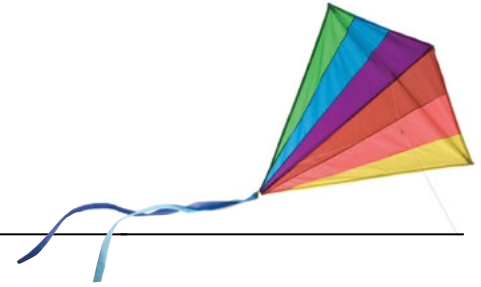**TeachingStrategies®**

Alignment of

GOLD®

Objectives for Development & Learning:
Birth *Through* Third Grade

WITH

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

aligned to

2020 Colorado Academic Standards, Preschool through Third Grade

Kindergarten

Visual and Performing Arts

Standard		Prepared Graduates in Dance
Grade Level Expectation	1	Apply Technical Dance Skills and Language of Movement to retain and execute choreography. ***GOLD*® Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
Grade Level Expectation	2	Apply kinesthetic awareness to develop lifelong and safe movement practices. ***GOLD*® Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
Grade Level Expectation	3	Participate in the dance production process in multiple roles. ***GOLD*® Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
Grade Level Expectation	4	Apply elements of dance in movement improvisation. ***GOLD*® Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
Grade Level Expectation	5	Compose a dance study applying the knowledge of the Elements of Dance and Principles of Choreography within the creative process. ***GOLD*® Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts

Grade Level Expectation	6	Research, perform, identify and differentiate the Language of Movement from various cultures and eras. ***GOLD*® Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
Grade Level Expectation	7	Investigate and synthesize how dance developed in terms of the culture or era in which it is experienced. ***GOLD*® Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
Grade Level Expectation	8	Critique, analyze, reflect upon, and understand new works, reconstructions and masterworks using the Language of Movement. ***GOLD*® Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
Grade Level Expectation	9	Analyze connections between all content areas, mass media and careers. ***GOLD*® Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
Standard		**Prepared Graduates in Drama and Theatre Arts**
Grade Level Expectation	1	Theatre artists rely on intuition, curiosity and critical inquiry. ***GOLD*® Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Grade Level Expectation	2	Theatre artists work to discover different ways of communicating meaning. ***GOLD*® Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Grade Level Expectation	3	Theatre artists refine their work and practice their craft through rehearsal. ***GOLD*® Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Grade Level Expectation	4	Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. ***GOLD*® Objectives for Development and Learning** • Objective 36 Explores drama through actions and language

Grade Level Expectation	5	Theatre artists make strong choices to effectively convey meaning. _GOLD®_ **Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Grade Level Expectation	6	Theatre artists develop personal processes and skills for a performance or design. _GOLD®_ **Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Grade Level Expectation	7	Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience. _GOLD®_ **Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Grade Level Expectation	8	Theatre artists reflect to understand the impact of drama processes and theatre experiences. _GOLD®_ **Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Grade Level Expectation	9	Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. _GOLD®_ **Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Grade Level Expectation	10	Theatre artists apply criteria to investigate, explore and assess drama and theatre work. _GOLD®_ **Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Grade Level Expectation	11	Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work. _GOLD®_ **Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Standard		**Prepared Graduates in Music**
Grade Level Expectation	1	Apply knowledge and skills through a variety of means to demonstrate musical concepts. _GOLD®_ **Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression

Grade Level Expectation	2	Perform with appropriate technique and expressive elements to communicate ideas and emotions. **GOLD® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Grade Level Expectation	3	Demonstrate practice and refinement processes to develop independent musicianship. **GOLD® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Grade Level Expectation	4	Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent. **GOLD® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Grade Level Expectation	5	Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy. **GOLD® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Grade Level Expectation	6	Aurally identify and differentiate musical elements to interpret and respond to music. **GOLD® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Grade Level Expectation	7	Evaluate and respond to music using criteria to make informed musical decisions. **GOLD® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Grade Level Expectation	8	Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences. **GOLD® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Standard		**Prepared Graduates in Visual Arts**
Grade Level Expectation	1	See oneself as a participant in visual art and design by experiencing, viewing or making. **GOLD® Objectives for Development and Learning** • Objective 33 Explores the visual arts

Grade Level Expectation	2	Visually and/or verbally articulate how visual art and design are a means for communication. **_GOLD_**® **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
Grade Level Expectation	3	Practice critical and analytical skills by using academic language to discuss works of art and visual culture. **_GOLD_**® **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
Grade Level Expectation	4	Critique connections between visual art and historic and contemporary philosophies. **_GOLD_**® **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
Grade Level Expectation	5	Interpret works of art and design in the contexts of varied traditions, histories and cultures. **_GOLD_**® **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
Grade Level Expectation	6	Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques. **_GOLD_**® **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
Grade Level Expectation	7	Allow imagination, curiosity and wonder to guide inquiry and research. **_GOLD_**® **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
Grade Level Expectation	8	Participate in the reciprocal relationships between visual art and communities. **_GOLD_**® **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
Grade Level Expectation	9	Persist in the creative process and innovate from failure. **_GOLD_**® **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**

Grade Level Expectation	10	Develop new knowledge by actively doing and making (artistic praxis), acknowledging relationships between materials, objects, ideas and lived experience. ***GOLD*® Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
Standard	**DA.K.1.**	**Dance – Movement, Technique, and Performance**
Grade Level Expectation	**DA.K.1.1.**	**Perform simple movements safely.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	DA.K.1.1.a.	Move the body safely in time and space. ***GOLD*® Objectives for Development and Learning** • **Objective 35 Explores dance and movement concepts**
Indicator	DA.K.1.1.b.	Move safely in personal and general space. ***GOLD*® Objectives for Development and Learning** • **Objective 35 Explores dance and movement concepts**
Indicator	DA.K.1.1.c.	Perform simple movement sequences and dances. ***GOLD*® Objectives for Development and Learning** • **Objective 35 Explores dance and movement concepts**
Standard	**DA.K.1.**	**Dance – Movement, Technique, and Performance**
Grade Level Expectation	**DA.K.1.2.**	**Move safely while developing kinesthetic awareness in space and time.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	DA.K.1.2.a.	Develop basic kinesthetic awareness. ***GOLD*® Objectives for Development and Learning** • **Objective 35 Explores dance and movement concepts**
Indicator	DA.K.1.2.b.	Respond to music in different ways. ***GOLD*® Objectives for Development and Learning** • **Objective 35 Explores dance and movement concepts**
Standard	**DA.K.2.**	**Dance – Create, Compose, and Choreograph**
Grade Level Expectation	**DA.K.2.1.**	**Explore movement in response to an intent such as music or other sources.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**

Indicator	DA.K.2.1.a.	Explore pedestrian movements like walking and daily activities. **_GOLD®_ Objectives for Development and Learning** • **Objective 35 Explores dance and movement concepts**
Indicator	DA.K.2.1.b.	Explore movement while moving with objects such as scarves, feathers, and balls. **_GOLD®_ Objectives for Development and Learning** • **Objective 35 Explores dance and movement concepts**
Indicator	DA.K.2.1.c.	Explore movement in response to shapes, colors and words. **_GOLD®_ Objectives for Development and Learning** • **Objective 35 Explores dance and movement concepts**
Standard	**DA.K.2.**	**Dance – Create, Compose, and Choreograph**
Grade Level Expectation	**DA.K.2.2.**	**Translate simple ideas and stories into movement using movement in different ways.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	DA.K.2.2.a.	Use elements of movement to communicate an idea or show an expression to share with others. **_GOLD®_ Objectives for Development and Learning** • **Objective 35 Explores dance and movement concepts**
Indicator	DA.K.2.2.b.	Create a movement sequence to convey simple concepts such as cooperation, feelings, or stories. **_GOLD®_ Objectives for Development and Learning** • **Objective 35 Explores dance and movement concepts**
Indicator	DA.K.2.2.c.	Learn to transpose movement to different parts of the body. **_GOLD®_ Objectives for Development and Learning** • **Objective 35 Explores dance and movement concepts**
Standard	**DA.K.3.**	**Dance – Historical and Cultural Context**
Grade Level Expectation	**DA.K.3.1.**	**Explore social dances.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	DA.K.3.1.a.	Demonstrate movements found in simple social dances from around the world. **_GOLD®_ Objectives for Development and Learning** • **Objective 35 Explores dance and movement concepts**

Indicator	DA.K.3.1.b.	Dance cooperatively with others when performing simple social dances. _GOLD® Objectives for Development and Learning_ • Objective 35 Explores dance and movement concepts
Indicator	DA.K.3.1.c.	Recognize the floor patterns in social dances. _GOLD® Objectives for Development and Learning_ • Objective 35 Explores dance and movement concepts
Standard	**DA.K.4.**	**Dance – Reflect, Connect, and Respond**
Grade Level Expectation	**DA.K.4.1.**	**Compare and contrast different dance genres.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	DA.K.4.1.a.	Observe different dance genres. _GOLD® Objectives for Development and Learning_ • Objective 35 Explores dance and movement concepts
Indicator	DA.K.4.1.b.	Describe a movement using dance vocabulary. _GOLD® Objectives for Development and Learning_ • Objective 35 Explores dance and movement concepts
Indicator	DA.K.4.1.c.	Create a symbol or drawing to describe movement(s) observed in a dance. _GOLD® Objectives for Development and Learning_ • Objective 35 Explores dance and movement concepts
Standard	**DA.K.4.**	**Dance – Reflect, Connect, and Respond**
Grade Level Expectation	**DA.K.4.2.**	**Understand the roles of an audience and performer during a performance.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	DA.K.4.2.a.	Demonstrate appropriate etiquette at a dance performance. _GOLD® Objectives for Development and Learning_ • Objective 35 Explores dance and movement concepts
Indicator	DA.K.4.2.b.	Respond to a performance appropriately. _GOLD® Objectives for Development and Learning_ • Objective 35 Explores dance and movement concepts

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Indicator	DA.K.4.2.c.	Discuss and respond to reactions about the performance. **_GOLD®_ Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
Standard	**DT.K.1.**	**Drama and Theatre Arts – Create**
Grade Level Expectation	**DT.K.1.1.**	**Generate and conceptualize artistic ideas and work.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	DT.K.1.1.a.	Invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). **_GOLD®_ Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Indicator	DT.K.1.1.b.	Generate multiple representations of a single object in a variety of dramatic experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). **_GOLD®_ Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Standard	**DT.K.1.**	**Drama and Theatre Arts – Create**
Grade Level Expectation	**DT.K.1.2.**	**Organize and develop artistic ideas and work.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	DT.K.1.2.a.	Collaborate with peers to contribute to dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). **_GOLD®_ Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Indicator	DT.K.1.2.b.	Express ideas using imagination or background knowledge in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). **_GOLD®_ Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Indicator	DT.K.1.2.c.	What do you do if there is a conflict when you are working with a group? **_GOLD®_ Objectives for Development and Learning** • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems

Standard	DT.K.1.	Drama and Theatre Arts – Create
Grade Level Expectation	DT.K.1.3.	Refine and complete artistic work.
ACC/EO		Evidence Outcomes
Skills		Students Can:
Indicator	DT.K.1.3.a.	Ask and answer questions through dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). *GOLD*® **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**
Standard	DT.K.1.	Drama and Theatre Arts – Create
Grade Level Expectation	DT.K.1.4.	Synthesize and relate knowledge and personal experience to make art.
ACC/EO		Evidence Outcomes
Skills		Students Can:
Indicator	DT.K.1.4.a.	Identify similarities between characters, oneself, and one's community in a dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). *GOLD*® **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**
Standard	DT.K.2.	Drama and Theatre Arts – Perform
Grade Level Expectation	DT.K.2.1.	Select, analyze and interpret artistic work for presentation.
ACC/EO		Evidence Outcomes
Skills		Students Can:
Indicator	DT.K.2.1.a.	Identify characters and settings in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). *GOLD*® **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**
Standard	DT.K.2.	Drama and Theatre Arts – Perform
Grade Level Expectation	DT.K.2.2.	Develop and refine artistic techniques, choices and work for presentation.
ACC/EO		Evidence Outcomes
Skills		Students Can:
Indicator	DT.K.2.2.a.	Experiment with voice and body within dramatic play and guided drama experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). *GOLD*® **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**

Indicator	DT.K.2.2.b.	Explore and experiment with various technical elements used in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). **GOLD® Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Standard	**DT.K.2.**	**Drama and Theatre Arts – Perform**
Grade Level Expectation	**DT.K.2.3.**	**Convey meaning through the presentation of artistic work.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	DT.K.2.3.a.	Convey meaning through the presentation of artistic work. **GOLD® Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Standard	**DT.K.3.**	**Drama and Theatre Arts – Critically Respond**
Grade Level Expectation	**DT.K.3.1.**	**Perceive and analyze artistic work.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	DT.K.3.1.a.	Identify characters and environments in dramatic play or a guided drama experience. **GOLD® Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Indicator	DT.K.3.1.b.	Name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). **GOLD® Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Standard	**DT.K.3.**	**Drama and Theatre Arts – Critically Respond**
Grade Level Expectation	**DT.K.3.2.**	**Interpret intent and meaning in artistic work.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	DT.K.3.2.a.	Identify choices in dramatic play or a guided drama experience. **GOLD® Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
Standard	**DT.K.3.**	**Drama and Theatre Arts – Critically Respond**
Grade Level Expectation	**DT.K.3.3.**	**Apply criteria to evaluate artistic work.**
ACC/EO		**Evidence Outcomes**

Skills		Students Can:
Indicator	DT.K.3.3.a.	Respond to visual, movement, or vocal choices in a drama experience. _GOLD®_ **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**
Standard	DT.K.3.	Drama and Theatre Arts – Critically Respond
Grade Level Expectation	DT.K.3.4.	Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
ACC/EO		Evidence Outcomes
Skills		Students Can:
Indicator	DT.K.3.4.a.	Connect stories, personal experiences and cultural experiences that are similar to one another in dramatic play or a guided drama experience. _GOLD®_ **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**
Indicator	DT.K.3.4.b.	Inquire and investigate the processes of theatrical performance. _GOLD®_ **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**
Standard	MU.K.1.	Music – Expression of Music
Grade Level Expectation	MU.K.1.1.	Respond to musical opposites.
ACC/EO		Evidence Outcomes
Skills		Students Can:
Indicator	MU.K.1.1.a.	Echo and perform simple melodic and rhythmic patterns. _GOLD®_ **Objectives for Development and Learning** • **Objective 34 Explores musical concepts and expression**
Indicator	MU.K.1.1.b.	Respond (sing, move, and play) to changes in mood or form (e.g., beat, tempo, dynamics, and melodic direction). _GOLD®_ **Objectives for Development and Learning** • **Objective 34 Explores musical concepts and expression**
Indicator	MU.K.1.1.c.	Respond (sing, move, and play) to music, differentiating between sound and silence. _GOLD®_ **Objectives for Development and Learning** • **Objective 34 Explores musical concepts and expression**
Standard	MU.K.1.	Music – Expression of Music
Grade Level Expectation	MU.K.1.2.	Perform introductory songs with accurate pitch, rhythm, expressive elements.

