANDARD / MODE	HE.HH.	Health Habits
EXPECTATION / SUBSTRAND	HH.1.0.	Basic Hygiene
FOUNDATION / PROFICIENCY LEVEL	HH.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	HH.1.1.1.	Demonstrate knowledge of some steps in the handwashing routine. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	HH.1.1.2.	Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / DOMAIN / PART	CA.HE.	Health
PERFORMANCE STANDARD / MODE	HE.HH.	Health Habits
EXPECTATION / SUBSTRAND	HH.1.0.	Basic Hygiene
FOUNDATION / PROFICIENCY LEVEL	HH.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	HH.1.2.1.	Demonstrate knowledge of more steps in the handwashing routine. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

GRADE LEVEL EXPECTATION	HH.1.2.2.	<p>Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
CONTENT STANDARD / DOMAIN / PART	CA.HE.	Health
PERFORMANCE STANDARD / MODE	HE.HH.	Health Habits
EXPECTATION / SUBSTRAND	HH.2.0.	Oral Health
FOUNDATION / PROFICIENCY LEVEL	HH.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	HH.2.1.1.	<p>Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
CONTENT STANDARD / DOMAIN / PART	CA.HE.	Health
PERFORMANCE STANDARD / MODE	HE.HH.	Health Habits
EXPECTATION / SUBSTRAND	HH.2.0.	Oral Health
FOUNDATION / PROFICIENCY LEVEL	HH.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	HH.2.2.1.	<p>Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
CONTENT STANDARD / DOMAIN / PART	CA.HE.	Health
PERFORMANCE STANDARD / MODE	HE.HH.	Health Habits
EXPECTATION / SUBSTRAND	HH.3.0.	Knowledge of Wellness

FOUNDATION / PROFICIENCY LEVEL	HH.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	HH.3.1.1.	Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	HH.3.1.2.	Begin to understand that health- care providers try to keep people well and help them when they are not well. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	HH.3.1.3.	Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / DOMAIN / PART	CA.HE.	Health
PERFORMANCE STANDARD / MODE	HE.HH.	Health Habits
EXPECTATION / SUBSTRAND	HH.3.0.	Knowledge of Wellness
FOUNDATION / PROFICIENCY LEVEL	HH.3.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	HH.3.2.1.	Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

GRADE LEVEL EXPECTATION	HH.3.2.2.	Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	HH.3.2.3.	Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / DOMAIN / PART	CA.HE.	Health
PERFORMANCE STANDARD / MODE	HE.HH.	Health Habits
EXPECTATION / SUBSTRAND	HH.4.0.	Sun Safety
FOUNDATION / PROFICIENCY LEVEL	HH.4.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	HH.4.1.1.	Begin to practice sun-safe actions, with adult support and guidance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / DOMAIN / PART	CA.HE.	Health
PERFORMANCE STANDARD / MODE	HE.HH.	Health Habits
EXPECTATION / SUBSTRAND	HH.4.0.	Sun Safety
FOUNDATION / PROFICIENCY LEVEL	HH.4.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	HH.4.2.1.	Practice sun-safe actions with decreasing adult support and guidance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

CONTENT STANDARD / DOMAIN / PART	CA.HE.	Health
PERFORMANCE STANDARD / MODE	HE.SA.	Safety
EXPECTATION / SUBSTRAND	SA.1.0.	Injury Prevention
FOUNDATION / PROFICIENCY LEVEL	SA.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	SA.1.1.1.	<p>Follow safety rules with adult support and prompting.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	SA.1.1.2.	<p>Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	SA.1.1.3.	<p>Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
CONTENT STANDARD / DOMAIN / PART	CA.HE.	Health
PERFORMANCE STANDARD / MODE	HE.SA.	Safety
EXPECTATION / SUBSTRAND	SA.1.0.	Injury Prevention
FOUNDATION / PROFICIENCY LEVEL	SA.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	SA.1.2.1.	<p>Follow safety rules more independently though may still need adult support and prompting.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>

GRADE LEVEL EXPECTATION	SA.1.2.2.	Demonstrate increased ability to follow emergency routines after instruction and practice. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	SA.1.2.3.	Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / DOMAIN / PART	CA.HE.	Health
PERFORMANCE STANDARD / MODE	HE.NU.	Nutrition
EXPECTATION / SUBSTRAND	NU.1.0.	Nutrition Knowledge
FOUNDATION / PROFICIENCY LEVEL	NU.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	NU.1.1.1.	Identify different kinds of foods. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / DOMAIN / PART	CA.HE.	Health
PERFORMANCE STANDARD / MODE	HE.NU.	Nutrition
EXPECTATION / SUBSTRAND	NU.1.0.	Nutrition Knowledge
FOUNDATION / PROFICIENCY LEVEL	NU.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	NU.1.2.1.	Identify a larger variety of foods and may know some of the related food groups. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / DOMAIN / PART	CA.HE.	Health

