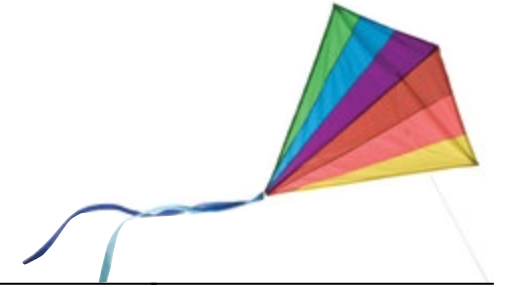


Alignment of



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# Objectives for Development & Learning

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WITH

**Teaching Strategies Objectives for Development and Learning (ODL)**

aligned to

**Arkansas Child Development and Early Learning Standards:  
Birth through 60 months**

**Standards adopted 2016**

**Ages: 0-8 months**

<b>STRAND / TOPIC</b>	<b>AR.B-8.SE.</b>	<b>Social and Emotional Development (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.SE1.</b>	<b>Relationships with Others</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.SE1.1.</b>	<b>Forms trusting relationships with nurturing adults</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>INTERACTIONS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Engages in back-and-forth interactions with familiar adults (e.g., peek-a-boo, makes vocalizations in response to adult interaction, imitates facial expressions or sounds)</li> <li>• Communicates needs to familiar adults through a variety of behaviors ranging from crying, looking at object of interest and back at caregiver, smiling, pointing, dropping or banging objects, to leading adult by the hand</li> </ul> <p><u>Gold Objectives for Development and Learning</u> Objective 2a.2 Demonstrates a secure attachment to one or more adults</p> <ul style="list-style-type: none"> <li>• Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.B-8.SE.</b>	<b>Social and Emotional Development (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.SE1.</b>	<b>Relationships with Others</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.SE1.1.</b>	<b>Forms trusting relationships with nurturing adults</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ATTACHMENT RELATIONSHIPS</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>Forms strong emotional bonds (attachment) with one or more caregivers (e.g., shows preference for familiar adults, demonstrates pleasure during caregiver interactions, is soothed by caregiver)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults</li> <li>Objective 2a.2 Demonstrates a secure attachment to one or more adults</li> </ul>
STRAND / TOPIC	AR.B-8.SE.	Social and Emotional Development (Birth-8m)
CONTENT STANDARD	B-8.SE1.	Relationships with Others
PERFORMANCE EXPECTATION	B-8.SE1.2.	Interacts with peers
BENCHMARK / PROFICIENCY		DEVELOPS FRIENDSHIPS
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows interest in peers (e.g., watches other children, reaches out to touch them, imitates sounds or actions) with increasing participation in simple, brief back-and-forth interactions with peers</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 02 Establishes and sustains positive relationships c. Interacts with peers</li> <li>Objective 2c.2 Plays near other children; uses similar materials or actions</li> </ul>
STRAND / TOPIC	AR.B-8.SE.	Social and Emotional Development (Birth-8m)
CONTENT STANDARD	B-8.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	B-8.SE2.1.	Experiences, expresses, and regulates a range of emotions
BENCHMARK / PROFICIENCY		EMOTION EXPRESSION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Expresses a range of basic emotions (e.g., joy, sadness, contentment, distress, interest, disgust, surprise, anger, fear) through facial expressions, gestures, and sounds</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems</li> <li>Objective 3b.2 Expresses feelings during a conflict</li> </ul>
STRAND / TOPIC	AR.B-8.SE.	Social and Emotional Development (Birth-8m)
CONTENT STANDARD	B-8.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	B-8.SE2.1.	Experiences, expresses, and regulates a range of emotions
BENCHMARK / PROFICIENCY		EMOTION REGULATION

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses adult support to calm self (e.g., relaxes when picked up and held by a familiar adult) and demonstrates some self-soothing behaviors (e.g., thumb/fist sucking, rocking, turning away from source of overstimulation)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 01 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.2 Uses adult support to calm self</p>
STRAND / TOPIC	AR.B-8.SE.	Social and Emotional Development (Birth-8m)
CONTENT STANDARD	B-8.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	B-8.SE2.2.	Interprets and responds to the feelings of others
BENCHMARK / PROFICIENCY		EMPATHY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Reacts to and takes cues from others' emotional expressions (e.g., cries when hears other children crying, smiles when someone laughs, stops an action when sees a worried or alarmed expression on caregiver's or peer's face)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues</li> </ul> <p>Objective 2b.2 Reacts to others' emotional expressions</p>
STRAND / TOPIC	AR.B-8.SE.	Social and Emotional Development (Birth-8m)
CONTENT STANDARD	B-8.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	B-8.SE3.1.	Shows awareness of self as unique individual
BENCHMARK / PROFICIENCY		SENSE OF IDENTITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Develops beginning self-awareness (e.g., explores own hands and feet, responds to name)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p>Objective 9a.3 Emerging to 9a.4 Names familiar, people, animals, and objects</p>
STRAND / TOPIC	AR.B-8.SE.	Social and Emotional Development (Birth-8m)
CONTENT STANDARD	B-8.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	B-8.SE3.2.	Demonstrates competence and confidence
BENCHMARK / PROFICIENCY		SENSE OF AUTONOMY

DESCRIPTOR		<ul style="list-style-type: none"> <li>Experiments with ability to influence surroundings and behavior of others (e.g., shows pleasure and curiosity in making toys produce noise; repeats actions or sounds that receive attention)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.4 Seeks to do things for self</p>
STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	B-8.CD1.1.	Shows curiosity and a willingness to try new things
BENCHMARK / PROFICIENCY		EXPLORATION & INVESTIGATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Uses senses and a variety of actions to explore the environment (e.g., turns head toward a sound, shakes or bangs a toy, mouths objects)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	B-8.CD1.1.	Shows curiosity and a willingness to try new things
BENCHMARK / PROFICIENCY		INTEREST IN NEW EXPERIENCES
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows pleasure or engagement when interesting or new things happen (e.g., laughs after shaking a toy that rattles, listens intently to a new song)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> </ul> <p>Objective 11a.2 Pays attention to sights and sounds</p>
STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	B-8.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		DETERMINATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Repeats actions to produce similar results (e.g., repeatedly shakes toy to produce noise; puts objects in a container and dumps them out over and over again)</li> </ul> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning b. Persists</li> </ul> <p>Objective 11b.2 Repeats actions to obtain similar results</p>

STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	B-8.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		TASK COMPLETION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Demonstrates increasing ability to continue interactions with others (e.g., attends to game of peek-a-boo for longer period of time, makes back-and-forth vocalizations with adult) and stays engaged with toys for more than just a brief time</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> <li>Objective 11a.2 Pays attention to sights and sounds</li> </ul>
STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD2.	Executive Function
PERFORMANCE EXPECTATION	B-8.CD2.1.	Focuses and sustains attention
BENCHMARK / PROFICIENCY		ATTENTION & ENGAGEMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Orients to and focuses on sounds, activities, people, and objects in the environment (e.g., attends to sounds, lights, etc.; turns head to follow caregiver with his or her gaze)</li> <li>• Shows increasing ability to attend to people and objects and join others in a common focus (e.g., attends to a short, familiar storybook, though may not want to follow book page by page)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> <li>Objective 11a.2 Pays attention to sights and sounds</li> </ul>
STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD2.	Executive Function
PERFORMANCE EXPECTATION	B-8.CD2.2.	Shows flexibility in adjusting thinking and behavior to different contexts
BENCHMARK / PROFICIENCY		FLEXIBLE THINKING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</li> <li>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</li> </ul>
STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD2.	Executive Function
PERFORMANCE EXPECTATION	B-8.CD2.3.	Regulates impulses and behaviors
BENCHMARK / PROFICIENCY		IMPULSE CONTROL/DELAY OF GRATIFICATION

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: SE2.1 Experiences, expresses, and regulates a range of emotions</li> </ul> <p>No Correlations</p>
STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD2.	Executive Function
PERFORMANCE EXPECTATION	B-8.CD2.4.	Holds and manipulates information in memory
BENCHMARK / PROFICIENCY		SHORT-TERM & WORKING MEMORY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows awareness that people and objects still exist when they are out of sight and sound range (object permanence; e.g., reaches under a blanket to retrieve a stuffed animal that an adult has hidden while child watches; when older, watches at the window after a family member leaves)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</li> </ul>
STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD2.	Executive Function
PERFORMANCE EXPECTATION	B-8.CD2.4.	Holds and manipulates information in memory
BENCHMARK / PROFICIENCY		LONG-TERM MEMORY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Anticipates familiar actions or routines (e.g., raises legs when diaper is changed; later in this age range, goes to table when it is time to eat)</li> <li>• Responds to familiar people and objects (e.g., shows excitement about a toy that was played with days earlier; later in this age range looks for or points to familiar people or objects when they are named)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</li> </ul>
STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	B-8.CD3.1.	Uses reasoning and planning ahead to solve problems and reach goals
BENCHMARK / PROFICIENCY		PROBLEM SOLVING

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses own movements and actions to solve simple problems or reach goals (e.g., rolls to the side to reach an interesting object; pulls on an adult’s leg when wants to be picked up)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> <li>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</li> </ul>
STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	B-8.CD3.2.	Engages in symbolic and abstract thinking
BENCHMARK / PROFICIENCY		PRETEND PLAY/SYMBOLIC REPRESENTATION/ABSTRACT THINKING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: LD1.1 Understands and responds to language (in child’s home language); LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure</li> </ul> <p><b>No correlations</b></p>
STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH1.	Gross Motor
PERFORMANCE EXPECTATION	B-8.PH1.1.	Demonstrates locomotor skills
BENCHMARK / PROFICIENCY		BODY MOVEMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Lifts head and chest off firm surface such as floor when on tummy; rolls over</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> <li>Objective 4.2 Moves to explore immediate environment</li> </ul>
STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH1.	Gross Motor
PERFORMANCE EXPECTATION	B-8.PH1.2.	Shows stability and balance
BENCHMARK / PROFICIENCY		CORE STABILITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Sits independently with increasing stability and ability to change positions (e.g., get into sitting position from lying down or crawling, reach for a toy without falling, pull to a standing position from sitting)</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> <li>Objective 5.2 Balances while exploring immediate environment</li> </ul>
STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH1.	Gross Motor



<b>PERFORMANCE EXPECTATION</b>	<b>B-8.PH1.3.</b>	<b>Demonstrates gross-motor manipulative skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>THROWING</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Reaches for and drops objects, grasps a rolled ball or other object with two hands, pushes or rolls objects, bats or swipes at toys</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 06 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.2 Reaches, grasps, and releases objects</b></p>
<b>STRAND / TOPIC</b>	<b>AR.B-8.PH.</b>	<b>Physical Development and Health (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.PH2.</b>	<b>Fine Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.PH2.1.</b>	<b>Demonstrates fine-motor strength, control, and coordination</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>HAND-EYE COORDINATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Uses hand-eye coordination to reach for, touch, and explore properties of objects</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.2 Reaches for, touches, and holds objects purposefully</b></p>
<b>STRAND / TOPIC</b>	<b>AR.B-8.PH.</b>	<b>Physical Development and Health (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.PH2.</b>	<b>Fine Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.PH2.1.</b>	<b>Demonstrates fine-motor strength, control, and coordination</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>GRASP AND MANIPULATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Grasps objects with increasing skill, adjusting grasp to match task (e.g., uses index finger and thumb [pincer grasp] to pick up pieces of cereal, uses whole hands to bang two blocks together)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.2 Reaches for, touches, and holds objects purposefully</b></p>
<b>STRAND / TOPIC</b>	<b>AR.B-8.PH.</b>	<b>Physical Development and Health (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.PH2.</b>	<b>Fine Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.PH2.2.</b>	<b>Adjusts grasp and coordinates movements to use tools</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>UTENSILS/WRITING &amp; DRAWING TOOLS/SCISSORS/VARIETY OF TOOLS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: PH2.1 Demonstrates fine motor strength, control, and coordination</li> </ul> <p><u>No correlations</u></p>

STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	B-8.PH3.1.	Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
BENCHMARK / PROFICIENCY		COMMUNICATING NEEDS
DESCRIPTOR		<ul style="list-style-type: none"> <li>Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> <li>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</li> </ul>
STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	B-8.PH3.2.	Shows awareness of safe behavior
BENCHMARK / PROFICIENCY		AWARENESS OF SAFE BEHAVIOR AND SIGNALS OF DANGER
DESCRIPTOR		<ul style="list-style-type: none"> <li>Uses sensory information and cues from caregivers to assess safety of environment (e.g., startles at a loud noise, looks to caregiver when approached by an unfamiliar adult, shows awareness of steep drop-offs when crawling or walking)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults</li> <li>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</li> </ul>
STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	B-8.PH3.3.	Engages in a variety of developmentally appropriate physical activities
BENCHMARK / PROFICIENCY		PARTICIPATION IN PHYSICAL ACTIVITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>Participates in simple physical play with an adult (e.g., flexes legs while lying down as adult gently pushes feet back and forth, plays patty cake)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 4 Demonstrates traveling skills</li> <li>Objective 4.2 Moves to explore immediate environment</li> </ul>
STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	B-8.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		COMMUNICATING NEEDS

DESCRIPTOR		<ul style="list-style-type: none"> <li>Indicates needs and wants using gestures, body language, vocalizations, and later words (e.g., cries when tired; signs or points to food when wanting more; reaches for adult to be held or hugged)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> <li>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</li> </ul>
STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	B-8.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		PERSONAL CARE ROUTINES
DESCRIPTOR		<ul style="list-style-type: none"> <li>Anticipates and cooperates during daily care routines (e.g., opens mouth when food is offered, raises legs when diaper is changed)</li> </ul> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> <li>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</li> </ul>
STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD1.	Receptive Language
PERFORMANCE EXPECTATION	B-8.LD1.1.	Understands and responds to language (in child’s home language)
BENCHMARK / PROFICIENCY		VOCABULARY & LANGUAGE COMPREHENSION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Responds to noises and voices in the environment (e.g., startles or cries at unexpected sounds; smiles or coos when “parentese*” is used)</li> <li>Shows excitement at familiar words such as “mommy,” “bottle,” or “bebé” (baby in Spanish)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> <li>Objective 8a.2 Shows an interest in the speech of others</li> </ul>
STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD1.	Receptive Language
PERFORMANCE EXPECTATION	B-8.LD1.1.	Understands and responds to language (in child’s home language)
BENCHMARK / PROFICIENCY		FOLLOWS DIRECTIONS

DESCRIPTOR		<ul style="list-style-type: none"> <li>Engages in reciprocal face-to-face interactions and responds to adults through gestures, looking in a specific direction, or vocalizations</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li><b>Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</b></li> <li><b>Objective 10a.2 Engages in simple back-and-forth exchanges with others</b></li> </ul>
STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD2.	Expressive Language
PERFORMANCE EXPECTATION	B-8.LD2.1.	Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)
BENCHMARK / PROFICIENCY		<b>EXPRESSIVE VOCABULARY</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>Experiments with making sounds (e.g., babbling), often repeating consonant sounds (e.g., da da and ba ba)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li><b>Objective 9 Uses language to express thoughts and needs b. Speaks clearly</b></li> <li><b>Objective 9b.2 Babbles strings of single consonant sounds and combines sounds</b></li> </ul>
STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD2.	Expressive Language
PERFORMANCE EXPECTATION	B-8.LD2.1.	Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)
BENCHMARK / PROFICIENCY		<b>CLARITY OF COMMUNICATION</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>Uses vocalizations (e.g., cooing) and gestures to communicate needs, interests, and emotions</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li><b>Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</b></li> <li><b>Objective 9a.2 Vocalizes and gestures to communicate</b></li> </ul>
STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD3.	Communication Skills
PERFORMANCE EXPECTATION	B-8.LD3.1.	Communicates using social and conversational rules
BENCHMARK / PROFICIENCY		<b>CONVERSATIONS/SOCIAL RULES OF LANGUAGE</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses eye contact, facial expressions, gestures, and sounds to engage in turn-taking “conversations” with adults</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</li> </ul> <p><b>Objective 10a.2 Engages in simple back-and-forth exchanges with others</b></p>
STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		<b>EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</li> <li>• Pays attention to and observes other children and adults as English is spoken</li> <li>• Attends to English in small- and large-group activities, such as circle time, storybook reading, etc.</li> <li>• Imitates behaviors of other children to get the same result (e.g. sees child make the sign for “me too” in sign language and makes the same sign)</li> </ul> <p><u>No correlations</u></p>
STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		<b>MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</li> <li>• Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</li> <li>• Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)</li> <li>• Responds appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)</li> </ul> <p><u>No correlations</u></p>
STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English

<b>BENCHMARK / PROFICIENCY</b>		<b>LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</li> <li>• Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities</li> <li>• Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)</li> <li>• Follows directions that involve a one- or two-step sequence, relying less on contextual cues</li> </ul> <p><u>No correlations</u></p>
<b>STRAND / TOPIC</b>	<b>AR.B-8.LD.</b>	<b>Language Development (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.LD4.1.</b>	<b>Demonstrates progress in attending to, understanding, and responding to English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul> <p><u>No correlations</u></p>
<b>STRAND / TOPIC</b>	<b>AR.B-8.LD.</b>	<b>Language Development (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.LD4.1.</b>	<b>Demonstrates progress in attending to, understanding, and responding to English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul> <p><u>No correlations</u></p>
<b>STRAND / TOPIC</b>	<b>AR.B-8.LD.</b>	<b>Language Development (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.LD4.1.</b>	<b>Demonstrates progress in attending to, understanding, and responding to English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul> <p><u>No correlations</u></p>
STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others</li> <li>Repeats sounds and words in English</li> </ul> <p><u>No correlations</u></p>
STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>Combines nonverbal with some verbal communication to be understood by others</li> <li>Engages in codeswitching during conversations</li> <li>Uses telegraphic speech</li> <li>Uses formulaic speech (expressions that are learned whole, e.g., “I don’t know”)</li> <li>Uses English vocabulary that mainly consists of concrete nouns and some verbs and pronouns</li> <li>Converses with others in English using two or three words at a time but switches back and forth between English and their home language</li> <li>Uses some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and applies at times the rules of grammar of the home language to English</li> <li>Uses “what” and “why” questions in English, sometimes with errors</li> </ul> <p><u>No correlations</u></p>
STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes</li> <li>• Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary</li> <li>• Sustains a conversation in English with increasingly complex syntax, adding conjunctions, adjectives, adverbs, subject-verb-object patterns, and other more advanced elements of English sentence construction</li> <li>• Expands use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors</li> <li>• Uses “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with mistakes</li> </ul> <p><u>No correlations</u></p>
STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul> <p><u>No correlations</u></p>
STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul> <p><u>No correlations</u></p>
STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT



DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul> <p><u>No correlations</u></p>
STRAND / TOPIC	AR.B-8.EL.	Emergent Literacy (Birth-8m)
CONTENT STANDARD	B-8.EL1.	Engagement in literacy experiences and understanding of stories and books
PERFORMANCE EXPECTATION	B-8.EL1.1.	Shows interest in literacy experiences
BENCHMARK / PROFICIENCY		ENGAGEMENT IN LITERACY EXPERIENCES
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Demonstrates listening by becoming quiet or shows pleasure when listening to a familiar story, rhyme, or song</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.2 Shows interest in books</p>
STRAND / TOPIC	AR.B-8.EL.	Emergent Literacy (Birth-8m)
CONTENT STANDARD	B-8.EL1.	Engagement in literacy experiences and understanding of stories and books
PERFORMANCE EXPECTATION	B-8.EL1.2.	Engages in read-alouds and conversations about books and stories
BENCHMARK / PROFICIENCY		ENGAGEMENT WITH BOOKS AND STORIES
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Attends to caregiver’s voice when being held and read to</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.2 Shows interest in books</p>
STRAND / TOPIC	AR.B-8.EL.	Emergent Literacy (Birth-8m)
CONTENT STANDARD	B-8.EL2.	Phonological Awareness
PERFORMANCE EXPECTATION	B-8.EL2.1.	Notices and manipulates the sounds of language
BENCHMARK / PROFICIENCY		EXPLORATION OF SOUNDS OF LANGUAGE
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker</li> <li>• Experiments with the sounds of language</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.2 Shows an interest in the speech of others</p>

<b>STRAND / TOPIC</b>	<b>AR.B-8.EL.</b>	<b>Emergent Literacy (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.EL3.</b>	<b>Knowledge and Use of Books, Print, and Letters</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.EL3.1.</b>	<b>Responds to features of books and print</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>BOOK KNOWLEDGE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Explores books with all senses (e.g., sight, touch, even taste)</li> </ul> <p><b><i>GOLD</i>® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> <li>Objective 17a.2 Shows interest in books</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.B-8.EL.</b>	<b>Emergent Literacy (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.EL3.</b>	<b>Knowledge and Use of Books, Print, and Letters</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.EL3.2.</b>	<b>Shows knowledge of the shapes, names, and sounds of letters</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ALPHABET KNOWLEDGE/LETTER–SOUND CONNECTIONS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: EL1.1 Shows interest in literacy experiences; EL2.1 Notices and manipulates the sounds of language; EL3.1 Responds to features of books and print</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.B-8.EL.</b>	<b>Emergent Literacy (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.EL3.</b>	<b>Knowledge and Use of Books, Print, and Letters</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.EL3.3.</b>	<b>Demonstrates emergent writing skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>PRE-WRITING EXPLORATION/LETTER AND PRINT WRITING CONCEPTS/EARLY WORD WRITING</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: EL1.1 Shows interest in literacy experiences; EL2.1 Notices and manipulates the sounds of language; EL3.1 Responds to features of books and print; PH2.1 Demonstrates fine motor strength, control, and coordination</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.B-8.MT.</b>	<b>Mathematical Thinking (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.MT1.</b>	<b>Number Concepts and Operations</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.MT1.1.</b>	<b>Demonstrates number sense and an understanding of quantity</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>NUMBER NAMES &amp; COUNT SEQUENCE</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Attends to quantity while playing with objects (e.g., reaches or looks for more than one object)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantify Objective 20b.1 Emerging to 20b.2 Demonstrates understanding of the concepts of one, two, and more</li> </ul>
STRAND / TOPIC	AR.B-8.MT.	Mathematical Thinking (Birth-8m)
CONTENT STANDARD	B-8.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	B-8.MT1.2.	Explores combining and separating groups (numerical operations)
BENCHMARK / PROFICIENCY		CHANGES IN QUANTITY/ADDITION & SUBTRACTION/EARLY DIVISION AND FRACTIONS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: MT1.1 Demonstrates number sense and an understanding of quantity</li> </ul> <p>No Correlations</p>
STRAND / TOPIC	AR.B-8.MT.	Mathematical Thinking (Birth-8m)
CONTENT STANDARD	B-8.MT2.	Algebraic Thinking
PERFORMANCE EXPECTATION	B-8.MT2.1.	Uses classification and patterning skills
BENCHMARK / PROFICIENCY		CLASSIFICATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Explores the characteristics of objects through various means (e.g., banging, mouthing, dropping) and shows different responses to familiar and unfamiliar people and situations</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills Objective 13.1 Emerging to 13.2 Matches similar objects</li> </ul>
STRAND / TOPIC	AR.B-8.MT.	Mathematical Thinking (Birth-8m)
CONTENT STANDARD	B-8.MT2.	Algebraic Thinking
PERFORMANCE EXPECTATION	B-8.MT2.1.	Uses classification and patterning skills
BENCHMARK / PROFICIENCY		PATTERNING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Enjoys and anticipates repetition in activities and daily routines (e.g., smiles in anticipation of adult revealing face during peek-a-boo; makes vocalizations upon hearing a familiar song that is sung each time they are diapered)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life</li> </ul>
STRAND / TOPIC	AR.B-8.MT.	Mathematical Thinking (Birth-8m)