ACC/EO		Evidence Outcomes
Skills		Students Can:
Indicator	MU.K.1.2.a.	Sing and move using simple songs and singing games. *GOLD*® **Objectives for Development and Learning** • **Objective 34 Explores musical concepts and expression**
Indicator	MU.K.1.2.b.	Demonstrate speaking, singing, whispering, and shouting voice. *GOLD*® **Objectives for Development and Learning** • **Objective 34 Explores musical concepts and expression**
Standard	MU.K.1.	Music – Expression of Music
Grade Level Expectation	MU.K.1.3.	Apply teacher critique and self-reflection to refine individual technique and performance of introductory songs.
ACC/EO		Evidence Outcomes
Skills		Students Can:
Indicator	MU.K.1.3.a.	Engage in refinement and feedback processes to prepare music for performance. *GOLD*® **Objectives for Development and Learning** • **Objective 34 Explores musical concepts and expression**
Indicator	MU.K.1.3.b.	Self-evaluate to refine musical performance. *GOLD*® **Objectives for Development and Learning** • **Objective 34 Explores musical concepts and expression**
Standard	MU.K.2.	Music – Creation of Music
Grade Level Expectation	MU.K.2.1.	Compose, improvise, and arrange simple patterns using rhythm and/or pitch.
ACC/EO		Evidence Outcomes
Skills		Students Can:
Indicator	MU.K.2.1.a.	Compose a short pattern to represent a character or idea in a story or poem. *GOLD*® **Objectives for Development and Learning** • **Objective 34 Explores musical concepts and expression**
Indicator	MU.K.2.1.b.	Improvise sound effects and simple patterns to stories and poems. *GOLD*® **Objectives for Development and Learning** • **Objective 34 Explores musical concepts and expression**

Indicator	MU.K.2.1.c.	Arrange sound effect patterns to embellish songs, stories and poems. **GOLD® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Standard	**MU.K.3.**	**Music – Theory of Music**
Grade Level Expectation	**MU.K.3.1.**	**Identify and demonstrate melodic and rhythmic opposites.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	MU.K.3.1.a.	Melody: Identify and demonstrate high/low, same/different, up/down. **GOLD® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Indicator	MU.K.3.1.b.	Rhythm: Identify and demonstrate beat/no beat, same/different. **GOLD® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Standard	**MU.K.3.**	**Music – Theory of Music**
Grade Level Expectation	**MU.K.3.2.**	**Identify and demonstrate tempo and dynamic opposites.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	MU.K.3.2.a.	Tempo: Identify and demonstrate fast/slow. **GOLD® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Indicator	MU.K.3.2.b.	Dynamics: Identify and demonstrate loud/soft, sound/silence, same/different. **GOLD® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Standard	**MU.K.3.**	**Music – Theory of Music**
Grade Level Expectation	**MU.K.3.3.**	**Identify and demonstrate basic form and timbre elements.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	MU.K.3.3.a.	Timbre: Aurally identify vocal/instrumental sounds, speaking/singing/whispering/shouting voices. **GOLD® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression

Indicator	MU.K.3.3.b.	Form: Aurally identify same/different, introduction, question/answer. ***GOLD*® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Standard	**MU.K.4.**	**Music – Aesthetic Valuation of Music**
Grade Level Expectation	**MU.K.4.1.**	**Describe musical preferences in their own words.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	MU.K.4.1.a.	Communicate understanding of musical ideas or moods through a variety of mediums (e.g., movement, drawing, story-telling). ***GOLD*® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Indicator	MU.K.4.1.b.	Communicate personal preferences and/or reactions to music. ***GOLD*® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Standard	**MU.K.4.**	**Music – Aesthetic Valuation of Music**
Grade Level Expectation	**MU.K.4.2.**	**Recognize relationships between music and celebrations in daily life.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	MU.K.4.2.a.	Recognize the use of music in media. ***GOLD*® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Indicator	MU.K.4.2.b.	Listen and respond to various musical styles (such as marches and lullabies). ***GOLD*® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Indicator	MU.K.4.2.c.	Communicate how music for various purposes contributes to specific experiences. ***GOLD*® Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
Standard	**VA.K.1.**	**Visual Arts – Observe and Learn to Comprehend**
Grade Level Expectation	**VA.K.1.1.**	**Identify how artists use visual art and design to communicate.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**

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Indicator	VA.K.1.1.a.	Recognize that visual art and design can tell stories. **GOLD® Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
Indicator	VA.K.1.1.b.	Recognize that individuals will have multiple viewpoints. **GOLD® Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
Standard	**VA.K.2.**	**Visual Arts – Envision and Critique to Reflect**
Grade Level Expectation	**VA.K.2.1.**	**Notice and discuss what can be seen in works of visual art and design.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	VA.K.2.1.a.	Recognize that explorative play with materials can inspire ideas for visual art and design. **GOLD® Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
Indicator	VA.K.2.1.b.	Give an opinion on works of visual art and design. **GOLD® Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
Standard	**VA.K.3.**	**Visual Arts – Invent and Discover to Create**
Grade Level Expectation	**VA.K.3.1.**	**Investigate the properties of materials to support the planning and making of works of art.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	VA.K.3.1.a.	Investigate various properties of tools and materials. **GOLD® Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
Indicator	VA.K.3.1.b.	Describe intention for creating artwork. **GOLD® Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
Indicator	VA.K.3.1.c.	Use materials with intention and care. **GOLD® Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
Standard	**VA.K.4.**	**Visual Arts – Relate and Connect to Transfer**

Grade Level Expectation	VA.K.4.1.	Recognize that artists and designers contribute and connect to their communities.
ACC/EO		Evidence Outcomes
Skills		Students Can:
Indicator	VA.K.4.1.a.	Identify how and where artists and designers work. *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts
Indicator	VA.K.4.1.b.	Recognize how art is integrated into their everyday life. *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts

Kindergarten

Comprehensive Health and Physical Education

Standard		Prepared Graduates in Comprehensive Health and Physical Education
Grade Level Expectation	1	Apply knowledge and skills to engage in lifelong healthy eating. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
Grade Level Expectation	2	Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
Grade Level Expectation	3	Apply knowledge and skills related to health promotion, disease prevention, and health maintenance. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being

Grade Level Expectation	4	Utilize knowledge and skills to enhance mental, emotional, and social well-being. *GOLD*® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Grade Level Expectation	5	Apply knowledge and skills to make health-enhancing decisions regarding the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. *GOLD*® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Grade Level Expectation	6	Apply knowledge and skills that promote healthy, violence-free relationships. *GOLD*® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Grade Level Expectation	7	Apply personal safety knowledge and skills to prevent and treat injury. *GOLD*® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Standard	**CH.K.2.**	**Comprehensive Health – Physical and Personal Wellness**
Grade Level Expectation	**CH.K.2.1.**	**Identify the major food groups and the benefits of eating a variety of foods.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	CH.K.2.1.a.	Recognize major food groups. *GOLD*® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**

Indicator	CH.K.2.1.b.	Identify foods and beverages that are healthy choices. **_GOLD_® Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
Indicator	CH.K.2.1.c.	Explain how food is fuel and that different activities need different fuel. **_GOLD_® Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
Indicator	CH.K.2.1.d.	Explain the health benefits of choosing healthy foods and beverages. **_GOLD_® Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
Standard	**CH.K.2.**	**Comprehensive Health – Physical and Personal Wellness**
Grade Level Expectation	**CH.K.2.2.**	**Explain how personal hygiene and cleanliness affect wellness.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	CH.K.2.2.a.	Describe how proper hand washing is important to being healthy. **_GOLD_® Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
Indicator	CH.K.2.2.b.	Explain why bathing and hygiene are important for good health. **_GOLD_® Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
Indicator	CH.K.2.2.c.	Explain positive outcomes from brushing and flossing teeth daily. **_GOLD_® Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being

Indicator	CH.K.2.2.d.	Demonstrate steps for proper hand washing, brushing, and flossing of teeth. *GOLD®* **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Indicator	CH.K.2.2.e.	Explain why sleep and rest are important for proper growth and good health. *GOLD®* **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Standard	**CH.K.3.**	**Comprehensive Health – Social and Emotional Wellness**
Grade Level Expectation	**CH.K.3.1.**	**Recognize the relationship between emotions and actions.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	CH.K.3.1.a.	Demonstrate ways to show respect, consideration, and care for others, such as saying please, thank you, and I'm sorry. *GOLD®* **Objectives for Development and Learning** • **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**
Indicator	CH.K.3.1.b.	Identify a variety of emotions. *GOLD®* **Objectives for Development and Learning** • **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**
Indicator	CH.K.3.1.c.	Recognize that feelings influence actions. *GOLD®* **Objectives for Development and Learning** • **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**

Indicator	CH.K.3.1.d.	Identify and demonstrate appropriate ways to express emotions and cope with strong feelings. *GOLD*® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.8 Controls strong emotions in an appropriate manner most of the time**
Standard	**CH.K.3.**	**Comprehensive Health – Social and Emotional Wellness**
Grade Level Expectation	**CH.K.3.2.**	**Demonstrate how to effectively communicate and cooperate with others.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	CH.K.3.2.a.	Demonstrate effective listening skills. *GOLD*® **Objectives for Development and Learning** • **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**
Indicator	CH.K.3.2.b.	Demonstrate effective verbal and nonverbal communication skills. *GOLD*® **Objectives for Development and Learning** • **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**
Indicator	CH.K.3.2.c.	Demonstrate sharing with peers. *GOLD*® **Objectives for Development and Learning** • **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**
Indicator	CH.K.3.2.d.	Demonstrate strategies to cooperate with others. *GOLD*® **Objectives for Development and Learning** • **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**
Standard	**CH.K.4.**	**Comprehensive Health – Prevention and Risk Management**
Grade Level Expectation	**CH.K.4.1.**	**Explain the importance of respecting the personal space and boundaries of self and others.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**

Indicator	CH.K.4.1.a.	Identify "appropriate" and "inappropriate" touches. **_GOLD®_ Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
Indicator	CH.K.4.1.b.	Identify characteristics of a trusted adult. **_GOLD®_ Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
Indicator	CH.K.4.1.c.	Demonstrate how to tell a parent or trusted adult if inappropriate touching occurs to self or others. **_GOLD®_ Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
Indicator	CH.K.4.1.d.	Explain the importance of personal space in the classroom and around others. **_GOLD®_ Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
Standard	**CH.K.4.**	**Comprehensive Health – Prevention and Risk Management**
Grade Level Expectation	**CH.K.4.2.**	**Explain safe behavior as a pedestrian and with motor vehicles.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	CH.K.4.2.a.	Explain safe behavior when getting on and off and while riding on school. **_GOLD®_ Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being

Indicator	CH.K.4.2.b.	Explain the importance of riding in the back seat and using safety belts and motor vehicle booster seats when one is a passenger in a motor vehicle. ***GOLD*® Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Indicator	CH.K.4.2.c.	Recognize and describe the meaning of traffic signs. ***GOLD*® Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Indicator	CH.K.4.2.d.	Describe how rules at school can help to prevent injuries. ***GOLD*® Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Indicator	CH.K.4.2.e.	Demonstrate safe pedestrian behaviors. ***GOLD*® Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Standard	CH.K.4.	Comprehensive Health – Prevention and Risk Management
Grade Level Expectation	CH.K.4.3.	Demonstrate effective communication skills in unsafe situations.
ACC/EO		Evidence Outcomes
Skills		Students Can:
Indicator	CH.K.4.3.a.	Demonstrate verbal and nonverbal ways to ask a parent or trusted adult for help about an unsafe situation. ***GOLD*® Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**

Indicator	CH.K.4.3.b.	Describe how to call 911 or other emergency numbers for help. _GOLD®_ **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Indicator	CH.K.4.3.c.	Define and explain the dangerous use of weapons and how to tell a trusted adult if you see or hear about someone having a weapon. _GOLD®_ **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Indicator	CH.K.4.3.d.	Identify unsafe or risky situations around the home, school, and community. _GOLD®_ **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Standard		**Prepared Graduates in Physical Education**
Grade Level Expectation	1	Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. _GOLD®_ **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.8 Coordinates increasingly complex movements in play and games** • **Objective 5 Demonstrates balancing skills** **Objective 5.8 Sustains balance during complex movement experiences** • **Objective 6 Demonstrates gross-motor manipulative skills** **Objective 6.8 Manipulates balls or similar objects with a full range of motion**
Grade Level Expectation	2	Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities. _GOLD®_ **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.8 Coordinates increasingly complex movements in play and games** • **Objective 5 Demonstrates balancing skills** **Objective 5.8 Sustains balance during complex movement experiences** • **Objective 6 Demonstrates gross-motor manipulative skills** **Objective 6.8 Manipulates balls or similar objects with a full range of motion**