PERFORMANCE STANDARD / MODE	HE.NU.	Nutrition
EXPECTATION / SUBSTRAND	NU.2.0.	Nutrition Choices
FOUNDATION / PROFICIENCY LEVEL	NU.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	NU.2.1.1.	Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	NU.2.1.2.	Indicate food preferences that reflect familial and cultural practices. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / DOMAIN / PART	CA.HE.	Health
PERFORMANCE STANDARD / MODE	HE.NU.	Nutrition
EXPECTATION / SUBSTRAND	NU.2.0.	Nutrition Choices
FOUNDATION / PROFICIENCY LEVEL	NU.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	NU.2.2.1.	Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	NU.2.2.2.	Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / DOMAIN / PART	CA.HE.	Health

PERFORMANCE STANDARD / MODE	HE.NU.	Nutrition
EXPECTATION / SUBSTRAND	NU.3.0.	Self-Regulation of Eating
FOUNDATION / PROFICIENCY LEVEL	NU.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	NU.3.1.1.	Indicate awareness of own hunger and fullness. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / DOMAIN / PART	CA.HE.	Health
PERFORMANCE STANDARD / MODE	HE.NU.	Nutrition
EXPECTATION / SUBSTRAND	NU.3.0.	Self-Regulation of Eating
FOUNDATION / PROFICIENCY LEVEL	NU.3.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	NU.3.2.1.	Indicate gr eater awareness of own hunger and fullness. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

Grade: Ages 3-5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.SS.	Self and Society
EXPECTATION / SUBSTRAND	SS.1.0.	Culture and Diversity
FOUNDATION / PROFICIENCY LEVEL	SS.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	SS.1.1.1.	Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.SS.	Self and Society

EXPECTATION / SUBSTRAND	SS.1.0.	Culture and Diversity
FOUNDATION / PROFICIENCY LEVEL	SS.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	SS.1.2.1.	<p>Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.SS.	Self and Society
EXPECTATION / SUBSTRAND	SS.2.0.	Relationships
FOUNDATION / PROFICIENCY LEVEL	SS.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	SS.2.1.1.	<p>Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.SS.	Self and Society
EXPECTATION / SUBSTRAND	SS.2.0.	Relationships
FOUNDATION / PROFICIENCY LEVEL	SS.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	SS.2.2.1.	<p>Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.SS.	Self and Society
EXPECTATION / SUBSTRAND	SS.3.0.	Social Roles and Occupations

FOUNDATION / PROFICIENCY LEVEL	SS.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	SS.3.1.1.	Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.SS.	Self and Society
EXPECTATION / SUBSTRAND	SS.3.0.	Social Roles and Occupations
FOUNDATION / PROFICIENCY LEVEL	SS.3.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	SS.3.2.1.	Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.C.	Becoming a Preschool Community Member (Civics)
EXPECTATION / SUBSTRAND	C.1.0.	Skills for Democratic Participation
FOUNDATION / PROFICIENCY LEVEL	C.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	C.1.1.1.	Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.C.	Becoming a Preschool Community Member (Civics)
EXPECTATION / SUBSTRAND	C.1.0.	Skills for Democratic Participation
FOUNDATION / PROFICIENCY LEVEL	C.1.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	C.1.2.1.	Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.8 Cooperates and shares ideas and materials in socially acceptable ways
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.C.	Becoming a Preschool Community Member (Civics)
EXPECTATION / SUBSTRAND	C.2.0.	Responsible Conduct
FOUNDATION / PROFICIENCY LEVEL	C.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	C.2.1.1.	Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.C.	Becoming a Preschool Community Member (Civics)
EXPECTATION / SUBSTRAND	C.2.0.	Responsible Conduct
FOUNDATION / PROFICIENCY LEVEL	C.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	C.2.2.1.	Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.8 Cooperates and shares ideas and materials in socially acceptable ways
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science

PERFORMANCE STANDARD / MODE	HSS.C.	Becoming a Preschool Community Member (Civics)
EXPECTATION / SUBSTRAND	C.3.0.	Fairness and Respect for Other People
FOUNDATION / PROFICIENCY LEVEL	C.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	C.3.1.1.	<p>Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems</p>
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.C.	Becoming a Preschool Community Member (Civics)
EXPECTATION / SUBSTRAND	C.3.0.	Fairness and Respect for Other People
FOUNDATION / PROFICIENCY LEVEL	C.3.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	C.3.2.1.	<p>Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.8 Resolves social problems through basic negotiation and compromise</p>
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.C.	Becoming a Preschool Community Member (Civics)
EXPECTATION / SUBSTRAND	C.4.0.	Conflict Resolution
FOUNDATION / PROFICIENCY LEVEL	C.4.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	C.4.1.1.	<p>Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems</p>

CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.C.	Becoming a Preschool Community Member (Civics)
EXPECTATION / SUBSTRAND	C.4.0.	Conflict Resolution
FOUNDATION / PROFICIENCY LEVEL	C.4.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	C.4.2.1.	<p>More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.8 Resolves social problems through basic negotiation and compromise</p>
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.H.	Sense of Time (History)
EXPECTATION / SUBSTRAND	H.1.0.	Understanding Past Events
FOUNDATION / PROFICIENCY LEVEL	H.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	H.1.1.1.	<p>Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places</p>
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.H.	Sense of Time (History)
EXPECTATION / SUBSTRAND	H.1.0.	Understanding Past Events
FOUNDATION / PROFICIENCY LEVEL	H.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	H.1.2.1.	<p>Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places</p>
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science