<b>CONTENT STANDARD</b>	<b>B-8.MT3.</b>	<b>Measurement and Comparison</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.MT3.1.</b>	<b>Participates in exploratory measurement activities and compares objects</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>MEASUREMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects Objective 22a.1 Emerging to 22a.2 Makes simple comparisons between two objects</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.B-8.MT.</b>	<b>Mathematical Thinking (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.MT4.</b>	<b>Geometry and Spatial Sense</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.MT4.1.</b>	<b>Explores and describes shapes and spatial relationships</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>SHAPE KNOWLEDGE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.1 Emerging to 21b.2 Matches two identical shapes</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.B-8.MT.</b>	<b>Mathematical Thinking (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.MT4.</b>	<b>Geometry and Spatial Sense</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.MT4.1.</b>	<b>Explores and describes shapes and spatial relationships</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>SPATIAL SENSE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Explores how objects move (e.g., tracking objects with eyes and head, pushing cars down a ramp) and their own spatial sense (e.g., rolling over, bumping into things, trying to sit on chair that is too small)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.1 Emerging to 21a.2 Follows simple directions related to position (in, on, under, up, down)</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.B-8.ST.</b>	<b>Science and Technology (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.ST1.</b>	<b>Scientific Practices</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.ST1.1.</b>	<b>Engages in the scientific process to collect, analyze, and communicate information</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>OBSERVATIONS, QUESTIONS, &amp; PREDICTIONS</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Explores and manipulates objects using multiple senses (e.g. touch, taste, sight, smell, sound)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST1.	Scientific Practices
PERFORMANCE EXPECTATION	B-8.ST1.1.	Engages in the scientific process to collect, analyze, and communicate information
BENCHMARK / PROFICIENCY		INVESTIGATION & HYPOTHESIS TESTING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Recognizes ability to make things happen (e.g., hits or kicks an object and it moves) and intentionally repeats actions to observe the reaction (e.g., bangs block on floor repeatedly to hear the sound it makes; flips switches on and off; splashes hands in water to see toys move)</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists</li> </ul> <p>Objective 11b.2 Repeats actions to obtain similar results</p>
STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	B-8.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		SYSTEM PARTS & WHOLE
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows beginning awareness of parts of own body and how to use them to interact with the world in specific ways (e.g., using hands to pick up things; later in this age range leans ear closer to window when adult says, “Listen! Can you hear that outside?”)</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	B-8.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		STRUCTURE & FUNCTION

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Explores characteristics of different animals, materials, and objects (e.g., explores different textures in touch-and-feel books; touches mouth of caregiver who is singing to see where sound is coming from)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	B-8.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		STABILITY AND CHANGE
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Anticipates familiar routines and activities (e.g., mealtimes) and notices changes in the environment (e.g., later in this age range points to a piece of furniture that has been moved)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences b. Makes connections</li> </ul> <p>Objective 12b.1 Emerging to 12b.2 Looks for familiar persons when they are named; relates objects to events</p>
STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	B-8.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
BENCHMARK / PROFICIENCY		LIVING THINGS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	B-8.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
BENCHMARK / PROFICIENCY		NATURE & THE ENVIRONMENT

DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	B-8.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth’s environment, and physical objects and materials
BENCHMARK / PROFICIENCY		PHYSICAL OBJECTS & MATERIALS
DESCRIPTOR		<ul style="list-style-type: none"> <li>Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	B-8.ST3.2.	Uses tools and engineering practices to explore and solve problems
BENCHMARK / PROFICIENCY		KNOWLEDGE & USE OF TOOLS
DESCRIPTOR		<ul style="list-style-type: none"> <li>Uses body parts as tools to obtain a result (e.g., reaches out and grasps a rattle)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> </ul> <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	B-8.ST3.3.	Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play
BENCHMARK / PROFICIENCY		TECHNOLOGY HANDLING/DIGITAL LITERACY/DIGITAL CITIZENSHIP
DESCRIPTOR		<ul style="list-style-type: none"> <li>Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: CD1.1 Shows curiosity and a willingness to try new things</li> </ul>
STRAND / TOPIC	AR.B-8.SS.	Social Studies (Birth-8m)



<b>CONTENT STANDARD</b>	<b>B-8.SS1.</b>	<b>Family, Community, and Culture</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.SS1.1.</b>	<b>Demonstrates positive connection to family and community</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>LEARNING COMMUNITY/FAMILY &amp; CULTURAL IDENTITY/AWARENESS OF ROLES IN SOCIETY</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: SE1.1 Forms trusting relationships with nurturing adults; SE1.2 Interacts with peers; SE3.1 Shows awareness of self as unique individual; CD 3.2 Engages in symbolic and abstract thinking</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.B-8.SS.</b>	<b>Social Studies (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.SS2.</b>	<b>History and Geography</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.SS2.1.</b>	<b>Shows awareness of sequence and change over time</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>AWARENESS OF PAST &amp; FUTURE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver's instruction)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.B-8.SS.</b>	<b>Social Studies (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.SS2.</b>	<b>History and Geography</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.SS2.2.</b>	<b>Demonstrates simple geographic knowledge</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>AWARENESS OF LOCATION AND PLACE/GEOGRAPHIC CONCEPTS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: MT4.1 Explores and describes shapes and spatial relationships</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.B-8.CA.</b>	<b>Creativity and Aesthetics (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.CA1.</b>	<b>Music and Movement</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.CA1.1.</b>	<b>Explores through listening, singing, creating, and moving to music</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EXPLORATION OF MUSIC &amp; MOVEMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Responds to music by turning head and reacting with body movements</li> <li>• Uses objects and tools to make sounds (e.g., shakes rattle)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.B-8.CA.</b>	<b>Creativity and Aesthetics (Birth-8m)</b>



<b>CONTENT STANDARD</b>	<b>B-8.CA2.</b>	<b>Visual Arts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.CA2.1.</b>	<b>Explores, manipulates, creates, and responds to a variety of art media</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EXPLORATION OF ART</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Explores textures and other sensory experiences</li> <li>• Shows interest in gazing at pictures, photographs, and bright and/or contrasting colors</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
<b>STRAND / TOPIC</b>	<b>AR.B-8.CA.</b>	<b>Creativity and Aesthetics (Birth-8m)</b>
<b>CONTENT STANDARD</b>	<b>B-8.CA3.</b>	<b>Drama</b>
<b>PERFORMANCE EXPECTATION</b>	<b>B-8.CA3.1.</b>	<b>Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EXPLORATION OF DRAMA</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Engages in social play (e.g., peek-a-boo) with adults)</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults</li> </ul> <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>

## Ages: 9-18 months

<b>STRAND / TOPIC</b>	<b>AR.9-18.SE.</b>	<b>Social and Emotional Development (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.SE1.</b>	<b>Relationships with Others</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.SE1.1.</b>	<b>Forms trusting relationships with nurturing adults</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>INTERACTIONS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Engages in back-and-forth interactions with familiar adults (e.g., peek-a-boo, makes vocalizations in response to adult interaction, imitates facial expressions or sounds)</li> <li>• Communicates needs to familiar adults through a variety of behaviors ranging from crying, looking at object of interest and back at caregiver, smiling, pointing, dropping or banging objects, to leading adult by the hand</li> </ul> <p><b><i>GOLD® Objectives for Development and Learning</i></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults</b></li> </ul> <p><b>Objective 2a.2 Demonstrates a secure attachment to one or more adults</b></p>
<b>STRAND / TOPIC</b>	<b>AR.9-18.SE.</b>	<b>Social and Emotional Development (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.SE1.</b>	<b>Relationships with Others</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.SE1.1.</b>	<b>Forms trusting relationships with nurturing adults</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ATTACHMENT RELATIONSHIPS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Forms strong emotional bonds (attachment) with one or more caregivers (e.g., shows preference for familiar adults, demonstrates pleasure during caregiver interactions, is soothed by caregiver)</li> <li>• Looks to particular people for security, comfort, and protection and shows distress or uneasiness when separated from a special person (separation anxiety) or when encountering strangers (stranger anxiety)</li> <li>• Explores the environment while regularly checking in (visually or physically) with trusted adults and seeks these adults when experiencing stress or uncertainty</li> </ul> <p><b><i>GOLD® Objectives for Development and Learning</i></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults</b></li> </ul> <p><b>Objective 2a.2 Demonstrates a secure attachment to one or more adults</b></p>
<b>STRAND / TOPIC</b>	<b>AR.9-18.SE.</b>	<b>Social and Emotional Development (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.SE1.</b>	<b>Relationships with Others</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.SE1.2.</b>	<b>Interacts with peers</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>DEVELOPS FRIENDSHIPS</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows interest in peers (e.g., watches other children, reaches out to touch them, imitates sounds or actions) with increasing participation in simple, brief back-and-forth interactions with peers</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>Objective 02 Establishes and sustains positive relationships c. Interacts with peers</li> <li>Objective 2c.2 Plays near other children; uses similar materials or actions</li> </ul>
STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE1.	Relationships with Others
PERFORMANCE EXPECTATION	9-18.SE1.2.	Interacts with peers
BENCHMARK / PROFICIENCY		STAGES OF PLAY
DESCRIPTOR		<ul style="list-style-type: none"> <li>Begins to engage in parallel play (playing next to but not directly involved in another child's play)</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>Objective 2 Establishes and sustains positive relationships c. Interacts with peers</li> <li>Objective 2c.2 Plays near other children; uses similar materials or actions</li> </ul>
STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	9-18.SE2.1.	Experiences, expresses, and regulates a range of emotions
BENCHMARK / PROFICIENCY		EMOTION EXPRESSION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Expresses a range of basic emotions (e.g., joy, sadness, contentment, distress, interest, disgust, surprise, anger, fear) through facial expressions, gestures, and sounds</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems</li> <li>Objective 3b.2 Expresses feelings during a conflict</li> </ul>
STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	9-18.SE2.1.	Experiences, expresses, and regulates a range of emotions
BENCHMARK / PROFICIENCY		EMOTION REGULATION

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses adult support to calm self (e.g., relaxes when picked up and held by a familiar adult) and demonstrates some self-soothing behaviors (e.g., thumb/fist sucking, rocking, turning away from source of overstimulation)</li> <li>• Comforts self by seeking a special toy, object, or caregiver when upset</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 01 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	9-18.SE2.2.	Interprets and responds to the feelings of others
BENCHMARK / PROFICIENCY		EMPATHY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Demonstrates interest or concern when others are hurt or in distress and may try to comfort or assist; at times actions may not always match needs of person (e.g., may bring stuffed animal to adult who has headache)</li> <li>• Reacts to and takes cues from others' emotional expressions (e.g., cries when hears other children crying, smiles when someone laughs, stops an action when sees a worried or alarmed expression on caregiver's or peer's face)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues</li> </ul> <p>Objective 2b.4 Demonstrates concern about the feelings of others</p>
STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	9-18.SE3.1.	Shows awareness of self as unique individual
BENCHMARK / PROFICIENCY		CHARACTERISTICS OF SELF AND OTHERS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p>Objective 9a.3 Emerging to 9a.4 Names familiar, people, animals, and objects</p>
STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	9-18.SE3.1.	Shows awareness of self as unique individual
BENCHMARK / PROFICIENCY		PREFERENCES

DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows preferences for specific people, books, toys, food, and activities and indicates dislike or unwillingness by communicating “no” (verbally, signing, shaking head)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> <li>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</li> </ul>
STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	9-18.SE3.2.	Demonstrates competence and confidence
BENCHMARK / PROFICIENCY		SENSE OF AUTONOMY
DESCRIPTOR		<ul style="list-style-type: none"> <li>Experiments with ability to influence surroundings and behavior of others (e.g., shows pleasure and curiosity in making toys produce noise; repeats actions or sounds that receive attention)</li> <li>Alternates between doing things independently and wanting help or comfort</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> <li>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</li> </ul>
STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	9-18.CD1.1.	Shows curiosity and a willingness to try new things
BENCHMARK / PROFICIENCY		EXPLORATION & INVESTIGATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Uses senses and a variety of actions to explore the environment (e.g., turns head toward a sound, shakes or bangs a toy, mouths objects)</li> <li>Explores different ways to use objects or materials, investigates ways to make something happen, experiments with different behaviors to see how others will react (e.g., repeatedly knocks pieces of cereal off high chair tray, tries to use basket as hat, turns faucets or switches on and off)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> <li>Objective 11d.2 Uses senses to explore the immediate environment</li> </ul>
STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	9-18.CD1.1.	Shows curiosity and a willingness to try new things
BENCHMARK / PROFICIENCY		INTEREST IN NEW EXPERIENCES

DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows pleasure or engagement when interesting or new things happen (e.g., laughs after shaking a toy that rattles, listens intently to a new song)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning b. Persists</li> <li>Objective 11b.2 Repeats actions to obtain similar results</li> </ul>
STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	9-18.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		DETERMINATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Repeats actions to produce similar results (e.g., repeatedly shakes toy to produce noise; puts objects in a container and dumps them out over and over again)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning b. Persists</li> <li>Objective 11b.2 Repeats actions to obtain similar results</li> </ul>
STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	9-18.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		TASK COMPLETION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Demonstrates increasing ability to continue interactions with others (e.g., attends to game of peek-a-boo for longer period of time, makes back-and-forth vocalizations with adult) and stays engaged with toys for more than just a brief time</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> <li>Objective 11a.2 Pays attention to sights and sounds</li> </ul>
STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	9-18.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		ACCEPTANCE OF CHALLENGES
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing willingness to repeat attempts at communication if not understood or repeat actions when encountering difficulties, with increasing ability to try different strategies until successful (e.g., repeatedly tries to force same shape into shape sorter; later in age range, tries a different shape after unsuccessful attempt)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> <li>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</li> </ul>

STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD2.	Executive Function
PERFORMANCE EXPECTATION	9-18.CD2.1.	Focuses and sustains attention
BENCHMARK / PROFICIENCY		ATTENTION & ENGAGEMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Orients to and focuses on sounds, activities, people, and objects in the environment (e.g., attends to sounds, lights, etc.; turns head to follow caregiver with his or her gaze)</li> <li>• Shows increasing ability to attend to people and objects and join others in a common focus (e.g., attends to a short, familiar storybook, though may not want to follow book page by page)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> <li>Objective 11a.2 Pays attention to sights and sounds</li> </ul>
STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD2.	Executive Function
PERFORMANCE EXPECTATION	9-18.CD2.2.	Shows flexibility in adjusting thinking and behavior to different contexts
BENCHMARK / PROFICIENCY		FLEXIBLE THINKING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</li> <li>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</li> </ul>
STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD2.	Executive Function
PERFORMANCE EXPECTATION	9-18.CD2.3.	Regulates impulses and behaviors
BENCHMARK / PROFICIENCY		IMPULSE CONTROL
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds to redirection and limit-setting with increasing consistency (e.g., pauses when an adult says “stop” or asks them not to do something)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> <li>Objective 1b.4 Accepts redirection from adults</li> </ul>
STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD2.	Executive Function
PERFORMANCE EXPECTATION	9-18.CD2.4.	Holds and manipulates information in memory
BENCHMARK / PROFICIENCY		SHORT-TERM & WORKING MEMORY

DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows awareness that people and objects still exist when they are out of sight and sound range (object permanence; e.g., reaches under a blanket to retrieve a stuffed animal that an adult has hidden while child watches; when older, watches at the window after a family member leaves)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</li> </ul>
STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD2.	Executive Function
PERFORMANCE EXPECTATION	9-18.CD2.4.	Holds and manipulates information in memory
BENCHMARK / PROFICIENCY		LONG-TERM MEMORY
DESCRIPTOR		<ul style="list-style-type: none"> <li>Anticipates familiar actions or routines (e.g., raises legs when diaper is changed; later in this age range, goes to table when it is time to eat)</li> <li>Responds to familiar people and objects (e.g., shows excitement about a toy that was played with days earlier; later in this age range looks for or points to familiar people or objects when they are named)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</li> </ul>
STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	9-18.CD3.1.	Uses reasoning and planning ahead to solve problems and reach goals
BENCHMARK / PROFICIENCY		PROBLEM SOLVING
DESCRIPTOR		<ul style="list-style-type: none"> <li>Uses own movements and actions to solve simple problems or reach goals (e.g., rolls to the side to reach an interesting object; pulls on an adult's leg when wants to be picked up)</li> <li>Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</li> </ul>
STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	9-18.CD3.2.	Engages in symbolic and abstract thinking



<b>BENCHMARK / PROFICIENCY</b>		<b>PRETEND PLAY</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Uses realistic props in ways similar to the real objects they represent (e.g., talks on a toy phone) and imitates everyday actions of others</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> </ul> <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
<b>STRAND / TOPIC</b>	<b>AR.9-18.CD.</b>	<b>Cognitive Development (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.CD3.</b>	<b>Logic and Reasoning</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.CD3.2.</b>	<b>Engages in symbolic and abstract thinking</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>SYMBOLIC REPRESENTATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Recognizes that illustrations and photographs are representations of real things (e.g., points to pictures in book rather than trying to grasp objects on page; identifies people in photographs; learns names of animals from book and extends knowledge to real animals they see)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p>Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs</p>
<b>STRAND / TOPIC</b>	<b>AR.9-18.PH.</b>	<b>Physical Development and Health (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.PH1.</b>	<b>Gross Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.PH1.1.</b>	<b>Demonstrates locomotor skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>BODY MOVEMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Shifts between lying down, sitting, and balancing on hands and knees</li> </ul> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.4 Experiments with different ways of moving</p>
<b>STRAND / TOPIC</b>	<b>AR.9-18.PH.</b>	<b>Physical Development and Health (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.PH1.</b>	<b>Gross Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.PH1.1.</b>	<b>Demonstrates locomotor skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>TRAVELING</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Moves from crawling to cruising to walking showing increasing coordination for each skill</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.4 Experiments with different ways of moving</b></p>
STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH1.	Gross Motor
PERFORMANCE EXPECTATION	9-18.PH1.1.	Demonstrates locomotor skills
BENCHMARK / PROFICIENCY		CLIMBING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Crawls up stairs on hands or knees, later in this age range walks up and down stairs holding an adult’s hand, stepping with both feet on each step</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.4 Experiments with different ways of moving</b></p>
STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH1.	Gross Motor
PERFORMANCE EXPECTATION	9-18.PH1.2.	Shows stability and balance
BENCHMARK / PROFICIENCY		CORE STABILITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Sits independently with increasing stability and ability to change positions (e.g., get into sitting position from lying down or crawling, reach for a toy without falling, pull to a standing position from sitting)</li> </ul> <p>No Correlations</p>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, “freezes” while running)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 05 Demonstrates balancing skills</li> </ul> <p><b>Objective 5.4 Experiments with different ways of balancing</b></p>
STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH1.	Gross Motor
PERFORMANCE EXPECTATION	9-18.PH1.3.	Demonstrates gross-motor manipulative skills
BENCHMARK / PROFICIENCY		THROWING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Reaches for and drops objects, grasps a rolled ball or other object with two hands, pushes or rolls objects, bats or swipes at toys</li> </ul>

		<p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 06 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.2 Reaches, grasps, and releases objects</b></p>
<b>STRAND / TOPIC</b>	<b>AR.9-18.PH.</b>	<b>Physical Development and Health (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.PH2.</b>	<b>Fine Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.PH2.1.</b>	<b>Demonstrates fine-motor strength, control, and coordination</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>HAND-EYE COORDINATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Uses hand-eye coordination to reach for, touch, and explore properties of objects</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.2 Reaches for, touches, and holds objects purposefully</b></p>
<b>STRAND / TOPIC</b>	<b>AR.9-18.PH.</b>	<b>Physical Development and Health (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.PH2.</b>	<b>Fine Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.PH2.1.</b>	<b>Demonstrates fine-motor strength, control, and coordination</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>GRASP AND MANIPULATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Grasps objects with increasing skill, adjusting grasp to match task (e.g., uses index finger and thumb [pincer grasp] to pick up pieces of cereal, uses whole hands to bang two blocks together)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.2 Reaches for, touches, and holds objects purposefully</b></p>
<b>STRAND / TOPIC</b>	<b>AR.9-18.PH.</b>	<b>Physical Development and Health (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.PH2.</b>	<b>Fine Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.PH2.2.</b>	<b>Adjusts grasp and coordinates movements to use tools</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>UTENSILS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Scoops food with spoon with increasing control</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</b></p>
<b>STRAND / TOPIC</b>	<b>AR.9-18.PH.</b>	<b>Physical Development and Health (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.PH2.</b>	<b>Fine Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.PH2.2.</b>	<b>Adjusts grasp and coordinates movements to use tools</b>

<b>BENCHMARK / PROFICIENCY</b>		<b>WRITING &amp; DRAWING TOOLS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Holds large writing and drawing tools (e.g., crayons, sidewalk chalk) to make spontaneous dots and scribbles, progressing from whole hand grip to approximate thumb-and-finger grip (may still move whole arm to make marks)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools</li> <li>Objective 7b.2 Grasps drawing and writing tools, jabbing at paper</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.9-18.PH.</b>	<b>Physical Development and Health (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.PH3.</b>	<b>Health and Well-Being</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.PH3.1.</b>	<b>Demonstrates interest in engaging in healthy eating habits and making nutritious food choices</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>COMMUNICATING NEEDS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> <li>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.9-18.PH.</b>	<b>Physical Development and Health (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.PH3.</b>	<b>Health and Well-Being</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.PH3.1.</b>	<b>Demonstrates interest in engaging in healthy eating habits and making nutritious food choices</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EXPLORATION OF FOOD EXPERIENCES</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> <li>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.9-18.PH.</b>	<b>Physical Development and Health (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.PH3.</b>	<b>Health and Well-Being</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.PH3.2.</b>	<b>Shows awareness of safe behavior</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>AWARENESS OF SAFE BEHAVIOR AND SIGNALS OF DANGER</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses sensory information and cues from caregivers to assess safety of environment (e.g., startles at a loud noise, looks to caregiver when approached by an unfamiliar adult, shows awareness of steep drop-offs when crawling or walking)</li> <li>• Stops unsafe behavior when prompted by an adult, though often needs additional support and redirection (e.g., when distracted or caught up in emotion)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p><b>Objective 1b.4 Accepts redirection from adults</b></p>
STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	9-18.PH3.3.	Engages in a variety of developmentally appropriate physical activities
BENCHMARK / PROFICIENCY		<b>PARTICIPATION IN PHYSICAL ACTIVITY</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows interest and enjoyment in physical activity, movement games, and dances</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.2 Moves to explore immediate environment</b></p>
STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	9-18.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		<b>COMMUNICATING NEEDS</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Indicates needs and wants using gestures, body language, vocalizations, and later words (e.g., cries when tired; signs or points to food when wanting more; reaches for adult to be held or hugged)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</b></p>
STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	9-18.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		<b>PERSONAL CARE ROUTINES</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Anticipates and cooperates during daily care routines (e.g., opens mouth when food is offered, raises legs when diaper is changed)</li> <li>• Participates in personal hygiene and self-care routines with adult assistance (e.g., holds hands under faucet and waits for adult to turn it on, holds toothbrush with adult while brushing, sits on toilet with help, pulls off own socks)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</b></p>
STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD1.	Receptive Language
PERFORMANCE EXPECTATION	9-18.LD1.1.	Understands and responds to language (in child’s home language)
BENCHMARK / PROFICIENCY		VOCABULARY & LANGUAGE COMPREHENSION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Attends to familiar objects or people that have been named and understands the meaning of an increasing number of simple words, especially objects encountered in everyday life</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p><b>Objective 8a.3 Emerging to 8a.4 Identifies familiar people, animals, and objects when prompted</b></p>
STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD1.	Receptive Language
PERFORMANCE EXPECTATION	9-18.LD1.1.	Understands and responds to language (in child’s home language)
BENCHMARK / PROFICIENCY		FOLLOWS DIRECTIONS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Follows simple one- or two-word requests like “Wave bye-bye” with decreasing need for adult gestures</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 08 Listens to and understands increasingly complex language b. Follows directions</li> </ul> <p><b>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</b></p>
STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD2.	Expressive Language
PERFORMANCE EXPECTATION	9-18.LD2.1.	Uses increasingly complex vocabulary, grammar, and sentence structure (in child’s home language)
BENCHMARK / PROFICIENCY		EXPRESSIVE VOCABULARY