Grade Level Expectation	3	Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. *GOLD*® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Grade Level Expectation	4	Participate in and understand the benefits of regular physical activity. *GOLD*® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Grade Level Expectation	5	Exhibit responsible personal and social behavior that respects self and others in physical activity settings. *GOLD*® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Grade Level Expectation	6	Apply personal safety knowledge and skills to prevent and treat injury. *GOLD*® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Standard	**PE.K.1.**	**Physical Education – Movement Competence and Understanding**
Grade Level Expectation	**PE.K.1.1.**	**Demonstrate body and spatial awareness through movement.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	PE.K.1.1.a.	Travel within a large group without bumping into others or falling while using a variety of locomotor skills. *GOLD*® **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.8 Coordinates increasingly complex movements in play and games**

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Indicator	PE.K.1.1.b.	Demonstrate contrasts between slow and fast speeds while using locomotor skills. _**GOLD® Objectives for Development and Learning**_ • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
Indicator	PE.K.1.1.c.	Travel in straight, curved, and zigzag pathways. _**GOLD® Objectives for Development and Learning**_ • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
Indicator	PE.K.1.1.d.	Move in opposition and alternately. _**GOLD® Objectives for Development and Learning**_ • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
Indicator	PE.K.1.1.e.	Move synchronously with others. _**GOLD® Objectives for Development and Learning**_ • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
Indicator	PE.K.1.1.f.	Participate in chase-and-flee activities that include various spatial relationships. _**GOLD® Objectives for Development and Learning**_ • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
Indicator	PE.K.1.1.g.	Jump over a stationary rope several times in succession using forward-and-back and side-to-side movement patterns. _**GOLD® Objectives for Development and Learning**_ • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
Standard	PE.K.1.	Physical Education – Movement Competence and Understanding
Grade Level Expectation	PE.K.1.2.	Locate and move the major parts of the body.
ACC/EO		Evidence Outcomes
Skills		Students Can:

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Indicator	PE.K.1.2.a.	Move specified body parts in response to a variety of sensory cues such as auditory or visual. _GOLD_® **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.8 Coordinates increasingly complex movements in play and games**
Indicator	PE.K.1.2.b.	Identify body planes such as front, back, and side. _GOLD_® **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.8 Coordinates increasingly complex movements in play and games** • **Objective 5 Demonstrates balancing skills** **Objective 5.8 Sustains balance during complex movement experiences** • **Objective 6 Demonstrates gross-motor manipulative skills** **Objective 6.8 Manipulates balls or similar objects with a full range of motion**
Indicator	PE.K.1.2.c.	Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations. _GOLD_® **Objectives for Development and Learning** • **Objective 5 Demonstrates balancing skills** **Objective 5.8 Sustains balance during complex movement experiences**
Standard	**PE.K.2.**	**Physical Education – Physical and Personal Wellness**
Grade Level Expectation	**PE.K.2.1.**	**Understand that physical activity increases the heart rate, making the heart stronger.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	PE.K.2.1.a.	Identify the heart rate as an indicator of physical activity. _GOLD_® **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.8 Coordinates increasingly complex movements in play and games** • **Objective 5 Demonstrates balancing skills** **Objective 5.8 Sustains balance during complex movement experiences** • **Objective 6 Demonstrates gross-motor manipulative skills** **Objective 6.8 Manipulates balls or similar objects with a full range of motion**

Indicator	PE.K.2.1.b.	Sustain physical activity for short periods of time. *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
Indicator	PE.K.2.1.c.	Identify activities that will increase the heart rate. *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
Standard	PE.K.3.	Physical Education – Social Emotional Wellness
Grade Level Expectation	PE.K.3.1.	Demonstrate respect for self, others, and equipment.
ACC/EO		Evidence Outcomes
Skills		Students Can:
Indicator	PE.K.3.1.a.	Demonstrate the characteristics of sharing. *GOLD*® Objectives for Development and Learning • 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
Indicator	PE.K.3.1.b.	Identify feelings that result from participation in physical activity. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
Indicator	PE.K.3.1.c.	Participate as a leader and follower. *GOLD*® Objectives for Development and Learning • 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

Indicator	PE.K.3.1.d.	Help to manage equipment. _**GOLD**_® **Objectives for Development and Learning** • **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**
Indicator	PE.K.3.1.e.	Play without interfering with others. _**GOLD**_® **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.8 Coordinates increasingly complex movements in play and games**
Standard	**PE.K.3.**	**Physical Education – Social Emotional Wellness**
Grade Level Expectation	**PE.K.3.2.**	**Demonstrate the ability to follow directions.**
ACC/EO		**Evidence Outcomes**
Skills		**Students Can:**
Indicator	PE.K.3.2.a.	Start and stop on an auditory and visual signal. _**GOLD**_® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.8 Applies basic rules in new but similar situations**
Indicator	PE.K.3.2.b.	Follow a simple series of instructions for an activity. _**GOLD**_® **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences**
Indicator	PE.K.3.2.c.	Speak at appropriate times. _**GOLD**_® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.8 Applies basic rules in new but similar situations**
Indicator	PE.K.3.2.d.	Follow established class protocols. _**GOLD**_® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.8 Applies basic rules in new but similar situations**
Standard	**PE.K.4.**	**Physical Education – Prevention and Risk Management**
Grade Level Expectation	**PE.K.4.1.**	**Apply safe practices, rules, and procedures.**

ACC/EO		Evidence Outcomes
Skills		**Students Can:**
Indicator	PE.K.4.1.a.	**Demonstrate safety awareness when using materials.** **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Indicator	PE.K.4.1.b.	**Participate in activity without colliding into other students, objects, and surroundings.** **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
Indicator	PE.K.4.1.c.	**Identify proper footwear for physical education.** **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**

Kindergarten

Reading, Writing, and Communicating

Standard		Prepared Graduates in Reading, Writing, and Communicating
Grade Level Expectation	1	**Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.** _**GOLD**_® **Objectives for Development and Learning** **• 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**

Grade Level Expectation	2	Deliver effective oral presentations for varied audiences and varied purposes. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
Grade Level Expectation	3	Read a wide range of literary texts to build knowledge and to better understand the human experience. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
Grade Level Expectation	4	Read a wide range of informational texts to build knowledge and to better understand the human experience. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
Grade Level Expectation	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
Grade Level Expectation	6	Craft arguments using techniques specific to the genre. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

Grade Level Expectation	7	Craft informational/explanatory texts using techniques specific to the genre. *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects**
Grade Level Expectation	8	Craft narratives using techniques specific to the genre. *GOLD*® **Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed**
Grade Level Expectation	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products. *GOLD*® **Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships**
Grade Level Expectation	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions. *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects**
Standard	**RW.K.1.**	**Oral Expression and Listening**
Grade Level Expectation	**RW.K.1.1.**	**Communicate using verbal and nonverbal language.**
ACC/EO		**Evidence Outcomes**
Skills	**RW.K.1.1.a.**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS: SL.K.1)**

Indicator	RW.K.1.1.a.i.	Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a) _GOLD®_ **Objectives for Development and Learning** • **Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.8 Uses acceptable language and basic social rules during communication with others**
Indicator	RW.K.1.1.a.ii.	Continue a conversation through multiple exchanges. (CCSS: SL.K.1b) _GOLD®_ **Objectives for Development and Learning** • **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.8 Engages in complex, lengthy conversations of five or more exchanges**
Standard	**RW.K.1.**	**Oral Expression and Listening**
Grade Level Expectation	**RW.K.1.1.**	**Communicate using verbal and nonverbal language.**
ACC/EO		**Evidence Outcomes**
Skills	RW.K.1.1.b.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS: SL.K.2) _GOLD®_ **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs**
Skills	RW.K.1.1.c.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3) _GOLD®_ **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs**

Skills	RW.K.1.1.d.	Listen with comprehension to follow two-step directions. *GOLD*® **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences**
Skills	RW.K.1.1.e.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6) *GOLD*® **Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words**
Standard	**RW.K.1.**	**Oral Expression and Listening**
Grade Level Expectation	**RW.K.1.2.**	**Develop oral communication skills through a language-rich environment.**
ACC/EO		**Evidence Outcomes**
Skills	RW.K.1.2.a.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4) *GOLD*® **Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words**
Skills	RW.K.1.2.b.	Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5) *GOLD*® **Objectives for Development and Learning** • **Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols**
Skills	RW.K.1.2.c.	Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6) *GOLD*® **Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly**

Skills	RW.K.1.2.d.	Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a) ***GOLD*® Objectives for Development and Learning** • **Objective 13 Uses classification skills** **Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason**
Skills	RW.K.1.2.e.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b) ***GOLD*® Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs**
Skills	RW.K.1.2.f.	Identify real-life connections between words and their use (for example: note places at school that are colorful). (CCSS: L.K.5c) ***GOLD*® Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.7 Emerging to 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs**
Skills	RW.K.1.2.g.	Distinguish shades of meaning among verbs describing the same general action (for example: walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d) ***GOLD*® Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs**

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Skills	RW.K.1.2.h.	Use new vocabulary that is directly taught through reading, speaking, and listening. *GOLD®* Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
Skills	RW.K.1.2.i.	Relate new vocabulary to prior knowledge. *GOLD®* Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
Standard	RW.K.2.	Reading for All Purposes
Grade Level Expectation	RW.K.2.1.	Develop and apply the concepts of print and comprehension of literary texts.
ACC/EO		Evidence Outcomes
Skills	RW.K.2.1.a.	Use Key Ideas and Details to:
Indicator	RW.K.2.1.a.i.	With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1) *GOLD®* Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
Indicator	RW.K.2.1.a.ii.	With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2) *GOLD®* Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.5 Emerging to 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate

Indicator	RW.K.2.1.a.iii.	With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3) **_GOLD®_ Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
Standard	**RW.K.2.**	**Reading for All Purposes**
Grade Level Expectation	**RW.K.2.1.**	**Develop and apply the concepts of print and comprehension of literary texts.**
ACC/EO		**Evidence Outcomes**
Skills	**RW.K.2.1.b.**	**Use Craft and Structure to:**
Indicator	RW.K.2.1.b.i.	Ask and answer questions about unknown words in a text. (CCSS: RL.K.4) **_GOLD®_ Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections
Indicator	RW.K.2.1.b.ii.	Recognize common types of texts (for example: storybooks, poems). (CCSS: RL.K.5) **_GOLD®_ Objectives for Development and Learning** • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.8 Uses various types of books for their intended purposes
Indicator	RW.K.2.1.b.iii.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6) **Gold Objectives for Development and Learning** • 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
Standard	**RW.K.2.**	**Reading for All Purposes**
Grade Level Expectation	**RW.K.2.1.**	**Develop and apply the concepts of print and comprehension of literary texts.**
ACC/EO		**Evidence Outcomes**
Skills	**RW.K.2.1.c.**	**Use Integration of Knowledge and Ideas to:**

Indicator	RW.K.2.1.c.i.	With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). (CCSS: RL.K.7) **_GOLD_® Objectives for Development and Learning** • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points**
Indicator	RW.K.2.1.c.ii.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9) **_GOLD_® Objectives for Development and Learning** • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points**
Standard	**RW.K.2.**	**Reading for All Purposes**
Grade Level Expectation	**RW.K.2.1.**	**Develop and apply the concepts of print and comprehension of literary texts.**
ACC/EO		**Evidence Outcomes**
Skills	**RW.K.2.1.d.**	**Use Range of Reading and Level of Text Complexity to:**
Indicator	RW.K.2.1.d.i.	Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10) **_GOLD_® Objectives for Development and Learning** • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points**
Standard	**RW.K.2.**	**Reading for All Purposes**
Grade Level Expectation	**RW.K.2.2.**	**Develop and apply the concepts of print and comprehension of informational texts.**
ACC/EO		**Evidence Outcomes**
Skills	**RW.K.2.2.a.**	**Use Key Ideas and Details to:**

Indicator	RW.K.2.2.a.i.	With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1) **_GOLD®_ Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
Indicator	RW.K.2.2.a.ii.	With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2) **_GOLD®_ Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.5 Emerging to 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate
Indicator	RW.K.2.2.a.iii.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3) Gold Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points
Standard	**RW.K.2.**	**Reading for All Purposes**
Grade Level Expectation	**RW.K.2.2.**	**Develop and apply the concepts of print and comprehension of informational texts.**
ACC/EO		**Evidence Outcomes**
Skills	**RW.K.2.2.b.**	**Use Craft and Structure to:**
Indicator	RW.K.2.2.b.i.	With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4) **_GOLD®_ Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)

Indicator	RW.K.2.2.b.ii.	Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5) **Gold Objectives for Development and Learning** • 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
Indicator	RW.K.2.2.b.iii.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6) **Gold Objectives for Development and Learning** • 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
Standard	**RW.K.2.**	**Reading for All Purposes**
Grade Level Expectation	**RW.K.2.2.**	**Develop and apply the concepts of print and comprehension of informational texts.**
ACC/EO		**Evidence Outcomes**
Skills	**RW.K.2.2.c.**	**Use Integration of Knowledge and Ideas to:**
Indicator	RW.K.2.2.c.i.	With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). (CCSS: RI.K.7) **Gold Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points
Indicator	RW.K.2.2.c.ii.	With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8) *GOLD*® **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