PERFORMANCE STANDARD / MODE	HSS.H.	Sense of Time (History)
EXPECTATION / SUBSTRAND	H.2.0.	Anticipating and Planning Future Events
FOUNDATION / PROFICIENCY LEVEL	H.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	H.2.1.1.	Anticipate events in familiar situations in the near future, with adult assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.H.	Sense of Time (History)
EXPECTATION / SUBSTRAND	H.2.0.	Anticipating and Planning Future Events
FOUNDATION / PROFICIENCY LEVEL	H.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	H.2.2.1.	Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.H.	Sense of Time (History)
EXPECTATION / SUBSTRAND	H.3.0.	Personal History
FOUNDATION / PROFICIENCY LEVEL	H.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	H.3.1.1.	Proudly display developing skills to attract adult attention and share simple accounts about recent experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.H.	Sense of Time (History)
EXPECTATION / SUBSTRAND	H.3.0.	Personal History
FOUNDATION / PROFICIENCY LEVEL	H.3.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	H.3.2.1.	Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.H.	Sense of Time (History)
EXPECTATION / SUBSTRAND	H.4.0.	Historical Changes in People and the World
FOUNDATION / PROFICIENCY LEVEL	H.4.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	H.4.1.1.	Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened “long ago,” although do not readily sequence historical events on a timeline. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.H.	Sense of Time (History)
EXPECTATION / SUBSTRAND	H.4.0.	Historical Changes in People and the World
FOUNDATION / PROFICIENCY LEVEL	H.4.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	H.4.2.1.	Develop an interest in family history (e.g., when family members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.GE.	Sense of Place (Geography and Ecology)
EXPECTATION / SUBSTRAND	GE.1.0.	Navigating Familiar Locations
FOUNDATION / PROFICIENCY LEVEL	GE.1.1.	At around 48 months of age

GRADE LEVEL EXPECTATION	GE.1.1.1.	Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.GE.	Sense of Place (Geography and Ecology)
EXPECTATION / SUBSTRAND	GE.1.0.	Navigating Familiar Locations
FOUNDATION / PROFICIENCY LEVEL	GE.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	GE.1.2.1.	Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.GE.	Sense of Place (Geography and Ecology)
EXPECTATION / SUBSTRAND	GE.2.0.	Caring for the Natural World
FOUNDATION / PROFICIENCY LEVEL	GE.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	GE.2.1.1.	Show an interest in nature (including animals, plants, and weather) especially as children experience it directly. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.GE.	Sense of Place (Geography and Ecology)
EXPECTATION / SUBSTRAND	GE.2.0.	Caring for the Natural World
FOUNDATION / PROFICIENCY LEVEL	GE.2.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	GE.2.2.1.	Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.GE.	Sense of Place (Geography and Ecology)
EXPECTATION / SUBSTRAND	GE.3.0.	Understanding the Physical World Through Drawings and Maps
FOUNDATION / PROFICIENCY LEVEL	GE.3.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	GE.3.1.1.	Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.GE.	Sense of Place (Geography and Ecology)
EXPECTATION / SUBSTRAND	GE.3.0.	Understanding the Physical World Through Drawings and Maps
FOUNDATION / PROFICIENCY LEVEL	GE.3.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	GE.3.2.1.	Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.E.	Marketplace (Economics)
EXPECTATION / SUBSTRAND	E.1.0.	Exchange
FOUNDATION / PROFICIENCY LEVEL	E.1.1.	At around 48 months of age

GRADE LEVEL EXPECTATION	E.1.1.1.	Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD / DOMAIN / PART	CA.HSS.	History-Social Science
PERFORMANCE STANDARD / MODE	HSS.E.	Marketplace (Economics)
EXPECTATION / SUBSTRAND	E.1.0.	Exchange
FOUNDATION / PROFICIENCY LEVEL	E.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	E.1.2.1.	Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD / DOMAIN / PART	CA.SC.	Science
PERFORMANCE STANDARD / MODE	SC.SI.	Scientific Inquiry
EXPECTATION / SUBSTRAND	SI.1.0.	Observation and Investigation
FOUNDATION / PROFICIENCY LEVEL	SI.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	SI.1.1.1.	Demonstrate curiosity and raise simple questions about objects and events in their environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	SI.1.1.2.	Observe objects and events in the environment and describe them. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	SI.1.1.3.	Begin to identify and use, with adult support, some observation and measurement tools. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks

GRADE LEVEL EXPECTATION	SI.1.1.4.	Compare and contrast objects and events and begin to describe similarities and differences. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	SI.1.1.5.	Compare and contrast objects and events and describe similarities and differences in greater detail. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	SI.1.1.6.	Make inferences and form generalizations based on evidence. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
CONTENT STANDARD / DOMAIN / PART	CA.SC.	Science
PERFORMANCE STANDARD / MODE	SC.SI.	Scientific Inquiry
EXPECTATION / SUBSTRAND	SI.1.0.	Observation and Investigation
FOUNDATION / PROFICIENCY LEVEL	SI.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	SI.1.2.1.	Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	SI.1.2.2.	Observe objects and events in the environment and describe them in greater detail. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	SI.1.2.3.	Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
GRADE LEVEL EXPECTATION	SI.1.2.4.	Compare and contrast objects and events and describe similarities and differences in greater detail. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills

GRADE LEVEL EXPECTATION	SI.1.2.5.	Demonstrates an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect). <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	SI.1.2.6.	Demonstrate an increased ability to make inferences and form generalizations based on evidence. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
CONTENT STANDARD / DOMAIN / PART	CA.SC.	Science
PERFORMANCE STANDARD / MODE	SC.SI.	Scientific Inquiry
EXPECTATION / SUBSTRAND	SI.2.0.	Documentation and Communication
FOUNDATION / PROFICIENCY LEVEL	SI.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	SI.2.1.1.	Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	SI.2.1.2.	Share findings and explanations, which may be correct or incorrect, with or without adult prompting. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
CONTENT STANDARD / DOMAIN / PART	CA.SC.	Science
PERFORMANCE STANDARD / MODE	SC.SI.	Scientific Inquiry
EXPECTATION / SUBSTRAND	SI.2.0.	Documentation and Communication
FOUNDATION / PROFICIENCY LEVEL	SI.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	SI.2.2.1.	Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills

GRADE LEVEL EXPECTATION	SI.2.2.2.	Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
CONTENT STANDARD / DOMAIN / PART	CA.SC.	Science
PERFORMANCE STANDARD / MODE	SC.PS.	Physical Sciences
EXPECTATION / SUBSTRAND	PS.1.0.	Properties and Characteristics of Nonliving Objects and Materials
FOUNDATION / PROFICIENCY LEVEL	PS.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	PS.1.1.1.	Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound). <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
CONTENT STANDARD / DOMAIN / PART	CA.SC.	Science
PERFORMANCE STANDARD / MODE	SC.PS.	Physical Sciences
EXPECTATION / SUBSTRAND	PS.1.0.	Properties and Characteristics of Nonliving Objects and Materials
FOUNDATION / PROFICIENCY LEVEL	PS. 1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	PS. 1.2.1.	Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects, and of solid and nonsolid materials (size, weight, shape, color, texture, and sound). <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
CONTENT STANDARD / DOMAIN / PART	CA.SC.	Science
PERFORMANCE STANDARD / MODE	SC.PS.	Physical Sciences
EXPECTATION / SUBSTRAND	PS.2.0	Changes in Nonliving Objects and Materials
FOUNDATION / PROFICIENCY LEVEL	PS.2.1.	At around 48 months of age

GRADE LEVEL EXPECTATION	PS.2.1.1.	Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature). <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	PS.2.1.2.	Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing pulling, rolling, dropping) on making objects move. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
CONTENT STANDARD / DOMAIN / PART	CA.SC.	Science
PERFORMANCE STANDARD / MODE	SC.PS.	Physical Sciences
EXPECTATION / SUBSTRAND	PS.2.0	Changes in Nonliving Objects and Materials
FOUNDATION / PROFICIENCY LEVEL	PS.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	PS.2.2.1.	Demonstrate an increased aware ness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature). <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	PS.2.2.2.	Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
CONTENT STANDARD / DOMAIN / PART	CA.SC.	Science
PERFORMANCE STANDARD / MODE	SC.LS.	Life Sciences
EXPECTATION / SUBSTRAND	LS.1.0.	Properties and Characteristics of Living Things

FOUNDATION / PROFICIENCY LEVEL	LS.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	LS.1.1.1.	Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	LS.1.1.2.	Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	LS.1.1.3.	Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	LS.1.1.4.	Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
CONTENT STANDARD / DOMAIN / PART	CA.SC.	Science
PERFORMANCE STANDARD / MODE	SC.LS.	Life Sciences
EXPECTATION / SUBSTRAND	LS.1.0.	Properties and Characteristics of Living Things
FOUNDATION / PROFICIENCY LEVEL	LS.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	LS.1.2.1.	Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	LS.1.2.2.	Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things

GRADE LEVEL EXPECTATION	LS.1.2.3.	Recognize that living things have habitats in different environments suited to their unique needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	LS.1.2.4.	Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and dying. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
CONTENT STANDARD / DOMAIN / PART	CA.SC.	Science
PERFORMANCE STANDARD / MODE	SC.LS.	Life Sciences
EXPECTATION / SUBSTRAND	LS.2.0.	Changes in Living Things
FOUNDATION / PROFICIENCY LEVEL	LS.2.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	LS.2.1.1.	Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	LS.2.1.2.	Recognize that animals and plants require care and begin to associate feeding and watering with growth of humans, animals and plants. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
CONTENT STANDARD / DOMAIN / PART	CA.SC.	Science
PERFORMANCE STANDARD / MODE	SC.LS.	Life Sciences
EXPECTATION / SUBSTRAND	LS.2.0.	Changes in Living Things
FOUNDATION / PROFICIENCY LEVEL	LS.2.2.	At around 60 months of age