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Begins to say a number of simple words (e.g., “nana,” “go,” “hi,” and “leche” [milk in Spanish for dual language learners])</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p><b>Objective 9a.4 Names familiar, people, animals, and objects</b></p>
STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD2.	Expressive Language
PERFORMANCE EXPECTATION	9-18.LD2.1.	Uses increasingly complex vocabulary, grammar, and sentence structure (in child’s home language)
BENCHMARK / PROFICIENCY		<b>GRAMMAR &amp; SENTENCE STRUCTURE</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• May combine two words to express a want or interest (e.g. says “go side” when wanting to go outside)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</li> </ul> <p><b>Objective 9c.2 Uses one- or two-word sentences or phrases</b></p>
STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD2.	Expressive Language
PERFORMANCE EXPECTATION	9-18.LD2.1.	Uses increasingly complex vocabulary, grammar, and sentence structure (in child’s home language)
BENCHMARK / PROFICIENCY		<b>CLARITY OF COMMUNICATION</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses a small number of real and made-up words that can be understood by familiar adults who speak the same language</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly</li> </ul> <p><b>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</b></p>
STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD3.	Communication Skills
PERFORMANCE EXPECTATION	9-18.LD3.1.	Communicates using social and conversational rules
BENCHMARK / PROFICIENCY		<b>CONVERSATIONS</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Initiates interaction or “conversation” with adults by pointing at objects, speaking or signing a word, sharing a toy, or calling attention to an object or person</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</li> </ul> <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD3.	Communication Skills
PERFORMANCE EXPECTATION	9-18.LD3.1.	Communicates using social and conversational rules
BENCHMARK / PROFICIENCY		<b>SOCIAL RULES OF LANGUAGE</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows joint attention by shifting gaze to where an adult is looking or gesturing (e.g., looks at an object an adult is pointing to and looking at) and when older, initiates bids for joint attention (e.g., holds up a toy and looks at it, looks at adult for eye contact, then returns gaze to toy)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</li> </ul> <p>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		<b>EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</li> <li>• Pays attention to and observes other children and adults as English is spoken</li> <li>• Attends to English in small- and large-group activities, such as circle time, storybook reading, etc.</li> <li>• Imitates behaviors of other children to get the same result (e.g. sees child make the sign for “me too” in sign language and makes the same sign)</li> </ul> <p><u>No correlations</u></p>
STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		<b>MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>



DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</li> <li>• Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</li> <li>• Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)</li> <li>• Responds appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)</li> </ul> <p><u>No correlations</u></p>
STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</li> <li>• Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities</li> <li>• Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities</li> <li>• Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)</li> <li>• Follows directions that involve a one- or two-step sequence, relying less on contextual cues</li> </ul> <p><u>No correlations</u></p>
STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul> <p><u>No correlations</u></p>
STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)

<b>CONTENT STANDARD</b>	<b>9-18.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.LD4.1.</b>	<b>Demonstrates progress in attending to, understanding, and responding to English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul> <p><u>No correlations</u></p>
<b>STRAND / TOPIC</b>	<b>AR.9-18.LD.</b>	<b>Language Development (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.LD4.1.</b>	<b>Demonstrates progress in attending to, understanding, and responding to English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul> <p><u>No correlations</u></p>
<b>STRAND / TOPIC</b>	<b>AR.9-18.LD.</b>	<b>Language Development (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.LD4.2.</b>	<b>Demonstrates progress in speaking and expressing self in English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others</li> <li>• Repeats sounds and words in English</li> </ul> <p><u>No correlations</u></p>
<b>STRAND / TOPIC</b>	<b>AR.9-18.LD.</b>	<b>Language Development (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.LD4.2.</b>	<b>Demonstrates progress in speaking and expressing self in English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Combines nonverbal with some verbal communication to be understood by others</li> <li>• Engages in codeswitching during conversations</li> <li>• Uses telegraphic speech</li> <li>• Uses formulaic speech (expressions that are learned whole, e.g., “I don’t know”)</li> <li>• Uses English vocabulary that mainly consists of concrete nouns and some verbs and pronouns</li> <li>• Converses with others in English using two or three words at a time but switches back and forth between English and their home language</li> <li>• Uses some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and applies at times the rules of grammar of the home language to English</li> <li>• Uses “what” and “why” questions in English, sometimes with errors</li> </ul> <p><b>No correlations</b></p>
STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes</li> <li>• Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary</li> <li>• Sustains a conversation in English with increasingly complex syntax, adding conjunctions, adjectives, adverbs, subject-verb-object patterns, and other more advanced elements of English sentence construction</li> <li>• Expands use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors</li> <li>• Uses “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with mistakes</li> </ul> <p><b>No correlations</b></p>
STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul> <p><u>No correlations</u></p>
STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul> <p><u>No correlations</u></p>
STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul> <p><u>No correlations</u></p>
STRAND / TOPIC	AR.9-18.EL.	Emergent Literacy (9-18m)
CONTENT STANDARD	9-18.EL1.	Engagement in literacy experiences and understanding of stories and books
PERFORMANCE EXPECTATION	9-18.EL1.1.	Shows interest in literacy experiences
BENCHMARK / PROFICIENCY		ENGAGEMENT IN LITERACY EXPERIENCES
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Demonstrates listening by becoming quiet or shows pleasure when listening to a familiar story, rhyme, or song</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.2 Shows interest in books</p>
STRAND / TOPIC	AR.9-18.EL.	Emergent Literacy (9-18m)
CONTENT STANDARD	9-18.EL1.	Engagement in literacy experiences and understanding of stories and books

PERFORMANCE EXPECTATION	9-18.EL1.2.	Engages in read-alouds and conversations about books and stories
BENCHMARK / PROFICIENCY		ENGAGEMENT WITH BOOKS AND STORIES
DESCRIPTOR		<ul style="list-style-type: none"> <li>Actively participates in book reading experiences by pointing to pictures, turning pages, and making sounds or simple comments</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time</p>
STRAND / TOPIC	AR.9-18.EL.	Emergent Literacy (9-18m)
CONTENT STANDARD	9-18.EL2.	Phonological Awareness
PERFORMANCE EXPECTATION	9-18.EL2.1.	Notices and manipulates the sounds of language
BENCHMARK / PROFICIENCY		EXPLORATION OF SOUNDS OF LANGUAGE
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker</li> <li>Experiments with the sounds of language</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</p> <p>Objective 15a.1 Emerging to 15a.2 Joins in rhyming songs and games</p>
STRAND / TOPIC	AR.9-18.EL.	Emergent Literacy (9-18m)
CONTENT STANDARD	9-18.EL2.	Phonological Awareness
PERFORMANCE EXPECTATION	9-18.EL2.1.	Notices and manipulates the sounds of language
BENCHMARK / PROFICIENCY		RHYME
DESCRIPTOR		<ul style="list-style-type: none"> <li>Joins in and repeats songs, fingerplays, and poems with rhyming or alliterative phrases (words with same initial sound)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</li> </ul> <p>Objective 15a.2 Joins in rhyming songs and games</p> <ul style="list-style-type: none"> <li>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration</li> </ul> <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
STRAND / TOPIC	AR.9-18.EL.	Emergent Literacy (9-18m)
CONTENT STANDARD	9-18.EL3.	Knowledge and Use of Books, Print, and Letters

PERFORMANCE EXPECTATION	9-18.EL3.1.	Responds to features of books and print
BENCHMARK / PROFICIENCY		BOOK KNOWLEDGE
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Explores books with all senses (e.g., sight, touch, even taste)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.2 Shows interest in books</p>
STRAND / TOPIC	AR.9-18.EL.	Emergent Literacy (9-18m)
CONTENT STANDARD	9-18.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	9-18.EL3.2.	Shows knowledge of the shapes, names, and sounds of letters
BENCHMARK / PROFICIENCY		ALPHABET KNOWLEDGE/LETTER–SOUND CONNECTIONS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: EL1.1 Shows interest in literacy experiences; EL2.1 Notices and manipulates the sounds of language; EL3.1 Responds to features of books and print</li> </ul>
STRAND / TOPIC	AR.9-18.EL.	Emergent Literacy (9-18m)
CONTENT STANDARD	9-18.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	9-18.EL3.3.	Demonstrates emergent writing skills
BENCHMARK / PROFICIENCY		PRE-WRITING EXPLORATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Explores writing tools and movements, making scribble marks with increasing control</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>
STRAND / TOPIC	AR.9-18.MT.	Mathematical Thinking (9-18m)
CONTENT STANDARD	9-18.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	9-18.MT1.1.	Demonstrates number sense and an understanding of quantity
BENCHMARK / PROFICIENCY		NUMBER NAMES & COUNT SEQUENCE
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Knows some number names (e.g., joins in counting songs, says or gestures “two” when asked age), and later in this age range says or signs more number words in sequence with occasional errors (e.g., says “one, two, three, five”)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p>Objective 20a.1 Emerging to 20a.2 Verbally counts (not always in the correct order)</p>
STRAND / TOPIC	AR.9-18.MT.	Mathematical Thinking (9-18m)
CONTENT STANDARD	9-18.MT1.	Number Concepts and Operations

<b>PERFORMANCE EXPECTATION</b>	<b>9-18.MT1.1.</b>	<b>Demonstrates number sense and an understanding of quantity</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>COMPARISON OF QUANTITY</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Places objects in one-to-one correspondence; later in this age period, begins to use the words more,” “less,” or “the same</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.9-18.MT.</b>	<b>Mathematical Thinking (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.MT1.</b>	<b>Number Concepts and Operations</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.MT1.1.</b>	<b>Demonstrates number sense and an understanding of quantity</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>CONNECTION OF NUMBER, NUMERAL, &amp; QUANTITY</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Shows early one-to-one correspondence when supported by context (e.g., places one plastic egg in each indentation in a muffin tin)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.9-18.MT.</b>	<b>Mathematical Thinking (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.MT1.</b>	<b>Number Concepts and Operations</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.MT1.2.</b>	<b>Explores combining and separating groups (numerical operations)</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>CHANGES IN QUANTITY</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Shows increasing understanding of changes in quantity by using and responding to phrases like “more,” “less,” and “all gone” and later in this age range “one fewer” and “one more” (e.g., when prompted, child hands peer one more block)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.9-18.MT.</b>	<b>Mathematical Thinking (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.MT1.</b>	<b>Number Concepts and Operations</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.MT1.2.</b>	<b>Explores combining and separating groups (numerical operations)</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ADDITION &amp; SUBTRACTION</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• With increasing independence creates larger and smaller groups of objects (e.g., placing and removing rings on a vertical peg) and later in this age range adds and subtracts with sets of objects smaller than three with adult support (e.g., “subtracts” from a group of three toys by offering one to an adult, then pointing to the remaining toys and communicating “Two”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</li> </ul>
STRAND / TOPIC	AR.9-18.MT.	Mathematical Thinking (9-18m)
CONTENT STANDARD	9-18.MT2.	Algebraic Thinking
PERFORMANCE EXPECTATION	9-18.MT2.1.	Uses classification and patterning skills
BENCHMARK / PROFICIENCY		CLASSIFICATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Explores the characteristics of objects through various means (e.g., banging, mouthing, dropping) and shows different responses to familiar and unfamiliar people and situations</li> <li>• Forms groups of like objects based on broad categories (e.g., puts toy cars in one pile and toy animals in another) and later in this age range, child can name the attribute used in sorting</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills Objective 13.2 Matches similar objects</li> </ul>
STRAND / TOPIC	AR.9-18.MT.	Mathematical Thinking (9-18m)
CONTENT STANDARD	9-18.MT2.	Algebraic Thinking
PERFORMANCE EXPECTATION	9-18.MT2.1.	Uses classification and patterning skills
BENCHMARK / PROFICIENCY		PATTERNING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Enjoys and anticipates repetition in activities and daily routines (e.g., smiles in anticipation of adult revealing face during peek-a-boo; makes vocalizations upon hearing a familiar song that is sung each time they are diapered)</li> <li>• Repeats certain action sequences intuitively (e.g., fills up and dumps out container repeatedly) and joins in or copies simple patterns (e.g., does stomp-clap-stomp-clap movements during a song with modeling and support) Later in this age range, shows recognition of simple ABAB patterns (e.g., points to stripes on a shirt and communicates, “Black, white, black, white.”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life</li> </ul>