Indicator	RW.K.2.2.c.iii.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.K.9) ***GOLD*® Objectives for Development and Learning** • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points**
Standard	**RW.K.2.**	**Reading for All Purposes**
Grade Level Expectation	**RW.K.2.2.**	**Develop and apply the concepts of print and comprehension of informational texts.**
ACC/EO		**Evidence Outcomes**
Skills	**RW.K.2.2.d.**	**Use Range of Reading and Level of Text Complexity to:**
Indicator	RW.K.2.2.d.i.	Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10) ***GOLD*® Objectives for Development and Learning** • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points**
Standard	**RW.K.2.**	**Reading for All Purposes**
Grade Level Expectation	**RW.K.2.3.**	**Develop basic reading skills through the use of foundational skills.**
ACC/EO		**Evidence Outcomes**
Skills	**RW.K.2.3.a.**	**Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)**
Indicator	RW.K.2.3.a.i.	Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a) ***GOLD*® Objectives for Development and Learning** • **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**

Indicator	RW.K.2.3.a.ii.	Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b) *GOLD*® Objectives for Development and Learning • 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
Indicator	RW.K.2.3.a.iii.	Understand that words are separated by spaces in print (concept of word). (CCSS: RF.K.1c) *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Indicator	RW.K.2.3.a.iv.	Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d) *GOLD*® Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order
Standard	RW.K.2.	Reading for All Purposes
Grade Level Expectation	RW.K.2.3.	Develop basic reading skills through the use of foundational skills.
ACC/EO		Evidence Outcomes
Skills	RW.K.2.3.b.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)
Indicator	RW.K.2.3.b.i.	Recognize and produce rhyming words. (CCSS: RF.K.2a) *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.8 Generates a group of rhyming words when given a word
Indicator	RW.K.2.3.b.ii.	Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b) *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.7 Emerging to 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

Indicator	RW.K.2.3.b.iii.	Blend and segment the onset and rime of single-syllable spoken words. (adapted from CCSS: RF.K.2c) **_GOLD®_ Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words
Indicator	RW.K.2.3.b.iv.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (adapted from CCSS: RF.K.2d) **_GOLD®_ Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
Indicator	RW.K.2.3.b.v.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e) **Gold Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
Indicator	RW.K.2.3.b.vi.	Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. **_GOLD®_ Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
Indicator	RW.K.2.3.b.vii.	Identify phonemes for letters. **Gold Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

Standard	RW.K.2.	Reading for All Purposes
Grade Level Expectation	RW.K.2.3.	Develop basic reading skills through the use of foundational skills.
ACC/EO		Evidence Outcomes
Skills	RW.K.2.3.c.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K3)
Indicator	RW.K.2.3.c.i.	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (adapted from CCSS: RF.K.3a) _GOLD®_ Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.7 Emerging to 16b.8 Produces short and long vowel sounds and most frequent sounds for each consonant
Indicator	RW.K.2.3.c.ii.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b) _GOLD®_ Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
Indicator	RW.K.2.3.c.iii.	Read common high-frequency words by sight (for example: the, of, to, you, she, my, is, are, do, does). (CCSS: RF.K.3c) _GOLD®_ Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
Indicator	RW.K.2.3.c.iv.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d) _GOLD®_ Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
Standard	RW.K.2.	Reading for All Purposes

Grade Level Expectation	RW.K.2.3.	Develop basic reading skills through the use of foundational skills.
ACC/EO		Evidence Outcomes
Skills	RW.K.2.3.d.	Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4) *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.2 Reads and comprehends emergent reader texts and other print materials
Standard	RW.K.2.	Reading for All Purposes
Grade Level Expectation	RW.K.2.3.	Develop basic reading skills through the use of foundational skills.
ACC/EO		Evidence Outcomes
Skills	RW.K.2.3.e.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)
Indicator	RW.K.2.3.e.i.	Identify new meanings for familiar words and apply them accurately (for example: knowing duck is a bird and learning the verb to duck). (CCSS: L.K.4a) *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
Indicator	RW.K.2.3.e.ii.	Use the most frequently occurring inflections and affixes (for example: ed,-s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (CCSS: L.K.4b) *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)
Standard	RW.K.2.	Reading for All Purposes
Grade Level Expectation	RW.K.2.3.	Develop basic reading skills through the use of foundational skills.
ACC/EO		Evidence Outcomes
Skills	RW.K.2.3.f.	Identify and manipulate sounds.
Indicator	RW.K.2.3.f.i.	Identify and produce groups of words that begin with the same sound (alliteration). *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.6 Matches beginning sounds of some words

Indicator	RW.K.2.3.f.ii.	Identify the initial, medial, and final phoneme (speech sound) of spoken words. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
Standard	**RW.K.3.**	**Writing and Composition**
Grade Level Expectation	**RW.K.3.1.**	**Write opinions using labels, dictation, and drawing.**
ACC/EO		**Evidence Outcomes**
Skills	RW.K.3.1.a.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (for example: My favorite book is…). (CCSS: W.K.1) *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
Skills	RW.K.3.1.b.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5) *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
Skills	RW.K.3.1.c.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6) *GOLD*® Objectives for Development and Learning • Objective 28 Uses tools and other technology to perform tasks
Standard	**RW.K.3.**	**Writing and Composition**
Grade Level Expectation	**RW.K.3.2.**	**Write informative/explanatory texts on a topic using labels, dictation, and drawing.**
ACC/EO		**Evidence Outcomes**

Skills	RW.K.3.2.a.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2) **_GOLD_® Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
Skills	RW.K.3.2.b.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5) **_GOLD_® Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
Skills	RW.K.3.2.c.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6) **_GOLD_® Objectives for Development and Learning** • Objective 28 Uses tools and other technology to perform tasks
Standard	**RW.K.3.**	**Writing and Composition**
Grade Level Expectation	**RW.K.3.3.**	**Write real or imagined narratives using labels, dictation, and drawing.**
ACC/EO		**Evidence Outcomes**
Skills	RW.K.3.3.a.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS: W.K.3) **_GOLD_® Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed

Skills	RW.K.3.3.b.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5) _GOLD® Objectives for Development and Learning_ • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
Skills	RW.K.3.3.c.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6) _GOLD® Objectives for Development and Learning_ • Objective 28 Uses tools and other technology to perform tasks
Standard	RW.K.3.	Writing and Composition
Grade Level Expectation	RW.K.3.4.	Use appropriate mechanics and conventions when creating simple texts.
ACC/EO		Evidence Outcomes
Skills	RW.K.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)
Indicator	RW.K.3.4.a.i.	Print many upper- and lowercase letters. (CCSS: L.K.1a) _GOLD® Objectives for Development and Learning_ • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships
Indicator	RW.K.3.4.a.ii.	Use frequently occurring nouns and verbs. (CCSS: L.K.1b) _GOLD® Objectives for Development and Learning_ • 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)
Indicator	RW.K.3.4.a.iii.	Form regular plural nouns orally by adding /s/ or /es/ (for example: dog, dogs; wish, wishes). (CCSS: L.K.1c) _GOLD® Objectives for Development and Learning_ • 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)

Indicator	RW.K.3.4.a.iv.	Understand and use question words (interrogatives) (for example: who, what, where, when, why, how). (CCSS: L.K.1d) **GOLD® Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
Indicator	RW.K.3.4.a.v.	Use the most frequently occurring prepositions (for example: to, from, in, out, on, off, for, of, by, with). (CCSS: L.K.1e) **GOLD® Objectives for Development and Learning** • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance
Indicator	RW.K.3.4.a.vi.	Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f) **GOLD® Objectives for Development and Learning** • 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)
Standard	**RW.K.3.**	**Writing and Composition**
Grade Level Expectation	**RW.K.3.4.**	**Use appropriate mechanics and conventions when creating simple texts.**
ACC/EO		**Evidence Outcomes**
Skills	**RW.K.3.4.b.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)**
Indicator	RW.K.3.4.b.i.	Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a) **GOLD® Objectives for Development and Learning** • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships

Indicator	RW.K.3.4.b.ii.	Recognize and name end punctuation. (CCSS: L.K.2b) _GOLD_® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Indicator	RW.K.3.4.b.iii.	Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c) _GOLD_® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships
Indicator	RW.K.3.4.b.iv.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d) _GOLD_® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships
Standard	RW.K.4.	Research Inquiry and Design
Grade Level Expectation	RW.K.4.1.	Explore the purposes for research and inquiry by accessing resources in collaborative settings.
ACC/EO		Evidence Outcomes
Skills	RW.K.4.1.a.	Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them). (CCSS:W.K.7) _GOLD_® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

Skills	RW.K.4.1.b.	Identify a clear purpose for research or inquiry (for example: If the class is learning about trees, is my need to know more about pets related?). **_GOLD®_ Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
Skills	RW.K.4.1.c.	Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research. **_GOLD®_ Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
Skills	RW.K.4.1.d.	Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking. **_GOLD®_ Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
Skills	RW.K.4.1.e.	Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation). **Gold Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
Skills	RW.K.4.1.f.	Gather relevant information and check various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle). **Gold Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

| Skills | RW.K.4.1.g. | With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question. (CCSS:W.K.8)

GOLD® Objectives for Development and Learning
• Objective 12 Remembers and connects experiences b. Makes connections
Objective 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context |

Kindergarten

Mathematics

Standard		Prepared Graduates in Mathematics
Key Idea	MP1.	Make sense of problems and persevere in solving them. **_GOLD®_ Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
Key Idea	MP2.	Reason abstractly and quantitatively. **_GOLD®_ Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.8 Thinks through possible long-term solutions and takes on more abstract challenges
Key Idea	MP3.	Construct viable arguments and critique the reasoning of others. **_GOLD®_ Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
Key Idea	MP4.	Model with mathematics. **_GOLD®_ Objectives for Development and Learning** • 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

Key Idea	MP5.	Use appropriate tools strategically.
		GOLD® **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.8 Thinks through possible long-term solutions and takes on more abstract challenges
Key Idea	MP6.	Attend to precision. *GOLD*® **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
Key Idea	MP7.	Look for and make use of structure. *GOLD*® **Objectives for Development and Learning** • 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
Key Idea	MP8.	Look for and express regularity in repeated reasoning. *GOLD*® **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
Standard	**MA.K.1.**	**Number and Quantity**
Key Idea	**MA.K.CC.A.**	**Counting & Cardinality: Use number names and the count sequence.**
Outcomes/Connections		**Evidence Outcomes**
Outcomes/Connections	MA.K.CC.A.1.	Count to 100 by ones and by tens. (CCSS: K.CC.A.1) *GOLD*® **Objectives for Development and Learning** • Objective 20 Uses number concepts and operations a. Counts Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
Outcomes/Connections	MA.K.CC.A.2.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (CCSS: K.CC.A.2) *GOLD*® **Objectives for Development and Learning** • Objective 20 Uses number concepts and operations a. Counts Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20

Outcomes/Connections	MA.K.CC.A.3.	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). (CCSS: K.CC.A.3) ***GOLD*® Objectives for Development and Learning** • **Objective 20 Uses number concepts and operations c. Connects numerals with their quantities** **Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals**
Standard	**MA.K.1.**	**Number and Quantity**
Key Idea	**MA.K.CC.B.**	**Counting & Cardinality: Count to determine the number of objects.**
Outcomes/Connections		**Evidence Outcomes**
Outcomes/Connections	**MA.K.CC.B.4.**	**Apply the relationship between numbers and quantities and connect counting to cardinality. (CCSS: K.CC.B.4)**
Statement	MA.K.CC.B.4.a.	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (CCSS: K.CC.B.4.a) ***GOLD*® Objectives for Development and Learning** • **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** • **Objective 20 Uses number concepts and operations c. Connects numerals with their quantities** **Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals**
Statement	MA.K.CC.B.4.b.	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. (CCSS: K.CC.B.4.b) ***GOLD*® Objectives for Development and Learning** • **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**

Statement	MA.K.CC.B.4.c.	Understand that each successive number name refers to a quantity that is one larger. (CCSS: K.CC.B.4.c) **_GOLD_® Objectives for Development and Learning** • Objective 20 Uses number concepts and operations a. Counts Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20 • Objective 23 Demonstrates knowledge of patterns Objective 23.8 Recognizes, creates, and explains more complex repeating and simple growing patterns
Standard	MA.K.1.	Number and Quantity
Key Idea	MA.K.CC.B.	Counting & Cardinality: Count to determine the number of objects.
Outcomes/Connections		Evidence Outcomes
Outcomes/Connections	MA.K.CC.B.5.	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. (CCSS: K.CC.5) **_GOLD_® Objectives for Development and Learning** • 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
Standard	MA.K.1.	Number and Quantity
Key Idea	MA.K.CC.C.	Counting & Cardinality: Compare numbers.
Outcomes/Connections		Evidence Outcomes
Outcomes/Connections	MA.K.CC.C.a.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to 1010 objects.) (CCSS: K.CC.C.6) **_GOLD_® Objectives for Development and Learning** • 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
Outcomes/Connections	MA.K.CC.C.b.	Compare two numbers between 11 and 1010 presented as written numerals. (CCSS: K.CC.C.7) **_GOLD_® Objectives for Development and Learning** • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.7 emerging to 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals

Standard	MA.K.1.	Number and Quantity
Key Idea	MA.K.NBT.A.	Number & Operations in Base Ten: Work with numbers 11–19 to gain foundations for place value.
Outcomes/Connections		Evidence Outcomes
Outcomes/Connections	MA.K.NBT.A.1.	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18=10+8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (CCSS: K.NBT.A.1) *GOLD®* **Objectives for Development and Learning** • **Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten** **Objective 20d.2 Indicates base-ten equivalents for numbers 11 to 19 using objects and drawings; may use simple equations**
Standard	MA.K.2.	Algebra and Functions
Key Idea	MA.K.OA.A.	Operations & Algebraic Thinking: Model and describe addition as putting together and adding to, and subtraction as taking apart and taking from, using objects or drawings.
Outcomes/Connections		Evidence Outcomes
Outcomes/Connections	MA.K.OA.A.1.	Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (CCSS: K.OA.A.1) *GOLD®* **Objectives for Development and Learning** • **Objective 20 Uses number concepts and operations b. Quantifies** **Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts**
Outcomes/Connections	MA.K.OA.A.2.	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (CCSS: K.OA.A.2) *GOLD®* **Objectives for Development and Learning** • **Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships** **Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10**
Outcomes/Connections	MA.K.OA.A.3.	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5=2+3 and 5=4+1). (CCSS: K.OA.A.3)

TeachingStrategies®

		GOLD® Objectives for Development and Learning • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10
Outcomes/Connections	MA.K.OA.A.4.	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. (CCSS: K.OA.A.4) GOLD® Objectives for Development and Learning • 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
Outcomes/Connections	MA.K.OA.A.5.	Fluently add and subtract within 5. (CCSS: K.OA.A.5) GOLD® Objectives for Development and Learning • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.2 Adds and subtracts whole numbers fluently within five
Standard	MA.K.3.	Data, Statistics, and Probability
Key Idea	MA.K.MD.A.	Measurement & Data: Describe and compare measurable attributes.
Outcomes/Connections		Evidence Outcomes
Outcomes/Connections	MA.K.MD.A.1.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (CCSS: K.MD.A.1) GOLD® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.8 Uses measurement words and some standard measurement tools accurately
Outcomes/Connections	MA.K.MD.A.2.	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. (CCSS: K.MD.A.2) GOLD® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.8 Uses measurement words and some standard measurement tools accurately
Standard	MA.K.3.	Data, Statistics, and Probability

Key Idea	MA.K.MD.B.	Measurement & Data: Classify objects and count the number of objects in each category.
Outcomes/Connections		Evidence Outcomes
Outcomes/Connections	MA.K.MD.B.3.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) (CCSS: K.MD.B.3) *GOLD*® **Objectives for Development and Learning** • **Objective 22 Compares and measures c. Represents and analyzes data** **Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings**
Standard	MA.K.4.	Geometry
Key Idea	MA.K.G.A.	Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
Outcomes/Connections		Evidence Outcomes
Outcomes/Connections	MA.K.G.A.1.	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (CCSS: K.G.A.1) *GOLD*® **Objectives for Development and Learning** • **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance** • **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation**
Outcomes/Connections	MA.K.G.A.2.	Correctly name shapes regardless of their orientations or overall size. (CCSS: K.G.A.2) *GOLD*® **Objectives for Development and Learning** • **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation**
Outcomes/Connections	MA.K.G.A.3.	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). (CCSS: K.G.A.3) *GOLD*® **Objectives for Development and Learning** • **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
Standard	**MA.K.4.**	**Geometry**
Key Idea	**MA.K.G.B.**	**Geometry: Analyze, compare, create, and compose shapes.**
Outcomes/Connections		**Evidence Outcomes**
Outcomes/Connections	MA.K.G.B.4.	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (CCSS: K.G.B.4) _GOLD_® **Objectives for Development and Learning** • 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
Outcomes/Connections	MA.K.G.B.5.	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (CCSS: K.G.B.5) _GOLD_® **Objectives for Development and Learning** • 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
Outcomes/Connections	MA.K.G.B.6.	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" (CCSS: K.G.B.6) _GOLD_® **Objectives for Development and Learning** • 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

Kindergarten

Science

SUBJECT		Prepared Graduates in Science
EXPECTATION	1	Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding structure, properties and interactions of matter. _GOLD_® **Objectives for Development and Learning** • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION	2	Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding interactions between objects and within systems of objects. _GOLD_® **Objectives for Development and Learning** • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION	3	Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how energy is transferred and conserved. _GOLD_® **Objectives for Development and Learning** • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION	4	Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how waves are used to transfer energy and information. _GOLD_® **Objectives for Development and Learning** • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION	5	Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction. _GOLD_® **Objectives for Development and Learning** • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION	6	Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how living systems interact with the biotic and abiotic environment.

		GOLD® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION	7	Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how genetic and environmental factors influence variation of organisms across generations. GOLD® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION	8	Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how natural selection drives biological evolution accounting for the unity and diversity of organisms. GOLD® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION	9	Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding the universe and Earth's place in it. GOLD® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION	10	Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how and why Earth is constantly changing. GOLD® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION	11	Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how human activities and the Earth's surface processes interact. GOLD® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
SUBJECT	SC.K.1.	Physical Science
EXPECTATION	SC.K.1.1.	Pushes and pulls can have different strengths and directions, and can change the speed or direction of an object's motion or start or stop it.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
INDICATORS OF PROGRESS		Students Can:
INDICATORS OF PROGRESS	SC.K.1.1.a.	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. (K-PS2-1)

		GOLD® Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATORS OF PROGRESS	SC.K.1.1.b.	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. (K-PS2-2) *GOLD*® Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
SUBJECT	SC.K.1.	Physical Science
EXPECTATION	SC.K.1.2.	Sunlight affects the Earth's surface.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
INDICATORS OF PROGRESS		Students Can:
INDICATORS OF PROGRESS	SC.K.1.2.a.	Make observations to determine the effect of sunlight on Earth's surface. (K-PS3-1) *GOLD*® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
INDICATORS OF PROGRESS	SC.K.1.2.b.	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. (K-PS3-2) *GOLD*® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
SUBJECT	SC.K.2.	Life Science
EXPECTATION	SC.K.2.1.	To live and grow, animals obtain food they need from plants or other animals, and plants need water and light.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
INDICATORS OF PROGRESS		Students Can:
INDICATORS OF PROGRESS	SC.K.2.1.a.	Use observations to describe patterns of what plants and animals (including humans) need to survive. (K-LS1-1) *GOLD*® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
SUBJECT	SC.K.3.	Earth and Space Science
EXPECTATION	SC.K.3.1.	Patterns are observed when measuring the local weather, including how humans and other organisms impact their environment.

EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
INDICATORS OF PROGRESS		Students Can:
INDICATORS OF PROGRESS	SC.K.3.1.a.	Use and share observations of local weather conditions to describe patterns over time. (K-ESS2-1) *GOLD*® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
INDICATORS OF PROGRESS	SC.K.3.1.b.	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (K-ESS2-2) *GOLD*® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
SUBJECT	SC.K.3.	Earth and Space Science
EXPECTATION	SC.K.3.2.	Plants and animals meet their needs in their habitats and impact one another; people can prepare for severe weather.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
INDICATORS OF PROGRESS		Students Can:
INDICATORS OF PROGRESS	SC.K.3.2.a.	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (K-ESS3-1) *GOLD*® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATORS OF PROGRESS	SC.K.3.2.b.	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (K-ESS3-2) *GOLD*® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
INDICATORS OF PROGRESS	SC.K.3.2.c.	Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment. (K-ESS3-3) *GOLD*® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment

Kindergarten

Social Studies

TeachingStrategies®

STANDARD		Prepared Graduates in Social Studies
GRADE LEVEL EXPECTATION	1	Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted. _GOLD®_ **Objectives for Development and Learning** • **Objective 31 Explores change related to familiar people or places**
GRADE LEVEL EXPECTATION	2	Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies. _GOLD®_ **Objectives for Development and Learning** • **Objective 31 Explores change related to familiar people or places**
GRADE LEVEL EXPECTATION	3	Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them. _GOLD®_ **Objectives for Development and Learning** • **Objective 32 Demonstrates simple geographic knowledge**
GRADE LEVEL EXPECTATION	4	Examine the characteristics of places and regions, and the changing nature among geographic and human interactions. _GOLD®_ **Objectives for Development and Learning** • **Objective 32 Demonstrates simple geographic knowledge**
GRADE LEVEL EXPECTATION	5	Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy. _GOLD®_ **Objectives for Development and Learning** • **Objective 30 Shows basic understanding of people and how they live**
GRADE LEVEL EXPECTATION	6	Apply economic reasoning skills to make informed personal financial decisions (PFL). _GOLD®_ **Objectives for Development and Learning** • **Objective 30 Shows basic understanding of people and how they live**
GRADE LEVEL EXPECTATION	7	Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen. _GOLD®_ **Objectives for Development and Learning** • **Objective 30 Shows basic understanding of people and how they live**
GRADE LEVEL EXPECTATION	8	Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

		GOLD® Objectives for Development and Learning • **Objective 30 Shows basic understanding of people and how they live**
STANDARD		History
GRADE LEVEL EXPECTATION	**SS.K.1.1.**	**Ask questions and discuss ideas about the past.**
ACC/EO		**Evidence Outcomes**
SKILLS		**Students Can:**
INDICATOR	SS.K.1.1.a.	**Ask questions about the past using question starters. For example: What did? Where did? When did? Which did? Who did? Why did? How did?** **_GOLD®_ Objectives for Development and Learning** • **Objective 31 Explores change related to familiar people or places**
INDICATOR	SS.K.1.1.b.	**Identify information from primary and/or secondary sources that answers questions about the past and adds to collective memory.** **_GOLD®_ Objectives for Development and Learning** • **Objective 31 Explores change related to familiar people or places**
INDICATOR	SS.K.1.1.c.	**Use correctly the word "because" in the context of personal experience or stories of the past.** **_GOLD®_ Objectives for Development and Learning** • **Objective 31 Explores change related to familiar people or places**
STANDARD		History
GRADE LEVEL EXPECTATION	**SS.K.1.2.**	**Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.**
ACC/EO		**Evidence Outcomes**
SKILLS		**Students Can:**
INDICATOR	SS.K.1.2.a.	**Explore differences and similarities in the lives of children and families of long ago and today.** **_GOLD®_ Objectives for Development and Learning** • **Objective 31 Explores change related to familiar people or places**
INDICATOR	SS.K.1.2.b.	**Sequence information using words. For example: present, future, days, weeks, months, years, first, next, last, before, and after.** **_GOLD®_ Objectives for Development and Learning** • **Objective 31 Explores change related to familiar people or places**
INDICATOR	SS.K.1.2.c.	**Explain why knowing the order of events is important.**

		GOLD® Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places
STANDARD		Geography
GRADE LEVEL EXPECTATION	SS.K.2.1.	Recognize that geographic tools represent places and spaces.
ACC/EO		Evidence Outcomes
SKILLS		Students Can:
INDICATOR	SS.K.2.1.a.	Distinguish between a map and a globe as ways to show places people live. GOLD® Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge
INDICATOR	SS.K.2.1.b.	Use geographic tools to describe places. For example: globes, maps, and GPS. GOLD® Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge
STANDARD		Geography
GRADE LEVEL EXPECTATION	SS.K.2.2.	People live in different places around the world.
ACC/EO		Evidence Outcomes
SKILLS		Students Can:
INDICATOR	SS.K.2.2.a.	Compare and contrast how people live in different settings around the world. GOLD® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.K.2.2.b.	Give examples of food, clothing, shelter, and how they change in different environments. GOLD® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STANDARD		Economics
GRADE LEVEL EXPECTATION	SS.K.3.1.	Individuals make choices based on wants.
ACC/EO		Evidence Outcomes
SKILLS		Students Can:
INDICATOR	SS.K.3.1.a.	Identify the costs and benefits of a choice an individual makes when acquiring an item. GOLD® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.K.3.1.b.	Recognize and engage in ways to use another individual's items. For example: asking for permission to share and taking turns.