GRADE LEVEL EXPECTATION	LS.2.2.1.	Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly). <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	LS.2.2.2.	Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter). <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
CONTENT STANDARD / DOMAIN / PART	CA.SC.	Science
PERFORMANCE STANDARD / MODE	SC.ES.	Earth Sciences
EXPECTATION / SUBSTRAND	EC.1.0.	Properties and Characteristics of Earth Materials and Objects
FOUNDATION / PROFICIENCY LEVEL	EC.1.1.	At around 48 months of age
GRADE LEVEL EXPECTATION	EC.1.1.1.	Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT STANDARD / DOMAIN / PART	CA.SC.	Science
PERFORMANCE STANDARD / MODE	SC.ES.	Earth Sciences
EXPECTATION / SUBSTRAND	EC.1.0.	Properties and Characteristics of Earth Materials and Objects
FOUNDATION / PROFICIENCY LEVEL	EC.1.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	EC.1.2.1.	Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT STANDARD / DOMAIN / PART	CA.SC.	Science
PERFORMANCE STANDARD / MODE	SC.ES.	Earth Sciences
EXPECTATION / SUBSTRAND	EC.2.0.	Changes in the Earth

FOUNDATION / PROFICIENCY LEVEL	EC.2.1	At around 48 months of age
GRADE LEVEL EXPECTATION	EC.2.1.1.	Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	EC.2.1.2.	Notice and describe changes in weather. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	EC.2.1.3.	Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	EC.2.1.4.	Develop awareness of the importance of caring for and respecting the environment, and participate in activities related to its care. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT STANDARD / DOMAIN / PART	CA.SC.	Science
PERFORMANCE STANDARD / MODE	SC.ES.	Earth Sciences
EXPECTATION / SUBSTRAND	EC.2.0.	Changes in the Earth
FOUNDATION / PROFICIENCY LEVEL	EC.2.2.	At around 60 months of age
GRADE LEVEL EXPECTATION	EC.2.2.1.	Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	EC.2.2.2.	Demonstrate an increased ability to observe, describe, and discuss changes in weather. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment

GRADE LEVEL EXPECTATION	EC.2.2.3.	Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
GRADE LEVEL EXPECTATION	EC.2.2.4.	Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment

California Infant/Toddler Learning & Development Foundations

Age: By 8 months; adopted 2009

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.1.	Foundation: Interactions with Adults – The developing ability to respond to and engage with adults
EXPECTATION / SUBSTRAND		At around eight months of age, children purposefully engage in reciprocal interactions and try to influence the behavior of others. Children may be both interested in and cautious of unfamiliar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.2.	Foundation: Relationships with Adults – The development of close relationships with certain adults who provide consistent nurturance
EXPECTATION / SUBSTRAND		At around eight months of age, children seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.3.	Foundation: Interactions with Peers – The developing ability to respond to and engage with other children
EXPECTATION / SUBSTRAND		At around eight months of age, children show interest in familiar and unfamiliar peers. Children may stare at another child, explore another child’s face and body, and respond to siblings and older peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others’ emotional expressions
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.5.	Foundation: Identity of Self in Relation to Others – The developing concept that the child is an individual operating within social relationships
EXPECTATION / SUBSTRAND		At around eight months of age, children show clear awareness of being a separate person and of being connected with other people. Children identify others as both distinct from and connected to themselves. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.6.	Foundation: Recognition of Ability – The developing understanding that the child can take action to influence the environment
EXPECTATION / SUBSTRAND		At around eight months of age, children understand that they are able to make things happen. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.7.	Foundation: Expression of Emotion – The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words

EXPECTATION / SUBSTRAND		At around eight months of age, children express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.9.	Foundation: Emotion Regulation – The developing ability to manage emotional responses, with assistance from others and independently
EXPECTATION / SUBSTRAND		At around eight months of age, children use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.10.	Foundation: Impulse Control – The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules
EXPECTATION / SUBSTRAND		At around eight months of age, children act on impulses. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.11.	Foundation: Social Understanding – The developing understanding of the responses, communication, emotional expressions, and actions of other people
EXPECTATION / SUBSTRAND		At around eight months of age, children have learned what to expect from familiar people, understand what to do to get another’s attention, engage in back-and-forth interactions with others, and imitate the simple actions or facial expressions of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.1.	Foundation: Receptive Language – The developing ability to understand words and increasingly complex utterances
EXPECTATION / SUBSTRAND		At around eight months of age, children show understanding of a small number of familiar words and react to the infant care teacher’s overall tone of voice. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.2.	Foundation: Expressive Language – The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances
EXPECTATION / SUBSTRAND		At around eight months of age, children experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.3.	Foundation: Communication Skills and Knowledge – The developing ability to communicate nonverbally and verbally
EXPECTATION / SUBSTRAND		At around eight months of age, children participate in back-and-forth communication and games. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.4.	Foundation: Interest in Print – The developing interest in engaging with print in books and in the environment