<b>STRAND / TOPIC</b>	<b>AR.9-18.MT.</b>	<b>Mathematical Thinking (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.MT3.</b>	<b>Measurement and Comparison</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.MT3.1.</b>	<b>Participates in exploratory measurement activities and compares objects</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>MEASUREMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Investigates properties of objects and materials (e.g., volume, relative size) through exploration and play (e.g., tries to squeeze large object into smaller container, pours liquid from one container to another); later in this age range labels some attributes of objects (e.g., recognizes length by communicating “I’m tall”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li><b>Objective 22 Compares and measures a. Measures objects</b></li> <li><b>Objective 22a.2 Makes simple comparisons between two objects</b></li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.9-18.MT.</b>	<b>Mathematical Thinking (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.MT3.</b>	<b>Measurement and Comparison</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.MT3.1.</b>	<b>Participates in exploratory measurement activities and compares objects</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>COMPARISON</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Uses descriptive words or signs of increasing complexity including “big,” “little,” “hot,” “cold,” and makes simple comparisons (e.g., indicates which ball is bigger, correctly compares collections that are quite different in size)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li><b>Objective 22 Compares and measures a. Measures objects</b></li> <li><b>Objective 22a.2 Makes simple comparisons between two objects</b></li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.9-18.MT.</b>	<b>Mathematical Thinking (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.MT4.</b>	<b>Geometry and Spatial Sense</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.MT4.1.</b>	<b>Explores and describes shapes and spatial relationships</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>SHAPE KNOWLEDGE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Matches and sorts familiar shapes with increasing ability to do so with shapes of different sizes or orientations (e.g., puts small square and large square together; picks up triangle block to put in shape sorter even if block is rotated at a different orientation, e.g., ▲ and ◀)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li><b>Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</b></li> <li><b>Objective 21b.2 Matches two identical shapes</b></li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.9-18.MT.</b>	<b>Mathematical Thinking (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.MT4.</b>	<b>Geometry and Spatial Sense</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.MT4.1.</b>	<b>Explores and describes shapes and spatial relationships</b>

<b>BENCHMARK / PROFICIENCY</b>		<b>SPATIAL SENSE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Explores how objects move (e.g., tracking objects with eyes and head, pushing cars down a ramp) and their own spatial sense (e.g., rolling over, bumping into things, trying to sit on chair that is too small)</li> <li>• Responds to and uses basic spatial directions (e.g., “reach up,” “slide down”) and simple prepositions (e.g., on, in, under, up), especially when accompanied by gestures</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships</li> <li>Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.9-18.ST.</b>	<b>Science and Technology (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.ST1.</b>	<b>Scientific Practices</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.ST1.1.</b>	<b>Engages in the scientific process to collect, analyze, and communicate information</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>OBSERVATIONS, QUESTIONS, &amp; PREDICTIONS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Explores and manipulates objects using multiple senses (e.g. touch, taste, sight, smell, sound)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> <li>Objective 11d.2 Uses senses to explore the immediate environment</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.9-18.ST.</b>	<b>Science and Technology (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.ST1.</b>	<b>Scientific Practices</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.ST1.1.</b>	<b>Engages in the scientific process to collect, analyze, and communicate information</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>INVESTIGATION &amp; HYPOTHESIS TESTING</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Recognizes ability to make things happen (e.g., hits or kicks an object and it moves) and intentionally repeats actions to observe the reaction (e.g., bangs block on floor repeatedly to hear the sound it makes; flips switches on and off; splashes hands in water to see toys move)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists</li> <li>Objective 11b.2 Repeats actions to obtain similar results</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.9-18.ST.</b>	<b>Science and Technology (9-18m)</b>
<b>CONTENT STANDARD</b>	<b>9-18.ST2.</b>	<b>Knowledge of Science Concepts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9-18.ST2.1.</b>	<b>Demonstrates knowledge of core science ideas and concepts</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>SYSTEM PARTS &amp; WHOLES</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows beginning awareness of parts of own body and how to use them to interact with the world in specific ways (e.g., using hands to pick up things; later in this age range leans ear closer to window when adult says, "Listen! Can you hear that outside?")</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / TOPIC	AR.9-18.ST.	Science and Technology (9-18m)
CONTENT STANDARD	9-18.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	9-18.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		STRUCTURE & FUNCTION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Explores characteristics of different animals, materials, and objects (e.g., explores different textures in touch-and-feel books; touches mouth of caregiver who is singing to see where sound is coming from)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / TOPIC	AR.9-18.ST.	Science and Technology (9-18m)
CONTENT STANDARD	9-18.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	9-18.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		STABILITY AND CHANGE
DESCRIPTOR		<ul style="list-style-type: none"> <li>Anticipates familiar routines and activities (e.g., mealtimes) and notices changes in the environment (e.g., later in this age range points to a piece of furniture that has been moved)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 12 Remembers and connects experiences b. Makes connections</li> </ul> <p>Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</p>
STRAND / TOPIC	AR.9-18.ST.	Science and Technology (9-18m)
CONTENT STANDARD	9-18.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	9-18.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
BENCHMARK / PROFICIENCY		LIVING THINGS

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> </ul>
STRAND / TOPIC	AR.9-18.ST.	Science and Technology (9-18m)
CONTENT STANDARD	9-18.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	9-18.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth’s environment, and physical objects and materials
BENCHMARK / PROFICIENCY		NATURE & THE ENVIRONMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)</li> <li>• Helps care for the environment (e.g., throws away a used paper towel; participates in some way in clean-up time)</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / TOPIC	AR.9-18.ST.	Science and Technology (9-18m)
CONTENT STANDARD	9-18.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	9-18.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth’s environment, and physical objects and materials
BENCHMARK / PROFICIENCY		PHYSICAL OBJECTS & MATERIALS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / TOPIC	AR.9-18.ST.	Science and Technology (9-18m)
CONTENT STANDARD	9-18.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	9-18.ST3.2.	Uses tools and engineering practices to explore and solve problems
BENCHMARK / PROFICIENCY		KNOWLEDGE & USE OF TOOLS

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses own body, other people, or objects to make something happen (e.g., pulls an adult’s hand and guides it to push a button on a toy; later in this age range uses an object to reach something under a chair)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> <li>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</li> </ul>
STRAND / TOPIC	AR.9-18.ST.	Science and Technology (9-18m)
CONTENT STANDARD	9-18.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	9-18.ST3.3.	Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play
BENCHMARK / PROFICIENCY		TECHNOLOGY HANDLING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Explores and uses simple tools (e.g., spoons, hairbrushes, crayons) and later in this age range common devices such as sinks and toilets</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> <li>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</li> </ul>
STRAND / TOPIC	AR.9-18.SS.	Social Studies (9-18m)
CONTENT STANDARD	9-18.SS1.	Family, Community, and Culture
PERFORMANCE EXPECTATION	9-18.SS1.1.	Demonstrates positive connection to family and community
BENCHMARK / PROFICIENCY		LEARNING COMMUNITY/FAMILY & CULTURAL IDENTITY/AWARENESS OF ROLES IN SOCIETY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: SE1.1 Forms trusting relationships with nurturing adults; SE1.2 Interacts with peers; SE3.1 Shows awareness of self as unique individual; CD 3.2 Engages in symbolic and abstract thinking</li> </ul>
STRAND / TOPIC	AR.9-18.SS.	Social Studies (9-18m)
CONTENT STANDARD	9-18.SS2.	History and Geography
PERFORMANCE EXPECTATION	9-18.SS2.1.	Shows awareness of sequence and change over time
BENCHMARK / PROFICIENCY		AWARENESS OF PAST & FUTURE
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver’s instruction)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences b. Makes connections</li> <li>Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</li> </ul>

STRAND / TOPIC	AR.9-18.SS.	Social Studies (9-18m)
CONTENT STANDARD	9-18.SS2.	History and Geography
PERFORMANCE EXPECTATION	9-18.SS2.2.	Demonstrates simple geographic knowledge
BENCHMARK / PROFICIENCY		<b>AWARENESS OF LOCATION AND PLACE</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Knows where some favorite toys or foods are stored in familiar places (e.g., home, classroom)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</li> </ul>
STRAND / TOPIC	AR.9-18.CA.	Creativity and Aesthetics (9-18m)
CONTENT STANDARD	9-18.CA1.	Music and Movement
PERFORMANCE EXPECTATION	9-18.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		<b>EXPLORATION OF MUSIC &amp; MOVEMENT</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Enjoys producing music and other sounds with voice and simple instruments (e.g., explores making noises with tambourine, attempts to blow into a whistle or harmonica)</li> <li>• Moves body in response to rhythms and music (e.g., sways to the sound of music, claps along with song, though may not be on the beat)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds</li> </ul>
STRAND / TOPIC	AR.9-18.CA.	Creativity and Aesthetics (9-18m)
CONTENT STANDARD	9-18.CA1.	Music and Movement
PERFORMANCE EXPECTATION	9-18.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		<b>MUSIC &amp; MOVEMENT CONCEPTS</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds</li> </ul>
STRAND / TOPIC	AR.9-18.CA.	Creativity and Aesthetics (9-18m)
CONTENT STANDARD	9-18.CA1.	Music and Movement
PERFORMANCE EXPECTATION	9-18.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		<b>MUSICAL EXPRESSION &amp; APPRECIATION</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Develops preferences for favorite songs and fingerplays (e.g., claps and smiles or communicates “Again! Again!” when a song is finished; requests certain songs or fingerplays be played or sung)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> <li>Objective 11a.2 Pays attention to sights and sounds</li> </ul>
STRAND / TOPIC	AR.9-18.CA.	Creativity and Aesthetics (9-18m)
CONTENT STANDARD	9-18.CA2.	Visual Arts
PERFORMANCE EXPECTATION	9-18.CA2.1.	Explores, manipulates, creates, and responds to a variety of art media
BENCHMARK / PROFICIENCY		EXPLORATION OF ART
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Participates in child-initiated visual art activities* and with adult support experiments with a variety of media and materials (e.g. crayons, markers, colored pencils, chalk, paints, collage materials, play dough, clay)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> <li>Objective 11d.2 Uses senses to explore the immediate environment</li> </ul>
STRAND / TOPIC	AR.9-18.CA.	Creativity and Aesthetics (9-18m)
CONTENT STANDARD	9-18.CA3.	Drama
PERFORMANCE EXPECTATION	9-18.CA3.1.	Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play
BENCHMARK / PROFICIENCY		EXPLORATION OF DRAMA
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Tries out roles and relationships through imitation and pretend play using real objects (e.g. uses cup to pretend to drink) and later in this age range uses objects to represent other things (e.g. pretends a block is a telephone)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> <li>Objective 14b.2 Imitates actions of others during play; uses real objects as props</li> </ul>