		GOLD® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STANDARD		**Economics**
GRADE LEVEL EXPECTATION	**SS.K.3.2.**	**Describe choices people make about how to use the money they earn (PFL).**
ACC/EO		**Evidence Outcomes**
SKILLS		**Students Can:**
INDICATOR	SS.K.3.2.a.	Recognize choices people make. *GOLD®* Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.K.3.2.b.	Explain how decisions are made. *GOLD®* Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.K.3.2.c.	Give examples of the difference between spending income on something you want versus something you need. *GOLD®* Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STANDARD		**Civics**
GRADE LEVEL EXPECTATION	**SS.K.4.1.**	**Understand that civic participation takes place in multiple groups and in various forms.**
ACC/EO		**Evidence Outcomes**
SKILLS		**Students Can:**
INDICATOR	SS.K.4.1.a.	Differentiate among examples of civic participation. For example: voting, debating, running for office, protesting, and volunteering. *GOLD®* Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.K.4.1.b.	Explain the qualities of an informed and engaged citizen. *GOLD®* Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.K.4.1.c.	Practice citizenship skills including, courtesy, honesty, equity, and fairness when working with others. *GOLD®* Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STANDARD		**Civics**

GRADE LEVEL EXPECTATION	SS.K.4.2.	Participate in making fair and reasoned decisions using democratic traditions.
ACC/EO		Evidence Outcomes
SKILLS		Students Can:
INDICATOR	SS.K.4.2.a.	Explain why rules are needed. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.K.4.2.b.	Create and follow classroom rules. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.K.4.2.c.	Explain how a class rule may promote fairness and resolve conflict, and compare against a rule that does not. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.K.4.2.d.	Contribute to making and maintaining class community decisions. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.K.4.2.e.	Explain the difference between democratic decision-making and decisions made by authorities. For example: a parent, teacher, principal, and a police officer. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live

Kindergarten

World Languages

LEVEL		Prepared Graduates in World Languages
STANDARD	1	Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (interpersonal mode). No Correlations

STANDARD	2	Understand, interpret and analyze what is heard, read or viewed on a variety of topics (interpretive mode). No Correlations
STANDARD	3	Present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (presentational mode). No Correlations
STANDARD	4	Use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied. No Correlations
STANDARD	5	Use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied. No Correlations
STANDARD	6	Build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. No Correlations
STANDARD	7	Access and evaluate information and diverse perspectives that are available through the language and its culture(s). No Correlations
STANDARD	8	Use the language to investigate, explain and reflect on the nature of language through comparisons of the target language and the student's own language. No Correlations
STANDARD	9	Use the language to investigate, explain and reflect on the concept of culture through comparisons of the culture(s) and the student's own culture. No Correlations
LEVEL	WL.NL.1.	Novice-Low – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.NL.1.1.	Communicate in spontaneous spoken, written or signed conversations on both very familiar and everyday topics using practiced or memorized words and phrases (interpersonal mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes

N/A		Students Can:
INDICATORS OF PROGRESS	WL.NL.1.1.a.	Provide information by answering simple questions on very familiar topics using practiced or memorized words and phrases, with the help of gestures or visuals. No Correlations
INDICATORS OF PROGRESS	WL.NL.1.1.b.	Express some basic needs using practiced or memorized words and phrases, with the help of gestures and visuals. No Correlations
INDICATORS OF PROGRESS	WL.NL.1.1.c.	Express basic preferences or feelings using practiced or memorized words and phrases, with the help of gestures and visuals. No Correlations
LEVEL	WL.NL.1.	Novice-Low – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.NL.1.2.	Identify the general topic and some basic information in texts that are spoken, written, or signed in both very familiar and everyday contexts, by recognizing memorized words or familiar words (interpretive mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NL.1.2.a.	Identify memorized or familiar words when they are supported by gestures or visuals in informational texts. No Correlations
INDICATORS OF PROGRESS	WL.NL.1.2.b.	Identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. No Correlations
INDICATORS OF PROGRESS	WL.NL.1.2.c.	Understand memorized or familiar words when they are supported by gestures or visuals in conversations, discussions and other sources. No Correlations
LEVEL	WL.NL.1.	Novice-Low – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.NL.1.3.	Present information on very familiar and everyday topics using a variety of practiced or memorized words through spoken, written or signed language.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes

N/A		Students Can:
INDICATORS OF PROGRESS	WL.NL.1.3.a.	Introduce self, using practiced or memorized words and phrases with the help of gestures or visuals. No Correlations
INDICATORS OF PROGRESS	WL.NL.1.3.b.	Express likes and dislikes using practiced or memorized words and phrases with the help of gestures or visuals. No Correlations
INDICATORS OF PROGRESS	WL.NL.1.3.c.	Name very familiar people, places and objects using practiced or memorized words and phrases with the help of gestures or visuals. No Correlations
LEVEL	WL.NL.2.	Novice-Low – Cultures/Intercultural Communication: Interact with cultural competence and understanding.
STANDARD	WL.NL.2.1.	Identify practices to help understand perspectives in the target cultures and the student's own.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NL.2.1.a.	Investigate and identify some typical practices related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-low range. No Correlations
INDICATORS OF PROGRESS	WL.NL.2.1.b.	Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-low range. No Correlations
INDICATORS OF PROGRESS	WL.NL.2.1.c.	Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-low range. No Correlations
INDICATORS OF PROGRESS	WL.NL.2.1.d.	Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-low range. No Correlations

LEVEL	WL.NL.2.	Novice-Low – Cultures/Intercultural Communication: Interact with cultural competence and understanding.
STANDARD	WL.NL.2.2.	Identify products to help understand perspectives in the target cultures and the student's own.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NL.2.2.a.	Investigate and identify some typical products related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-low range. No Correlations
INDICATORS OF PROGRESS	WL.NL.2.2.b.	Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-low range. No Correlations
INDICATORS OF PROGRESS	WL.NL.2.2.c.	Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-low range. No Correlations
INDICATORS OF PROGRESS	WL.NL.2.2.d.	Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-low range. No Correlations
LEVEL	WL.NL.3.	Novice-Low – Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
STANDARD	WL.NL.3.1.	Identify information that can be gathered from target language resources connected to other content areas.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NL.3.1.a.	Identify selected information and skills from other content areas in experiences related to the target language and its cultures when using the target language in the three modes at the novice-low range. No Correlations

INDICATORS OF PROGRESS	WL.NL.3.1.b.	Reinforce learning in other content areas while using authentic resources when using the target language in the three modes at the novice-low range. No Correlations
LEVEL	WL.NL.3.	Novice-Low – Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
STANDARD	WL.NL.3.2.	Use authentic resources to locate basic information.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NL.3.2.a.	Extract information about the target cultures from selected authentic sources when using the target language in the three modes at the novice-low range. No Correlations
INDICATORS OF PROGRESS	WL.NL.3.2.b.	Use authentic target language sources to gain insight about the distinctive perspectives of the target culture when using the target language in the three modes at the novice-low range. No Correlations
LEVEL	WL.NL.4.	Novice-Low – Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
STANDARD	WL.NL.4.1.	Identify similarities and differences of the target language and the student's own language.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NL.4.1.a.	Use examples of words that are similar in the target language and the student's own language in the three modes at the novice-low range. No Correlations
INDICATORS OF PROGRESS	WL.NL.4.1.b.	Recognize identified idiomatic expressions that cannot be directly translated into the student's own language in the three modes at the novice-low range. No Correlations
INDICATORS OF PROGRESS	WL.NL.4.1.c.	Identify differences in formal and informal requirements for language between the target language and the student's own language in the three modes at the novice-low range. No Correlations

INDICATORS OF PROGRESS	WL.NL.4.1.d.	Use basic grammatical structures in context and recognize similarities and differences in the student's own language when using the target language in the three modes at the novice-low range. **No Correlations**
INDICATORS OF PROGRESS	WL.NL.4.1.e.	Identify and compare the sound and writing systems of the target language with the student's own language, including stress, intonation and punctuation in the three modes at the novice-low range. **No Correlations**
LEVEL	WL.NL.4.	Novice-Low – Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
STANDARD	WL.NL.4.2.	Identify and recognize the concept of culture through comparisons of the target culture(s) and the student's own culture.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NL.4.2.a.	Recognize cross-cultural similarities and differences in the practices to understand perspectives of the target culture(s) in the three modes at the novice-low range. **No Correlations**
INDICATORS OF PROGRESS	WL.NL.4.2.b.	Recognize cross-cultural similarities and differences in the products to understand perspectives of the target culture(s) in the three modes at the novice-low range. **No Correlations**
LEVEL	WL.NM.1.	Novice-Mid – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.NM.1.1.	Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences (interpersonal mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NM.1.1.a.	Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words and phrases and simple sentences. **No Correlations**

INDICATORS OF PROGRESS	WL.NM.1.1.b.	Express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words and phrases. **No Correlations**
INDICATORS OF PROGRESS	WL.NM.1.1.c.	Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases and questions. **No Correlations**
LEVEL	WL.NM.1.	Novice-Mid – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.NM.1.2.	Identify the general topic and some basic information in texts that are spoken, written or signed in both very familiar and everyday contexts, by recognizing memorized words and phrases (interpretive mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NM.1.2.a.	Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in informational texts. **No Correlations**
INDICATORS OF PROGRESS	WL.NM.1.2.b.	Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in fictional texts. **No Correlations**
INDICATORS OF PROGRESS	WL.NM.1.2.c.	Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in conversations, discussions and other sources. **No Correlations**
LEVEL	WL.NM.1.	Novice-Mid – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.NM.1.3.	Present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken, written or signed language (presentational mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NM.1.3.a.	Present information about self, interests and activities using a mixture of practiced or memorized words, phrases and simple sentences.

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		No Correlations
INDICATORS OF PROGRESS	WL.NM.1.3.b.	Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. No Correlations
INDICATORS OF PROGRESS	WL.NM.1.3.c.	Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. No Correlations
LEVEL	WL.NM.2.	Novice-Mid – Cultures/Intercultural Communication: Interact with cultural competence and understanding.
STANDARD	WL.NM.2.1.	Examine practices to help understand perspectives in the target cultures and the student's own.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NM.2.1.a.	Investigate and identify some typical practices related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-mid range. No Correlations
INDICATORS OF PROGRESS	WL.NM.2.1.b.	Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-mid range. No Correlations
INDICATORS OF PROGRESS	WL.NM.2.1.c.	Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-mid range. No Correlations
INDICATORS OF PROGRESS	WL.NM.2.1.d.	Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-mid range. No Correlations
LEVEL	WL.NM.2.	Novice-Mid – Cultures/Intercultural Communication: Interact with cultural competence and understanding.

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STANDARD	WL.NM.2.2.	Examine products to help understand perspectives in the target cultures and the student's own.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NM.2.2.a.	Investigate and identify some typical products related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-mid range. No Correlations
INDICATORS OF PROGRESS	WL.NM.2.2.b.	Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-mid range. No Correlations
INDICATORS OF PROGRESS	WL.NM.2.2.c.	Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-mid range. No Correlations
INDICATORS OF PROGRESS	WL.NM.2.2.d.	Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-mid range. No Correlations
LEVEL	WL.NM.3.	Novice-Mid – Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
STANDARD	WL.NM.3.1.	Summarize information gathered from target language resources connected to other content areas.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NM.3.1.a.	Identify selected information and skills from other content areas in experiences related to the target language and its cultures when using the target language in the three modes at the novice-mid range. No Correlations
INDICATORS OF PROGRESS	WL.NM.3.1.b.	Reinforce learning in other content areas while using authentic target language resources and the three modes at the novice-mid range.

		No Correlations
LEVEL	WL.NM.3.	Novice-Mid – Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
STANDARD	WL.NM.3.2.	Organize information acquired from authentic resources.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NM.3.2.a.	Identify and/or apply selected information and skills from other content areas in experiences related to the target language and cultures when using the target language in the three modes at the novice-mid range. No Correlations
INDICATORS OF PROGRESS	WL.NM.3.2.b.	Reinforce and/or expand learning in other content areas using authentic target language resources when using the target language in the three modes at the novice-mid range. No Correlations
LEVEL	WL.NM.4.	Novice-Mid – Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
STANDARD	WL.NM.4.1.	Expand knowledge of similarities and differences of the target language and the student's own language.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NM.4.1.a.	Use examples of words that are similar in the target language and their own language in the three modes at the novice-mid range. No Correlations
INDICATORS OF PROGRESS	WL.NM.4.1.b.	Recognize identified idiomatic expressions that cannot be directly translated into their own language in the three modes at the novice-mid range. No Correlations
INDICATORS OF PROGRESS	WL.NM.4.1.c.	Identify differences in formal and informal requirements for language between the target language and their own language in the three modes at the novice-mid range. No Correlations

INDICATORS OF PROGRESS	WL.NM.4.1.d.	Use basic grammatical structures in context and recognize similarities and differences in their own language when using the target language in the three modes at the novice-mid range. No Correlations
INDICATORS OF PROGRESS	WL.NM.4.1.e.	Identify and compare the sound and writing systems of the target language with their own language, including stress, intonation and punctuation in the three modes at the novice-mid range. No Correlations
LEVEL	WL.NM.4.	Novice-Mid – Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
STANDARD	WL.NM.4.2.	Investigate the concept of culture through comparisons of the target culture(s) and the student's own culture.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NM.4.2.a.	Recognize cross-cultural similarities and differences in the practices to understand perspectives of the target culture(s) in the three modes at the novice-mid range. No Correlations
INDICATORS OF PROGRESS	WL.NM.4.2.b.	Recognize cross-cultural similarities and differences in the products to understand perspectives of the target culture(s) in the three modes at the novice-mid range. No Correlations
LEVEL	WL.NH.1.	Novice-High – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.NH.1.1.	Communicate in spontaneous spoken, written or signed conversations on both very familiar and everyday topics using a variety of simple sentences (interpersonal mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NH.1.1.a.	Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. No Correlations

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INDICATORS OF PROGRESS	WL.NH.1.1.b.	Interact with others to meet basic needs related to routine everyday activities using simple sentences most of the time. No Correlations
INDICATORS OF PROGRESS	WL.NH.1.1.c.	Express, ask about and react to preferences, opinions, or feelings using simple sentences most of the time and asking questions to keep the conversation on topic. No Correlations
LEVEL	WL.NH.1.	Novice-High – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.NH.1.2.	Identify the general topic and some basic information in texts that are spoken, written or signed in both very familiar and everyday contexts, by recognizing simple sentences (interpretive mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NH.1.2.a.	Identify the topic and some isolated facts from simple sentences in informational texts. No Correlations
INDICATORS OF PROGRESS	WL.NH.1.2.b.	Identify the topic and some isolated elements from simple sentences in short fictional texts. No Correlations
INDICATORS OF PROGRESS	WL.NH.1.2.c.	Understand familiar questions and statements from simple sentences in conversations, discussions and other sources. No Correlations
LEVEL	WL.NH.1.	Novice-High – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.NH.1.3.	Present information on very familiar and everyday topics using a variety of simple sentences through spoken, written or signed language (presentational mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NH.1.3.a.	Present personal information about their lives and activities using simple sentences most of the time. No Correlations

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INDICATORS OF PROGRESS	WL.NH.1.3.b.	Express preferences on familiar and everyday topics of interest using simple sentences most of the time. No Correlations
INDICATORS OF PROGRESS	WL.NH.1.3.c.	Present on familiar and everyday topics using simple sentences most of the time. No Correlations
LEVEL	WL.NH.2.	Novice-High – Cultures/Intercultural Communication: Interact with cultural competence and understanding.
STANDARD	WL.NH.2.1.	Interpret practices to help understand perspectives in the target cultures and the student's own.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NH.2.1.a.	Investigate and identify some typical practices related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-high range. No Correlations
INDICATORS OF PROGRESS	WL.NH.2.1.b.	Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-high range. No Correlations
INDICATORS OF PROGRESS	WL.NH.2.1.c.	Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-high range. No Correlations
INDICATORS OF PROGRESS	WL.NH.2.1.d.	Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-high range. No Correlations
LEVEL	WL.NH.2.	Novice-High – Cultures/Intercultural Communication: Interact with cultural competence and understanding.
STANDARD	WL.NH.2.2.	Interpret products to help understand perspectives in the target cultures and the student's own.

EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NH.2.2.a.	Investigate and identify some typical products related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-high range. No Correlations
INDICATORS OF PROGRESS	WL.NH.2.2.b.	Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-high range. No Correlations
INDICATORS OF PROGRESS	WL.NH.2.2.c.	Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-high range. No Correlations
INDICATORS OF PROGRESS	WL.NH.2.2.d.	Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-high range. No Correlations
LEVEL	WL.NH.3.	Novice-High – Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
STANDARD	WL.NH.3.1.	Examine information gathered from target language resources connected to other content areas.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NH.3.1.a.	Identify selected information and skills from other content areas in experiences related to the target language and cultures when using the target language in the three modes at the novice-high range. No Correlations
INDICATORS OF PROGRESS	WL.NH.3.1.b.	Reinforce learning in other content areas while using authentic target language resources and the three modes at the novice-high range. No Correlations

LEVEL	WL.NH.3.	Novice-High – Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
STANDARD	WL.NH.3.2.	Relate information acquired from authentic resources to individual perspectives and experiences.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NH.3.2.a.	Identify and/or apply selected information and skills from other content areas in experiences related to the target language and its culture(s) when using the target language in the three modes at the novice-high range. No Correlations
INDICATORS OF PROGRESS	WL.NH.3.2.b.	Reinforce and/or expand learning in other content areas while using authentic target language resources and the three modes at the novice-high range. No Correlations
LEVEL	WL.NH.4.	Novice-High – Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
STANDARD	WL.NH.4.1.	Describe similarities and differences of the target language and the student's own language.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NH.4.1.a.	Use examples of words that are similar in the target language and the student's own language in the three modes at the novice-high range. No Correlations
INDICATORS OF PROGRESS	WL.NH.4.1.b.	Recognize identified idiomatic expressions that cannot be directly translated into the student's own language in the three modes at the novice-high range. No Correlations
INDICATORS OF PROGRESS	WL.NH.4.1.c.	Identify differences in formal and informal requirements for language between the target language and the student's language in the three modes at the novice-high range. No Correlations

INDICATORS OF PROGRESS	WL.NH.4.1.d.	Use basic grammatical structures in context and recognize similarities and differences in the student's language when using the target language in the three modes at the novice-high range. **No Correlations**
INDICATORS OF PROGRESS	WL.NH.4.1.e.	Identify and compare the sound and writing systems of the target language with the student's language, including stress, intonation and punctuation in the three modes at the novice-high range. **No Correlations**
LEVEL	WL.NH.4.	Novice-High – Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
STANDARD	WL.NH.4.2.	Describe the concept of culture through comparisons of the target culture(s) and the student's own culture.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.NH.4.2.a.	Recognize cross-cultural similarities and differences in the practices to understand perspectives of the target culture(s) in the three modes at the novice-high range. **No Correlations**
INDICATORS OF PROGRESS	WL.NH.4.2.b.	Recognize cross-cultural similarities and differences in the products to understand perspectives of the target culture(s) in the three modes at the novice-high range. **No Correlations**
LEVEL	WL.IL.1.	Intermediate-Low – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.IL.1.1.	Participate in spontaneous spoken, written or signed conversations on very familiar topics creating simple sentences to ask and answer a variety of questions (interpersonal mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IL.1.1.a.	Request and provide information in conversations on familiar topics by creating questions and simple sentences and asking appropriate follow-up questions. **No Correlations**

INDICATORS OF PROGRESS	WL.IL.1.1.b.	Interact with others to meet basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions. No Correlations
INDICATORS OF PROGRESS	WL.IL.1.1.c.	Express, ask about and react with some details to preferences, feelings or opinions on familiar topics by creating simple sentences and asking appropriate follow-up questions. No Correlations
LEVEL	WL.IL.1.	Intermediate-Low – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.IL.1.2.	Understand the main idea and some pieces of information from simple sentences within texts that are spoken, written or signed on familiar topics (interpretive mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IL.1.2.a.	Identify the topic and related information from simple sentences in short informational texts. No Correlations
INDICATORS OF PROGRESS	WL.IL.1.2.b.	Identify the topic and related information from simple sentences in short fictional texts. No Correlations
INDICATORS OF PROGRESS	WL.IL.1.2.c.	Identify the main idea and related information in short conversations, discussions and other sources. No Correlations
LEVEL	WL.IL.1.	Intermediate-Low – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.IL.1.3.	Communicate information, make presentations and express thoughts about familiar topics, using simple sentences through spoken, written, or signed language (presentational mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IL.1.3.a.	Present personal information about life, activities and events, using simple sentences. No Correlations

| INDICATORS OF PROGRESS | WL.IL.1.3.b. | Express preferences on familiar and everyday topics of interest and explain why one feels that way, using simple sentences.

No Correlations |
|---|---|---|
| INDICATORS OF PROGRESS | WL.IL.1.3.c. | Present on familiar and everyday topics, using simple sentences.

No Correlations |
LEVEL	WL.IL.2.	Intermediate-Low – Cultures/Intercultural Communication: Interact with cultural competence and understanding.
STANDARD	WL.IL.2.1.	Investigate and compare practices to help understand perspectives in the target cultures and the student's own.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IL.2.1.a.	Compare practices related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-low range.

No Correlations |
| INDICATORS OF PROGRESS | WL.IL.2.1.b. | Converse with peers from the target cultures in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-low range.

No Correlations |
| INDICATORS OF PROGRESS | WL.IL.2.1.c. | Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors, and avoid major social blunders when using the target language in the three modes at the intermediate-low range.

No Correlations |
| INDICATORS OF PROGRESS | WL.IL.2.1.d. | Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-low range.

No Correlations |
LEVEL	WL.IL.2.	Intermediate-Low – Cultures/Intercultural Communication: Interact with cultural competence and understanding.
STANDARD	WL.IL.2.2.	Investigate and compare products to help understand perspectives in the target cultures and the student's own.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes

N/A		Students Can:
INDICATORS OF PROGRESS	WL.IL.2.2.a.	Compare products related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-low range. No Correlations
INDICATORS OF PROGRESS	WL.IL.2.2.b.	Converse with peers from the target cultures in familiar situations at school, work or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-low range. No Correlations
INDICATORS OF PROGRESS	WL.IL.2.2.c.	Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders when using the target language in the three modes at the intermediate-low range. No Correlations
INDICATORS OF PROGRESS	WL.IL.2.2.d.	Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-low range. No Correlations
LEVEL	WL.IL.3.	Intermediate-Low – Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
STANDARD	WL.IL.3.1.	Use information gathered from target language resources for application in other content areas.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IL.3.1.a.	Transfer and apply information and skills from other content areas to experiences related to the target language and its culture(s) when using the three modes at the intermediate-low range. No Correlations
INDICATORS OF PROGRESS	WL.IL.3.1.b.	Apply information gathered through target language resources to other content areas in order to supplement learning when using the three modes at the intermediate-low range. No Correlations
LEVEL	WL.IL.3.	Intermediate-Low – Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

STANDARD	WL.IL.3.2.	Examine information and viewpoints present in authentic resources.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IL.3.2.a.	Research authentic target language sources, analyze the content, and acquire unique information available only through the target language and its culture(s) when using the three modes at the intermediate-low range. No Correlations
INDICATORS OF PROGRESS	WL.IL.3.2.b.	Use authentic sources to explore the distinctive perspectives of the target language and its cultures in the three modes at the intermediate-low range. No Correlations
LEVEL	WL.IL.4.	Intermediate-Low – Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
STANDARD	WL.IL.4.1.	Recognize how the significance of the similarities and differences between the target language and the student's own language provides insight into the student's own language.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IL.4.1.a.	Compare similarities and differences in the target language and the student's own language in the three modes at the intermediate-low range. No Correlations
INDICATORS OF PROGRESS	WL.IL.4.1.b.	Use appropriate idiomatic expressions in limited settings in the three modes at the intermediate-low range. No Correlations
INDICATORS OF PROGRESS	WL.IL.4.1.c.	Recognize how different time frames are expressed in the target language in the three modes at the intermediate-low range. No Correlations
INDICATORS OF PROGRESS	WL.IL.4.1.d.	Use knowledge of sound and writing systems in the target language to better understand the student's own language in the three modes at the intermediate-low range. No Correlations

INDICATORS OF PROGRESS	WL.IL.4.1.e.	Compare similarities in formal and informal requirements for language between the target language and their language in the three modes at the intermediate-low range. No Correlations
LEVEL	WL.IL.4.	Intermediate-Low – Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
STANDARD	WL.IL.4.2.	Compare the similarities and differences between the target culture(s) and the student's own culture.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IL.4.2.a.	Examine cross-cultural similarities and differences in the practices to understand perspectives of the target culture(s) in the three modes at the intermediate-low range. No Correlations
INDICATORS OF PROGRESS	WL.IL.4.2.b.	Examine cross-cultural similarities and differences in the products to understand perspectives of the target culture(s) in the three modes at the intermediate-low range. No Correlations
LEVEL	WL.IM.1.	Intermediate-Mid – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.IM.1.1.	Participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and some series of connected sentences to ask and answer a variety of questions (interpersonal mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IM.1.1.a.	Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. No Correlations
INDICATORS OF PROGRESS	WL.IM.1.1.b.	Interact with others to meet personal needs in a variety of familiar situations creating sentences and series of sentences and asking a variety of follow-up questions. No Correlations

INDICATORS OF PROGRESS	WL.IM.1.1.c.	Exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. **No Correlations**
LEVEL	WL.IM.1.	Intermediate-Mid – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.IM.1.2.	Understand the main idea and key information from sentences and some series of connected sentences within texts that are spoken, written or signed on familiar topics (interpretive mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IM.1.2.a.	Understand the main idea and key information in short, straightforward informational texts. **No Correlations**
INDICATORS OF PROGRESS	WL.IM.1.2.b.	Understand the main idea and key information in short, straightforward fictional texts. **No Correlations**
INDICATORS OF PROGRESS	WL.IM.1.2.c.	Identify the main idea and key information in short, straightforward conversations, discussions and other sources. **No Correlations**
LEVEL	WL.IM.1.	Intermediate-Mid – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.IM.1.3.	Communicate information, make presentations and express thoughts about familiar topics, using sentences and some series of connected sentences through spoken, written or signed language (presentational mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IM.1.3.a.	Tell a story about life, activities, events and other social experiences, using sentences and series of connected sentences. **No Correlations**

INDICATORS OF PROGRESS	WL.IM.1.3.b.	State viewpoints about familiar topics and give some reasons to support them, using sentences and series of connected sentences. **No Correlations**
INDICATORS OF PROGRESS	WL.IM.1.3.c.	Give straightforward presentations on a variety of familiar topics and some concrete researched topics, using sentences and series of connected sentences. **No Correlations**
LEVEL	**WL.IM.2.**	**Intermediate-Mid – Cultures/Intercultural Communication: Interact with cultural competence and understanding.**
STANDARD	**WL.IM.2.1.**	**Examine and compare practices to help understand perspectives in the target cultures and the student's own.**
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		**Evidence Outcomes**
N/A		**Students Can:**
INDICATORS OF PROGRESS	WL.IM.2.1.a.	Compare practices related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-mid range. **No Correlations**
INDICATORS OF PROGRESS	WL.IM.2.1.b.	Converse with peers from the target cultures in familiar situations at school, work or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-mid range. **No Correlations**
INDICATORS OF PROGRESS	WL.IM.2.1.c.	Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders when using the target language in the three modes at the intermediate-mid range. **No Correlations**
INDICATORS OF PROGRESS	WL.IM.2.1.d.	Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-mid range. **No Correlations**
LEVEL	**WL.IM.2.**	**Intermediate-Mid – Cultures/Intercultural Communication: Interact with cultural competence and understanding.**
STANDARD	**WL.IM.2.2.**	**Examine and compare products to help understand perspectives in the target cultures and the student's own.**

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EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IM.2.2.a.	Compare products related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-mid range. No Correlations
INDICATORS OF PROGRESS	WL.IM.2.2.b.	Converse with peers from the target cultures in familiar situations at school, work or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-mid range. No Correlations
INDICATORS OF PROGRESS	WL.IM.2.2.c.	Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders when using the target language in the three modes at the intermediate-mid range. No Correlations
INDICATORS OF PROGRESS	WL.IM.2.2.d.	Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-mid range. No Correlations
LEVEL	WL.IM.3.	Intermediate-Mid – Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
STANDARD	WL.IM.3.1.	Analyze information gathered from target language resources connected to other content areas.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IM.3.1.a.	Transfer and apply information and skills from other content areas to experiences related to the target language and cultures when using the three modes at the intermediate-mid range. No Correlations
INDICATORS OF PROGRESS	WL.IM.3.1.b.	Apply information gathered through target language resources to other content areas in order to supplement learning when using the three modes at the intermediate-mid range. No Correlations