EXPECTATION / SUBSTRAND		At around eight months of age, children explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.1.	Foundation: Cause-and-Effect – The developing understanding that one event brings about another
EXPECTATION / SUBSTRAND		At around eight months of age, children perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.2.	Foundation: Spatial Relationships – The developing understanding of how things move and fit in space
EXPECTATION / SUBSTRAND		At around eight months of age, children move their bodies, explore the size and shape of objects, and observe people and objects as they move through space. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.3.	Foundation: Problem Solving – The developing ability to engage in a purposeful effort to reach a goal or figure out how something works
EXPECTATION / SUBSTRAND		At around eight months of age, children use simple actions to try to solve problems involving objects, their bodies, or other people. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.4.	Foundation: Imitation – The developing ability to mirror, repeat, and practice the actions of others, either immediately or later
EXPECTATION / SUBSTRAND		At around 8 months of age, children imitate simple actions and expressions of others during interactions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.5.	Foundation: Memory – The developing ability to store and later retrieve information about past experiences
EXPECTATION / SUBSTRAND		At around 8 months of age, children recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.6.	Foundation: Number Sense – The developing understanding of number and quantity
EXPECTATION / SUBSTRAND		At around eight months of age, children usually focus on one object or person at a time, yet they may at times hold two objects, one in each hand. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.7.	Foundation: Classification – The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes

EXPECTATION / SUBSTRAND		At around eight months of age, children distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.8.	Foundation: Symbolic Play – The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas
EXPECTATION / SUBSTRAND		At around 8 months of age, children become familiar with objects and actions through active exploration. Children also build knowledge of people, action, objects, and ideas through observation. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.9.	Foundation: Attention Maintenance – The developing ability to attend to people and things while interacting with others and exploring the environment and play materials
EXPECTATION / SUBSTRAND		At around eight months of age, children pay attention to different things and people in the environment in specific, distinct ways. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.10.	Foundation: Understanding of Personal Care Routines – The developing ability to understand and participate in personal care routines
EXPECTATION / SUBSTRAND		At around eight months of age, children are responsive during the steps of personal care routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	PMD.8m.1.	Foundation: Perceptual Development – The developing ability to become aware of the social and physical environment through the senses
EXPECTATION / SUBSTRAND		At around eight months of age, children use the senses to explore objects and people in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	PMD.8m.2.	Foundation: Gross Motor – The developing ability to move the large muscles
EXPECTATION / SUBSTRAND		At around eight months of age, children demonstrate the ability to maintain their posture in a sitting position and to shift between sitting and other positions. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	PMD.8m.3.	Foundation: Fine Motor – The developing ability to move the small muscles
EXPECTATION / SUBSTRAND		At around eight months of age, children easily reach for and grasp things and use eyes and hands to explore objects actively. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully

California Infant/Toddler Learning & Development Foundations

Age: By 18 months; adopted 2009

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

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.4.	Foundation: Relationships with Peers – The development of relationships with certain peers through interactions over time
EXPECTATION / SUBSTRAND		At around 18 months of age, children prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and-forth play when interacting with those children. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.5.	Foundation: Identity of Self in Relation to Others – The developing concept that the child is an individual operating within social relationships
EXPECTATION / SUBSTRAND		At around 18 months of age, children demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings. Children also demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.6.	Foundation: Recognition of Ability – The developing understanding that the child can take action to influence the environment
EXPECTATION / SUBSTRAND		At around 18 months of age, children experiment with different ways of making things happen, persist in trying to do things even when faced with difficulty, and show a sense of satisfaction with what they can do. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.7.	Foundation: Expression of Emotion – The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words

EXPECTATION / SUBSTRAND		At around 18 months of age, children express emotions in a clear and intentional way, and begin to express some complex emotions, such as pride. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.8.	Foundation: Empathy – The developing ability to share in the emotional experiences of others
EXPECTATION / SUBSTRAND		At around 18 months of age, children change their behavior in response to the feelings of others even though their actions may not always make the other person feel better. Children show an increased understanding of the reason for another’s distress and may become distressed by the other’s distress. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others’ emotional expressions
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.9.	Foundation: Emotion Regulation – The developing ability to manage emotional responses, with assistance from others and independently
EXPECTATION / SUBSTRAND		At around 18 months of age, children demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort. Children can also communicate needs and wants through the use of a few words and gestures. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.10.	Foundation: Impulse Control – The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules

EXPECTATION / SUBSTRAND		At around 18 months of age, children respond positively to choices and limits set by an adult to help control their behavior. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.11.	Foundation: Social Understanding – The developing understanding of the responses, communication, emotional expressions, and actions of other people
EXPECTATION / SUBSTRAND		At around 18 months of age, children know how to get the infant care teacher to respond in a specific way through gestures, vocalizations, and shared attention; use another’s emotional expressions to guide their own responses to unfamiliar events; and learn more complex behavior through imitation. Children also engage in more complex social interactions and have developed expectations for a greater number of familiar people. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.2 Responds appropriately to others’ expressions of wants
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	LD.18m.1.	Foundation: Receptive Language – The developing ability to understand words and increasingly complex utterances
EXPECTATION / SUBSTRAND		At around 18 months of age, children show understanding of one-step requests that have to do with the current situation. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	LD.18m.2.	Foundation: Expressive Language – The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances

EXPECTATION / SUBSTRAND		At around 18 months of age, children say a few words and use conventional gestures to tell others about their needs, wants, and interests. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	LD.18m.3.	Foundation: Communication Skills and Knowledge – The developing ability to communicate nonverbally and verbally
EXPECTATION / SUBSTRAND		At around 18 months of age, children use conventional gestures and words to communicate meaning in short back-and-forth interactions and use the basic rules of conversational turn-taking when communicating. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	LD.18m.4.	Foundation: Interest in Print – The developing interest in engaging with print in books and in the environment
EXPECTATION / SUBSTRAND		At around 18 months of age, children listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments. Children actively notice print in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.1.	Foundation: Cause-and-Effect – The developing understanding that one event brings about another

EXPECTATION / SUBSTRAND		At around 18 months of age, children combine simple actions to cause things to happen or change the way they interact with objects and people in order to see how it changes the outcome. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.2.	Foundation: Spatial Relationships – The developing understanding of how things move and fit in space
EXPECTATION / SUBSTRAND		At around 18 months of age, children use trial and error to discover how things move and fit in space. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.3.	Foundation: Problem Solving – The developing ability to engage in a purposeful effort to reach a goal or figure out how something works
EXPECTATION / SUBSTRAND		At around 18 months of age, children use a number of ways to solve problems: physically trying out possible solutions before finding one that works; using objects as tools; watching someone else solve the problem and then applying the same solution; or gesturing or vocalizing to someone else for help. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.4.	Foundation: Imitation – The developing ability to mirror, repeat, and practice the actions of others, either immediately or later
EXPECTATION / SUBSTRAND		At around 18 months of age, children imitate others’ actions that have more than one step and imitate simple actions that they have observed others doing at an earlier time. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.5.	Foundation: Memory – The developing ability to store and later retrieve information about past experiences
EXPECTATION / SUBSTRAND		At around 18 months of age, children remember typical actions of people, the location of objects, and steps of routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.6.	Foundation: Number Sense – The developing understanding of number and quantity
EXPECTATION / SUBSTRAND		At around 18 months of age, children demonstrate understanding that there are different amounts of things. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.7.	Foundation: Classification – The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes
EXPECTATION / SUBSTRAND		At around 18 months of age, children show awareness when objects are in some way connected to each other, match two objects that are the same, and separate a pile of objects into two groups based on one attribute. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.8.	Foundation: Symbolic Play – The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas

EXPECTATION / SUBSTRAND		At around 18 months of age, children use one object to represent another object and engage in one or two simple actions of pretend play. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.9.	Foundation: Attention Maintenance – The developing ability to attend to people and things while interacting with others and exploring the environment and play materials
EXPECTATION / SUBSTRAND		At around 18 months of age, children rely on order and predictability in the environment to help organize their thoughts and focus attention. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.10.	Foundation: Understanding of Personal Care Routines – The developing ability to understand and participate in personal care routines
EXPECTATION / SUBSTRAND		At around 18 months of age, children show awareness of familiar personal care routines and participate in the steps of these routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	PMD.18m.1.	Foundation: Perceptual Development – The developing ability to become aware of the social and physical environment through the senses
EXPECTATION / SUBSTRAND		At around 18 months of age, children use the information received from the senses to change the way they interact with the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (18 months)

PERFORMANCE STANDARD / MODE	PMD.18m.2.	Foundation: Gross Motor – The developing ability to move the large muscles
EXPECTATION / SUBSTRAND		<p>Around 18 months of age, children move from one place to another by walking and running with basic control and coordination.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving</p>
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	PMD.18m.3.	Foundation: Fine Motor – The developing ability to move the small muscles
EXPECTATION / SUBSTRAND		<p>At around 18 months of age, children are able to hold small objects in one hand and sometimes use both hands together to manipulate objects.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>

California Infant/Toddler Learning & Development Foundations

Age: By 36 months; adopted 2009

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.1.	Foundation: Interactions with Adults – The developing ability to respond to and engage with adults
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children interact with adults to solve problems or communicate about experiences or ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.2.	Foundation: Relationships with Adults – The development of close relationships with certain adults who provide consistent nurturance

EXPECTATION / SUBSTRAND		<p>At around 36 months of age, when exploring the environment, from time to time children reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans. When distressed, children may still seek to be physically close to these adults.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.3.	Foundation: Interactions with Peers – The developing ability to respond to and engage with other children
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children engage in simple cooperative play with peers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.4.	Foundation: Relationships with Peers – The development of relationships with certain peers through interactions over time
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children have developed friendships with a small number of children in the group and engage in more complex play with those friends than with other peers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.5.	Foundation: Identity of Self in Relation to Others – The developing concept that the child is an individual operating within social relationships
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children identify their feelings, needs, and interests, and identify themselves and others as members of one or more groups by referring to categories.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self</p>

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.6.	Foundation: Recognition of Ability – The developing understanding that the child can take action to influence the environment
EXPECTATION / SUBSTRAND		At around 36 months of age, children show an understanding of their own abilities and may refer to those abilities when describing themselves. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.7.	Foundation: Expression of Emotion – The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words
EXPECTATION / SUBSTRAND		At around 36 months of age, children express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt. Children demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.8.	Foundation: Empathy – The developing ability to share in the emotional experiences of others
EXPECTATION / SUBSTRAND		At around 36 months of age, children understand that other people have feelings that are different from their own and can sometimes respond to another’s distress in a way that might make that person feel better. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.9.	Foundation: Emotion Regulation – The developing ability to manage emotional responses, with assistance from others and independently