**Ages: 19-36 months**

<b>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE1.</b>	<b>Relationships with Others</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE1.1.</b>	<b>Forms trusting relationships with nurturing adults</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>INTERACTIONS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Participates in longer back-and-forth interactions with adults to share experiences; imitates adults' actions; communicates ideas; seeks assistance; and engages in role play, games, or other activities</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults</b></li> <li><b>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</b></li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE1.</b>	<b>Relationships with Others</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE1.1.</b>	<b>Forms trusting relationships with nurturing adults</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ATTACHMENT RELATIONSHIPS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Looks to particular people for security, comfort, and protection and shows distress or uneasiness when separated from a special person (separation anxiety) or when encountering strangers (stranger anxiety)</li> <li>• Explores the environment while regularly checking in (visually or physically) with trusted adults and seeks these adults when experiencing stress or uncertainty</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults</b></li> <li><b>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</b></li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE1.</b>	<b>Relationships with Others</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE1.2.</b>	<b>Interacts with peers</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>DEVELOPS FRIENDSHIPS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 02 Establishes and sustains positive relationships c. Interacts with peers</b></li> <li><b>Objective 2c.2 Plays near other children; uses similar materials or actions</b></li> </ul>



<b>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE1.</b>	<b>Relationships with Others</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE1.2.</b>	<b>Interacts with peers</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>STAGES OF PLAY</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Begins to engage in parallel play (playing next to but not directly involved in another child's play)</li> <li>• Participates in associative play (playing independently but engaging in the same activity as other children, sometimes interacting through talking or sharing toys)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 02 Establishes and sustains positive relationships c. Interacts with peers</li> </ul> <p><b>Objective 2c.2 Plays near other children; uses similar materials or actions</b></p>
<b>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE2.</b>	<b>Emotional Expression and Understanding</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE2.1.</b>	<b>Experiences, expresses, and regulates a range of emotions</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EMOTION EXPRESSION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems</li> </ul> <p><b>Objective 3b.2 Expresses feelings during a conflict</b></p>
<b>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE2.</b>	<b>Emotional Expression and Understanding</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE2.1.</b>	<b>Experiences, expresses, and regulates a range of emotions</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EMOTION REGULATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Comforts self by seeking a special toy, object, or caregiver when upset</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 01 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p><b>Objective 1a.4 Comforts self by seeking out special object or person</b></p>
<b>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE2.</b>	<b>Emotional Expression and Understanding</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE2.2.</b>	<b>Interprets and responds to the feelings of others</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EMPATHY</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Demonstrates interest or concern when others are hurt or in distress and may try to comfort or assist; at times actions may not always match needs of person (e.g., may bring stuffed animal to adult who has headache)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues</li> </ul> <p>Objective 2b.4 Demonstrates concern about the feelings of others</p>
STRAND / TOPIC	AR.19-36.SE.	Social and Emotional Development (19-36m)
CONTENT STANDARD	19-36.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	19-36.SE2.2.	Interprets and responds to the feelings of others
BENCHMARK / PROFICIENCY		EMOTION UNDERSTANDING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues</li> </ul> <p>Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
STRAND / TOPIC	AR.19-36.SE.	Social and Emotional Development (19-36m)
CONTENT STANDARD	19-36.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	19-36.SE3.1.	Shows awareness of self as unique individual
BENCHMARK / PROFICIENCY		SENSE OF IDENTITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses first-person pronouns (e.g., me, I) and own name to refer to themselves and shows growing understanding of “mine” and “not mine”</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p>Objective 9a.4 Names familiar, people, animals, and objects</p>
STRAND / TOPIC	AR.19-36.SE.	Social and Emotional Development (19-36m)
CONTENT STANDARD	19-36.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	19-36.SE3.1.	Shows awareness of self as unique individual
BENCHMARK / PROFICIENCY		CHARACTERISTICS OF SELF AND OTHERS

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)</li> <li>• Recognizes similarities and differences in their own and others' personal characteristics (e.g., communicates that a peers' hair color is different than their own, labels self as boy or girl)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• <b>Objective 29 Demonstrates knowledge about self</b></li> </ul>
STRAND / TOPIC	AR.19-36.SE.	Social and Emotional Development (19-36m)
CONTENT STANDARD	19-36.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	19-36.SE3.1.	Shows awareness of self as unique individual
BENCHMARK / PROFICIENCY		PREFERENCES
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows preferences for specific people, books, toys, food, and activities and indicates dislike or unwillingness by communicating “no” (verbally, signing, shaking head)</li> <li>• Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., “I don’t like bananas” and later, “I like carrots because they’re crunchy.”)</li> </ul> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• <b>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</b></li> <li>• <b>Objective 1c.4 Seeks to do things for self</b></li> </ul>
STRAND / TOPIC	AR.19-36.SE.	Social and Emotional Development (19-36m)
CONTENT STANDARD	19-36.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	19-36.SE3.2.	Demonstrates competence and confidence
BENCHMARK / PROFICIENCY		SENSE OF AUTONOMY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Alternates between doing things independently and wanting help or comfort</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• <b>Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately</b></li> <li>• <b>Objective 1c.4 Seeks to do things for self</b></li> </ul>
STRAND / TOPIC	AR.19-36.SE.	Social and Emotional Development (19-36m)
CONTENT STANDARD	19-36.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	19-36.SE3.2.	Demonstrates competence and confidence
BENCHMARK / PROFICIENCY		SELF-CONFIDENCE

DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice)* and by selecting more challenging activities (e.g., choosing more difficult puzzles)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.4 Seeks to do things for self</p>
STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	19-36.CD1.1.	Shows curiosity and a willingness to try new things
BENCHMARK / PROFICIENCY		EXPLORATION & INVESTIGATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Explores different ways to use objects or materials, investigates ways to make something happen, experiments with different behaviors to see how others will react (e.g., repeatedly knocks pieces of cereal off high chair tray, tries to use basket as hat, turns faucets or switches on and off)</li> <li>Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.4 Explores and investigates ways to make something happen</p>
STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	19-36.CD1.1.	Shows curiosity and a willingness to try new things
BENCHMARK / PROFICIENCY		INTEREST IN NEW EXPERIENCES
DESCRIPTOR		<ul style="list-style-type: none"> <li>Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.4 Explores and investigates ways to make something happen</p>
STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	19-36.CD1.2.	Shows persistence in approaching tasks

<b>BENCHMARK / PROFICIENCY</b>		<b>DETERMINATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful</li> </ul>
<b>STRAND / TOPIC</b>	AR.19-36.CD.	Cognitive Development (19-36m)
<b>CONTENT STANDARD</b>	19-36.CD1.	Approaches to Learning
<b>PERFORMANCE EXPECTATION</b>	19-36.CD1.2.	Shows persistence in approaching tasks
<b>BENCHMARK / PROFICIENCY</b>		<b>TASK COMPLETION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</li> </ul>
<b>STRAND / TOPIC</b>	AR.19-36.CD.	Cognitive Development (19-36m)
<b>CONTENT STANDARD</b>	19-36.CD1.	Approaches to Learning
<b>PERFORMANCE EXPECTATION</b>	19-36.CD1.2.	Shows persistence in approaching tasks
<b>BENCHMARK / PROFICIENCY</b>		<b>ACCEPTANCE OF CHALLENGES</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Shows increasing willingness to repeat attempts at communication if not understood or repeat actions when encountering difficulties, with increasing ability to try different strategies until successful (e.g., repeatedly tries to force same shape into shape sorter; later in age range, tries a different shape after unsuccessful attempt)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful</li> </ul>
<b>STRAND / TOPIC</b>	AR.19-36.CD.	Cognitive Development (19-36m)
<b>CONTENT STANDARD</b>	19-36.CD2.	Executive Function
<b>PERFORMANCE EXPECTATION</b>	19-36.CD2.1.	Focuses and sustains attention
<b>BENCHMARK / PROFICIENCY</b>		<b>ATTENTION &amp; ENGAGEMENT</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</li> </ul>
STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD2.	Executive Function
PERFORMANCE EXPECTATION	19-36.CD2.1.	Focuses and sustains attention
BENCHMARK / PROFICIENCY		SELECTIVE ATTENTION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</li> </ul>
STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD2.	Executive Function
PERFORMANCE EXPECTATION	19-36.CD2.2.	Shows flexibility in adjusting thinking and behavior to different contexts
BENCHMARK / PROFICIENCY		FLEXIBLE THINKING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</li> <li>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</li> </ul>
STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD2.	Executive Function
PERFORMANCE EXPECTATION	19-36.CD2.2.	Shows flexibility in adjusting thinking and behavior to different contexts
BENCHMARK / PROFICIENCY		ADJUSTING BEHAVIOR TO MATCH CONTEXT

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</li> </ul>
STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD2.	Executive Function
PERFORMANCE EXPECTATION	19-36.CD2.3.	Regulates impulses and behaviors
BENCHMARK / PROFICIENCY		IMPULSE CONTROL
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds to redirection and limit-setting with increasing consistency (e.g., pauses when an adult says “stop” or asks them not to do something)</li> <li>• Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults</li> </ul>
STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD2.	Executive Function
PERFORMANCE EXPECTATION	19-36.CD2.3.	Regulates impulses and behaviors
BENCHMARK / PROFICIENCY		DELAY OF GRATIFICATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increasing understanding of phrases like “later” and “after lunch” and ability to comply with requests that involve waiting (e.g., “Eat your snack and then we’ll play with cars.”)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification</li> </ul>
STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD2.	Executive Function
PERFORMANCE EXPECTATION	19-36.CD2.4.	Holds and manipulates information in memory
BENCHMARK / PROFICIENCY		SHORT-TERM & WORKING MEMORY



DESCRIPTOR		<ul style="list-style-type: none"> <li>• Searches for hidden or missing objects and notices when people are missing from a familiar group (e.g., when a peer is absent)</li> <li>• Remembers and communicates about recent events (e.g., what happened earlier in the day; what has just happened in a story being read)</li> <li>• Remembers and follows two-step directions (e.g., “Put all the crayons in the basket, then put the basket on the shelf”; “Touch your nose, then touch your ear”) with decreasing need for adult support</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</li> </ul>
STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD2.	Executive Function
PERFORMANCE EXPECTATION	19-36.CD2.4.	Holds and manipulates information in memory
BENCHMARK / PROFICIENCY		LONG-TERM MEMORY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (e.g., sings along with familiar song and performs accompanying actions)</li> <li>• Tells some details about stories or personal experiences with adult support and modeling</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</li> </ul>
STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	19-36.CD3.1.	Uses reasoning and planning ahead to solve problems and reach goals
BENCHMARK / PROFICIENCY		PROBLEM SOLVING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</li> </ul>
STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	19-36.CD3.2.	Engages in symbolic and abstract thinking
BENCHMARK / PROFICIENCY		PRETEND PLAY



DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses familiar objects to represent something else (object substitution; e.g., uses a block as a pretend phone) and acts out routines, stories, or social roles alone or with peers</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> </ul> <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	19-36.CD3.2.	Engages in symbolic and abstract thinking
BENCHMARK / PROFICIENCY		SYMBOLIC REPRESENTATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Recognizes that illustrations and photographs are representations of real things (e.g., points to pictures in book rather than trying to grasp objects on page; identifies people in photographs; learns names of animals from book and extends knowledge to real animals they see)</li> <li>• Shows awareness that symbols (e.g., sign, icon, drawing) have meaning and understands that print carries a message</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p>Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs</p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH1.	Gross Motor
PERFORMANCE EXPECTATION	19-36.PH1.1.	Demonstrates locomotor skills
BENCHMARK / PROFICIENCY		TRAVELING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Changes speed or direction while moving (walking, running, using walker), though may have difficulty stopping with control</li> <li>• Walks and runs with balance but may move unevenly (e.g., one arm may pump more) and has relatively wide space between feet</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 04 Demonstrates traveling skills</li> </ul> <p>Objective 4.4 Experiments with different ways of moving</p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH1.	Gross Motor
PERFORMANCE EXPECTATION	19-36.PH1.1.	Demonstrates locomotor skills
BENCHMARK / PROFICIENCY		CLIMBING