LEVEL	WL.IM.3.	Intermediate-Mid – Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
STANDARD	WL.IM.3.2.	Analyze information and viewpoints present in authentic resources.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IM.3.2.a.	Research authentic target language sources, analyze the content, and acquire unique information available only through the target language and its cultures when using the three modes at the intermediate-low range. No Correlations
INDICATORS OF PROGRESS	WL.IM.3.2.b.	Use authentic sources to explore the distinctive perspectives of the target language and its cultures in the three modes at the intermediate-mid range. No Correlations
LEVEL	WL.IM.4.	Intermediate-Mid – Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
STANDARD	WL.IM.4.1.	Examine the significance of the similarities and differences between the target language and the student's own language.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IM.4.1.a.	Compare similarities and differences in the target language and the student's own language in the three modes at the intermediate-mid range. No Correlations
INDICATORS OF PROGRESS	WL.IM.4.1.b.	Use appropriate idiomatic expressions in limited settings in the three modes at the intermediate-mid range. No Correlations
INDICATORS OF PROGRESS	WL.IM.4.1.c.	Recognize how different time frames are expressed in the target language in the three modes at the intermediate-mid range. No Correlations
INDICATORS OF PROGRESS	WL.IM.4.1.d.	Use knowledge of sound and writing systems in the target language to better understand the student's own language in the three modes at the intermediate-mid range. No Correlations

INDICATORS OF PROGRESS	WL.IM.4.1.e.	Compare similarities in formal and informal requirements for language between the target language and their language in the three modes at the intermediate-mid range. No Correlations
LEVEL	WL.IM.4.	Intermediate-Mid – Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
STANDARD	WL.IM.4.2.	Examine the significance of the similarities and differences between the target culture(s) and the student's own culture.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IM.4.2.a.	Examine cross-cultural similarities and differences in the practices to understand perspectives of the target culture(s) in the three modes at the intermediate-mid range. No Correlations
INDICATORS OF PROGRESS	WL.IM.4.2.b.	Examine cross-cultural similarities and differences in the products to understand perspectives of the target culture(s) in the three modes at the intermediate-mid range. No Correlations
LEVEL	WL.IH.1.	Intermediate-High – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.IH.1.1.	Participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions (interpersonal mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IH.1.1.a.	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics that have been researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. No Correlations
INDICATORS OF PROGRESS	WL.IH.1.1.b.	Interact with others to meet needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. No Correlations

INDICATORS OF PROGRESS	WL.IH.1.1.c.	Explain preferences, opinions and emotions and provide advice on a variety of familiar and some concrete researched topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
		No Correlations
LEVEL	WL.IH.1.	Intermediate-High – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.IH.1.2.	Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed (interpretive mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IH.1.2.a.	Usually follow the main message in various time frames in straightforward and sometimes descriptive, paragraph-length informational texts.
		No Correlations
INDICATORS OF PROGRESS	WL.IH.1.2.b.	Usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
		No Correlations
INDICATORS OF PROGRESS	WL.IH.1.2.c.	Usually understand the main idea and flow of events expressed in various time frames in conversations, discussions and other sources.
		No Correlations
LEVEL	WL.IH.1.	Intermediate-High – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.IH.1.3.	Communicate information, make presentations and express thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language (presentational mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IH.1.3.a.	Tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
		No Correlations

INDICATORS OF PROGRESS	WL.IH.1.3.b.	State viewpoints on familiar or researched topics and provide reasons to support them, using a few short paragraphs, often across various time frames. **No Correlations**
INDICATORS OF PROGRESS	WL.IH.1.3.c.	Give detailed presentations on a variety of familiar topics and some concrete researched topics, using a few short paragraphs, often across various time frames. **No Correlations**
LEVEL	**WL.IH.2.**	**Intermediate-High – Cultures/Intercultural Communication: Interact with cultural competence and understanding.**
STANDARD	**WL.IH.2.1.**	**Interpret and compare practices to help understand perspectives in the target cultures and the student's own.**
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		**Evidence Outcomes**
N/A		**Students Can:**
INDICATORS OF PROGRESS	WL.IH.2.1.a.	Compare practices related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-high range. **No Correlations**
INDICATORS OF PROGRESS	WL.IH.2.1.b.	Converse with peers from the target cultures in familiar situations at school, work or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-high range. **No Correlations**
INDICATORS OF PROGRESS	WL.IH.2.1.c.	Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders when using the target language in the three modes at the intermediate-high range. **No Correlations**
INDICATORS OF PROGRESS	WL.IH.2.1.d.	Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-high range. **No Correlations**
LEVEL	**WL.IH.2.**	**Intermediate-High – Cultures/Intercultural Communication: Interact with cultural competence and understanding.**
STANDARD	**WL.IH.2.2.**	**Interpret and compare products to help understand perspectives in the target cultures and the student's own.**

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EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IH.2.2.a.	Compare products related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-high range. No Correlations
INDICATORS OF PROGRESS	WL.IH.2.2.b.	Converse with peers from the target cultures in familiar situations at school, work, or play and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-high range. No Correlations
INDICATORS OF PROGRESS	WL.IH.2.2.c.	Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders when using the target language in the three modes at the intermediate-high range. No Correlations
INDICATORS OF PROGRESS	WL.IH.2.2.d.	Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-high range. No Correlations
LEVEL	WL.IH.3.	Intermediate-High – Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
STANDARD	WL.IH.3.1.	Make inferences using information gathered from target language resources connected to other content areas.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IH.3.1.a.	Transfer and apply information and skills from other content areas to experiences related to the target language and its cultures in the three modes at the intermediate-high range. No Correlations
INDICATORS OF PROGRESS	WL.IH.3.1.b.	Apply information gathered through target language resources to other content areas in order to supplement learning in the three modes at the intermediate-high range. No Correlations

LEVEL	WL.IH.3.	Intermediate-High – Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
STANDARD	WL.IH.3.2.	Make inferences using information and viewpoints present in authentic resources.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IH.3.2.a.	Research authentic target language sources, analyze the content, and acquire unique information available only through the target language and its cultures when using the three modes at the intermediate-high range. No Correlations
INDICATORS OF PROGRESS	WL.IH.3.2.b.	Use authentic sources to explore the distinctive perspectives of the target language and its cultures in the three modes at the intermediate-high range. No Correlations
LEVEL	WL.IH.4.	Intermediate-High – Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
STANDARD	WL.IH.4.1.	Analyze the significance of the similarities and differences between the target language and the student's own language.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IH.4.1.a.	Compare similarities and differences in the target language and the student's own language in the three modes at the intermediate-high range. No Correlations
INDICATORS OF PROGRESS	WL.IH.4.1.b.	Use appropriate idiomatic expressions in limited settings in the three modes at the intermediate-high range. No Correlations
INDICATORS OF PROGRESS	WL.IH.4.1.c.	Recognize how different time frames are expressed in the target language in the three modes at the intermediate-high range. No Correlations
INDICATORS OF PROGRESS	WL.IH.4.1.d.	Use knowledge of sound and writing systems in the target language to better understand their own language in the three modes at the intermediate-high range. No Correlations

INDICATORS OF PROGRESS	WL.IH.4.1.e.	Compare differences in formal and informal requirements for language between the target language and their language in the three modes at the intermediate-high range. **No Correlations**
LEVEL	WL.IH.4.	Intermediate-High – Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
STANDARD	WL.IH.4.2.	Analyze the significance of the similarities and differences between the target culture(s) and the student's own culture.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.IH.4.2.a.	Examine cross-cultural similarities and differences in the practices to understand perspectives of the target culture(s) in the three modes at the intermediate-high range. **No Correlations**
INDICATORS OF PROGRESS	WL.IH.4.2.b.	Examine cross-cultural similarities and differences in the products to understand perspectives of the target culture(s) in the three modes at the intermediate-high range. **No Correlations**
LEVEL	WL.AL.1.	Advanced-Low – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.AL.1.1.	Maintain spontaneous spoken, written or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions (interpersonal mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.AL.1.1.a.	Exchange information and ideas on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames. **No Correlations**
INDICATORS OF PROGRESS	WL.AL.1.1.b.	Interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames. **No Correlations**

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INDICATORS OF PROGRESS	WL.AL.1.1.c.	Maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames. No Correlations
LEVEL	WL.AL.1.	Advanced-Low – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.AL.1.2.	Understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written or signed (interpretive mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.AL.1.2.a.	Identify the underlying message and some supporting details in descriptive informational texts across time frames. No Correlations
INDICATORS OF PROGRESS	WL.AL.1.2.b.	Identify the underlying message and some supporting details in fictional texts across time frames. No Correlations
INDICATORS OF PROGRESS	WL.AL.1.2.c.	Identify the underlying message and some supporting details in conversations and discussions across time frames. No Correlations
LEVEL	WL.AL.1.	Advanced-Low – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.AL.1.3.	Deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written or signed language (presentational mode).
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.AL.1.3.a.	Tell stories about school and community events and personal experiences, using paragraphs across major time frames. No Correlations

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INDICATORS OF PROGRESS	WL.AL.1.3.b.	State a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest, using paragraphs across major time frames. **No Correlations**
INDICATORS OF PROGRESS	WL.AL.1.3.c.	Deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames. **No Correlations**
LEVEL	WL.AL.2.	Advanced-Low – Cultures/Intercultural Communication: Interact with cultural competence and understanding.
STANDARD	WL.AL.2.1.	Explain some diversity among practices and how it relates to perspectives in the target cultures and the student's own.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.AL.2.1.a.	Explain how a variety of practices within familiar and social situations are related to perspectives when using the target language in the three modes at the advanced-low range. **No Correlations**
INDICATORS OF PROGRESS	WL.AL.2.1.b.	Converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences when using the target language in the three modes at the advanced-low range. **No Correlations**
INDICATORS OF PROGRESS	WL.AL.2.1.c.	Demonstrate awareness of subtle differences among cultural behaviors and adjust the student's behavior accordingly in familiar and some unfamiliar situations when using the target language in the three modes at the advanced-low range. **No Correlations**
INDICATORS OF PROGRESS	WL.AL.2.1.d.	Interact at a competent level in familiar and some unfamiliar cultural contexts when using the target language in the three modes at the advanced-low range. **No Correlations**
LEVEL	WL.AL.2.	Advanced-Low – Cultures/Intercultural Communication: Interact with cultural competence and understanding.
STANDARD	WL.AL.2.2.	Explain some diversity among products and how it relates to perspectives in the target cultures and the student's own.

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EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.AL.2.2.a.	Explain how a variety of products of public and personal interest are related to perspectives when using the target language in the three modes at the advanced-low range. No Correlations
INDICATORS OF PROGRESS	WL.AL.2.2.b.	Converse comfortably with others from the target culture, in familiar and some unfamiliar situations and show some understanding of cultural differences when using the target language in the three modes at the advanced-low range. No Correlations
INDICATORS OF PROGRESS	WL.AL.2.2.c.	Demonstrate awareness of subtle differences among cultural behaviors and adjust the student's behavior accordingly, in familiar and some unfamiliar situations when using the target language in the three modes at the advanced-low range. No Correlations
INDICATORS OF PROGRESS	WL.AL.2.2.d.	Interact at a competent level in familiar and some unfamiliar cultural contexts when using the target language in the three modes at the advanced-low range. No Correlations
LEVEL	WL.AL.3.	Advanced-Low – Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
STANDARD	WL.AL.3.1.	Evaluate information gathered from target language resources connected to other content areas.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.AL.3.1.a.	Interpret information and apply skills from other content areas to experiences related to the target language and its cultures when using the three modes at the advanced-low range. No Correlations
INDICATORS OF PROGRESS	WL.AL.3.1.b.	Research target language resources in order to analyze and synthesize information acquired from authentic target language sources for use in other content areas when using the three modes at the advanced-low range. No Correlations

LEVEL	WL.AL.3.	Advanced-Low – Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
STANDARD	WL.AL.3.2.	Evaluate information and viewpoints present in authentic resources.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.AL.3.2.a.	Research authentic target language resources, analyze the content, and acquire unique information available only through the target language and its cultures when using the three modes at the advanced-low range. No Correlations
INDICATORS OF PROGRESS	WL.AL.3.2.b.	Use authentic sources to analyze the distinctive perspectives of the target language and its cultures when using the three modes at the advanced-low range. No Correlations
LEVEL	WL.AL.4.	Advanced-Low – Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
STANDARD	WL.AL.4.1.	Reflect on the significance of the similarities and differences between the target language and the student's own language.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.AL.4.1.a.	Analyze similarities and differences in the target language and the student's own language in the three modes at the advanced-low range. No Correlations
INDICATORS OF PROGRESS	WL.AL.4.1.b.	Use appropriate idiomatic expressions in a variety of settings in the three modes at the advanced-low range. No Correlations
INDICATORS OF PROGRESS	WL.AL.4.1.c.	Compare differences in formal and informal requirements for language between the target language and their language in the three modes at the advanced-low range. No Correlations
INDICATORS OF PROGRESS	WL.AL.4.1.d.	Recognize how different time frames are expressed in the target language in the three modes at the advanced-low range. No Correlations

INDICATORS OF PROGRESS	WL.AL.4.1.e.	Use knowledge of sound and writing systems in the target language to better understand the student's own language in the three modes at the advanced-low range. **No Correlations**
LEVEL	WL.AL.4.	Advanced-Low – Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
STANDARD	WL.AL.4.2.	Reflect on the significance of the similarities and differences between the target culture(s) and the student's own culture.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Evidence Outcomes
N/A		Students Can:
INDICATORS OF PROGRESS	WL.AL.4.2.a.	Analyze cross-cultural similarities and differences in the practices to understand perspectives of the target culture(s) in the three modes at the advanced-low range. **No Correlations**
INDICATORS OF PROGRESS	WL.AL.4.2.b.	Analyze cross-cultural similarities and differences in the products to understand perspectives of the target culture(s) in the three modes at the advanced-low range. **No Correlations**