EXPECTATION / SUBSTRAND		At around 36 months of age, children anticipate the need for comfort and try to prepare themselves for changes in routine. Children have many self-comforting behaviors to choose from, depending on the situation, and can communicate specific needs and wants. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.10.	Foundation: Impulse Control – The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules
EXPECTATION / SUBSTRAND		At around 36 months of age, children may sometimes exercise voluntary control over actions and emotional expressions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	SED.36m.11.	Foundation: Social Understanding – The developing understanding of the responses, communication, emotional expressions, and actions of other people
EXPECTATION / SUBSTRAND		At around 36 months of age, children can talk about their own wants and feelings and those of other people, describe familiar routines, participate in coordinated episodes of pretend play with peers, and interact with adults in more complex ways. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.2 Responds appropriately to others' expressions of wants
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	LD.36m.1.	Foundation: Receptive Language – The developing ability to understand words and increasingly complex utterances

EXPECTATION / SUBSTRAND		At around 36 months of age, children demonstrate understanding of the meaning of others' comments, questions, requests, or stories. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	LD.36m.2.	Foundation: Expressive Language – The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances
EXPECTATION / SUBSTRAND		At around 36 months of age, children communicate in a way that is understandable to most adults who speak the same language they do. Children combine words into simple sentences and demonstrate the ability to follow some grammatical rules of the home language. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	LD.36m.3.	Foundation: Communication Skills and Knowledge – The developing ability to communicate nonverbally and verbally
EXPECTATION / SUBSTRAND		At around 36 months of age, children engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	LD.36m.4.	Foundation: Interest in Print – The developing interest in engaging with print in books and in the environment

EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children show appreciation for books and initiate literacy activities: listening, asking questions, or making comments while being read to; looking at books on their own; or making scribble marks on paper and pretending to read what is written.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <p>Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.1.	Foundation: Cause-and-Effect – The developing understanding that one event brings about another
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children demonstrate an understanding of cause and effect by making predictions about what could happen and reflect upon what caused something to happen.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.4 Practices an activity many times until successful</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.2.	Foundation: Spatial Relationships – The developing understanding of how things move and fit in space
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children can predict how things will fit and move in space without having to try out every possible solution, and show understanding of words used to describe size and locations in space.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.6 Solves problems without having to try every possibility</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.3.	Foundation: Problem Solving – The developing ability to engage in a purposeful effort to reach a goal or figure out how something works
EXPECTATION / SUBSTRAND		At around 36 months of age, children solve some problems without having to physically try out every possible solution and may ask for help when needed. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.4.	Foundation: Imitation – The developing ability to mirror, repeat, and practice the actions of others, either immediately or later
EXPECTATION / SUBSTRAND		At around 36 months of age, children reenact multiple steps of others’ actions that they have observed at an earlier time. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.5.	Foundation: Memory – The developing ability to store and later retrieve information about past experiences
EXPECTATION / SUBSTRAND		At around 36 months of age, children anticipate the series of steps in familiar activities, events, or routines; remember characteristics of the environment or people in it; and may briefly describe recent past events or act them out. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.6.	Foundation: Number Sense – The developing understanding of number and quantity

EXPECTATION / SUBSTRAND		At around 36 months of age, children show some understanding that numbers represent how many and demonstrate understanding of words that identify how much. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.7.	Foundation: Classification – The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes
EXPECTATION / SUBSTRAND		At around 36 months of age, children group objects into multiple piles based on one attribute at a time, put things that are similar but not identical into one group, and may label each grouping, even though sometimes these labels are overgeneralized. <u>GOLD® Objectives for Development and Learning</u> • 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
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.8.	Foundation: Symbolic Play – The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas
EXPECTATION / SUBSTRAND		At around 36 months of age, children engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan and sometimes pretend by imagining an object without needing the concrete object present. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.9.	Foundation: Attention Maintenance – The developing ability to attend to people and things while interacting with others and exploring the environment and play materials

EXPECTATION / SUBSTRAND		At around 36 months of age, children sometimes demonstrate the ability to pay attention to more than one thing at a time. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	CD.36m.10.	Foundation: Understanding of Personal Care Routines – The developing ability to understand and participate in personal care routines
EXPECTATION / SUBSTRAND		At around 36 months of age, children initiate and follow through with some personal care routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	PMD.36m.1.	Foundation: Perceptual Development – The developing ability to become aware of the social and physical environment through the senses
EXPECTATION / SUBSTRAND		At around 36 months of age, children can quickly and easily combine the information received from the senses to inform the way they interact with the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (36 months)
PERFORMANCE STANDARD / MODE	PMD.36m.2.	Foundation: Gross Motor – The developing ability to move the large muscles
EXPECTATION / SUBSTRAND		At around 36 months of age, children move with ease, coordinating movements and performing a variety of movements. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (36 months)

PERFORMANCE STANDARD / MODE	PMD.36m.3.	Foundation: Fine Motor – The developing ability to move the small muscles
EXPECTATION / SUBSTRAND		<p>At around 36 months of age, children coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways. Children often use one hand to stabilize an object while manipulating it.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>

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