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Walks up and down stairs or climbing equipment by stepping with both feet on each step, with increasing ability to move without support from adult or handrail</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.4 Experiments with different ways of moving</b></p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH1.	Gross Motor
PERFORMANCE EXPECTATION	19-36.PH1.1.	Demonstrates locomotor skills
BENCHMARK / PROFICIENCY		COMPLEX MOVEMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Experiments with different ways of moving (e.g., walks on tiptoes, walks backwards, marches, uses walker, pushes or pedals riding toy with feet)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.4 Experiments with different ways of moving</b></p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH1.	Gross Motor
PERFORMANCE EXPECTATION	19-36.PH1.2.	Shows stability and balance
BENCHMARK / PROFICIENCY		CORE STABILITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, “freezes” while running)</li> <li>• Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)</li> <li>• Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 05 Demonstrates balancing skills</li> </ul> <p><b>Objective 5.4 Experiments with different ways of balancing</b></p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH1.	Gross Motor
PERFORMANCE EXPECTATION	19-36.PH1.2.	Shows stability and balance
BENCHMARK / PROFICIENCY		JUMPING, HOPPING, & LEAPING

DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.4 Experiments with different ways of balancing</p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH1.	Gross Motor
PERFORMANCE EXPECTATION	19-36.PH1.3.	Demonstrates gross-motor manipulative skills
BENCHMARK / PROFICIENCY		CATCHING
DESCRIPTOR		<ul style="list-style-type: none"> <li>Catches medium- to large-size balls and similar objects by trapping ball against body with straight arms, showing increased ability to visually track objects in space</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 06 Demonstrates gross-motor manipulative skills</li> </ul> <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH1.	Gross Motor
PERFORMANCE EXPECTATION	19-36.PH1.3.	Demonstrates gross-motor manipulative skills
BENCHMARK / PROFICIENCY		THROWING
DESCRIPTOR		<ul style="list-style-type: none"> <li>Tosses or throws balls or other objects (e.g., beanbag) with increasing control of direction, aim, and speed</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 06 Demonstrates gross-motor manipulative skills</li> </ul> <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH1.	Gross Motor
PERFORMANCE EXPECTATION	19-36.PH1.3.	Demonstrates gross-motor manipulative skills
BENCHMARK / PROFICIENCY		STRIKING
DESCRIPTOR		<ul style="list-style-type: none"> <li>Strikes a stationary ball or other object with hand or arm (e.g., strikes a ball off of a table with hand), may not follow through or have accurate aim</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 06 Demonstrates gross-motor manipulative skills</li> </ul> <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH1.	Gross Motor

PERFORMANCE EXPECTATION	19-36.PH1.3.	Demonstrates gross-motor manipulative skills
BENCHMARK / PROFICIENCY		KICKING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 06 Demonstrates gross-motor manipulative skills</li> <li>Objective 6.4 Manipulates balls or similar objects with stiff body movements</li> </ul>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH2.	Fine Motor
PERFORMANCE EXPECTATION	19-36.PH2.1.	Demonstrates fine-motor strength, control, and coordination
BENCHMARK / PROFICIENCY		HAND-EYE COORDINATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses hand-eye coordination to complete tasks (e.g., turning pages and pointing to pictures in books, turning knobs and unscrewing lids), though may lack precision in some actions (e.g., spills water when pouring)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> <li>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</li> </ul>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH2.	Fine Motor
PERFORMANCE EXPECTATION	19-36.PH2.1.	Demonstrates fine-motor strength, control, and coordination
BENCHMARK / PROFICIENCY		GRASP AND MANIPULATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Handles medium-size blocks, puzzle pieces, and manipulatives (e.g., works on three- to four-piece puzzles, puts together large connecting blocks or linking toys, strings large beads)</li> <li>• Manipulates a variety of fasteners with increasing skill, such as buttons, zippers, laces, and buckles</li> </ul> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> <li>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</li> </ul>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH2.	Fine Motor
PERFORMANCE EXPECTATION	19-36.PH2.2.	Adjusts grasp and coordinates movements to use tools
BENCHMARK / PROFICIENCY		UTENSILS

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Scoops food with spoon with increasing control</li> <li>• Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</b></p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH2.	Fine Motor
PERFORMANCE EXPECTATION	19-36.PH2.2.	Adjusts grasp and coordinates movements to use tools
BENCHMARK / PROFICIENCY		WRITING & DRAWING TOOLS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Holds large writing and drawing tools (e.g., crayons, sidewalk chalk) to make spontaneous dots and scribbles, progressing from whole hand grip to approximate thumb-and-finger grip (may still move whole arm to make marks)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools</li> </ul> <p><b>Objective 7b.2 Grasps drawing and writing tools, jabbing at paper</b></p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH2.	Fine Motor
PERFORMANCE EXPECTATION	19-36.PH2.2.	Adjusts grasp and coordinates movements to use tools
BENCHMARK / PROFICIENCY		SCISSORS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Snips paper with child safety scissors with increasing ability to make changes in the direction of cutting to cut out simple shapes like circles (though may not be perfectly round)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</b></p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH2.	Fine Motor
PERFORMANCE EXPECTATION	19-36.PH2.2.	Adjusts grasp and coordinates movements to use tools
BENCHMARK / PROFICIENCY		VARIETY OF TOOLS

DESCRIPTOR		<ul style="list-style-type: none"> <li>Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</b></p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	19-36.PH3.1.	Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
BENCHMARK / PROFICIENCY		COMMUNICATING NEEDS
DESCRIPTOR		<ul style="list-style-type: none"> <li>Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.4 Seeks to do things for self</b></p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	19-36.PH3.1.	Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
BENCHMARK / PROFICIENCY		EXPLORATION OF FOOD EXPERIENCES
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods</li> <li>Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.4 Seeks to do things for self</b></p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	19-36.PH3.1.	Demonstrates interest in engaging in healthy eating habits and making nutritious food choices

<b>BENCHMARK / PROFICIENCY</b>		<b>FOOD KNOWLEDGE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear “fruit”; after working in the garden, notices that carrots and potatoes both grow in the ground)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> <li>Objective 1c.4 Seeks to do things for self</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.PH.</b>	<b>Physical Development and Health (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.PH3.</b>	<b>Health and Well-Being</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.PH3.2.</b>	<b>Shows awareness of safe behavior</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>AWARENESS OF SAFE BEHAVIOR AND SIGNALS OF DANGER</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Stops unsafe behavior when prompted by an adult, though often needs additional support and redirection (e.g., when distracted or caught up in emotion)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations</li> <li>Objective 1b.4 Accepts redirection from adults</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.PH.</b>	<b>Physical Development and Health (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.PH3.</b>	<b>Health and Well-Being</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.PH3.2.</b>	<b>Shows awareness of safe behavior</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>UNDERSTANDING OF SAFETY RULES AND PRACTICES</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Follows basic safety rules, practices, and routines with adult guidance and support (e.g., holds on to rope with knots or loops when moving with group from indoors to outdoors, keeps a safe distance from the swings when reminded)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> <li>Objective 1c.4 Seeks to do things for self</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.PH.</b>	<b>Physical Development and Health (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.PH3.</b>	<b>Health and Well-Being</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.PH3.3.</b>	<b>Engages in a variety of developmentally appropriate physical activities</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>PARTICIPATION IN PHYSICAL ACTIVITY</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows interest and enjoyment in physical activity, movement games, and dances</li> <li>• Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.4 Experiments with different ways of moving</b></p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	19-36.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		COMMUNICATING NEEDS
DESCRIPTOR	19-36.PH3.4.1.	<p>Communicates with increasing specificity and detail to get needs met (e.g., says “My tummy hurts,” “I need help reaching my toothbrush”) and later may communicate about specific health needs (e.g., “I can’t have peanuts because they make me sick”)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.4 Seeks to do things for self</b></p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	19-36.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		PERSONAL CARE ROUTINES
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Participates in personal hygiene and self-care routines with adult assistance (e.g., holds hands under faucet and waits for adult to turn it on, holds toothbrush with adult while brushing, sits on toilet with help, pulls off own socks)</li> <li>• Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.4 Seeks to do things for self</b></p>
STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	19-36.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		HEALTH HABITS



DESCRIPTOR		<ul style="list-style-type: none"> <li>Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.4 Seeks to do things for self</b></p>
STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD1.	Receptive Language
PERFORMANCE EXPECTATION	19-36.LD1.1.	Understands and responds to language (in child’s home language)
BENCHMARK / PROFICIENCY		VOCABULARY & LANGUAGE COMPREHENSION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Attends to familiar objects or people that have been named and understands the meaning of an increasing number of simple words, especially objects encountered in everyday life</li> <li>Identifies (e.g., points to) people, animals, and objects when prompted (e.g., points to a cow in a book when adult asks “Where’s the cow?”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p><b>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</b></p>
STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD1.	Receptive Language
PERFORMANCE EXPECTATION	19-36.LD1.1.	Understands and responds to language (in child’s home language)
BENCHMARK / PROFICIENCY		FOLLOWS DIRECTIONS
DESCRIPTOR		<ul style="list-style-type: none"> <li>Follows one- or two-step directions that involve familiar experiences or objects (e.g., “Pick up the ball and roll it to me,” or “Dame la mano” [“Give me your hand” in Spanish for dual language learners])</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 08 Listens to and understands increasingly complex language b. Follows directions</li> </ul> <p><b>Objective 8b.5 Emerging to 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences</b></p>
STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD2.	Expressive Language
PERFORMANCE EXPECTATION	19-36.LD2.1.	Uses increasingly complex vocabulary, grammar, and sentence structure (in child’s home language)

<b>BENCHMARK / PROFICIENCY</b>		<b>EXPRESSIVE VOCABULARY</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Begins to use two- and three-syllable words and names specific people, animals, and toys</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p><b>Objective 9a.4 Names familiar, people, animals, and objects</b></p>
<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD2.</b>	<b>Expressive Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD2.1.</b>	<b>Uses increasingly complex vocabulary, grammar, and sentence structure (in child’s home language)</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>GRAMMAR &amp; SENTENCE STRUCTURE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Begins to use plurals, past tense, subject-verb agreement, and the possessive form* although often incorrectly (e.g., “Mommy goed work”)</li> <li>• Increasingly combines simple words into sentence-like structures (e.g., “Me milk please”) and when older, sentences (e.g., “Let’s go to Grammy’s house!” or “Léeme un cuento” [“Read me a story” in Spanish for dual language learners])</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</li> </ul> <p><b>Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</b></p>
<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD2.</b>	<b>Expressive Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD2.1.</b>	<b>Uses increasingly complex vocabulary, grammar, and sentence structure (in child’s home language)</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>CLARITY OF COMMUNICATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Speaks or signs clearly enough most of the time that unfamiliar adults who speak the same language can understand; still mispronounces many words (e.g., says “buhsggetti” for spaghetti)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly</li> </ul> <p><b>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</b></p>
<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD3.</b>	<b>Communication Skills</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD3.1.</b>	<b>Communicates using social and conversational rules</b>

<b>BENCHMARK / PROFICIENCY</b>		<b>CONVERSATIONS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Engages in brief back-and-forth conversations, often repeating or imitating words, tone, and actions of adults</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</li> <li>Objective 10a.4 Initiates and attends to brief conversations</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD3.</b>	<b>Communication Skills</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD3.1.</b>	<b>Communicates using social and conversational rules</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>SOCIAL RULES OF LANGUAGE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Begins to use polite forms of communication by saying “please,” “thank you,” and “excuse me” with modeling</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</li> <li>Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD4.1.</b>	<b>Demonstrates progress in attending to, understanding, and responding to English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</li> <li>Pays attention to and observes other children and adults as English is spoken</li> <li>Attends to English in small- and large-group activities, such as circle time, storybook reading, etc.</li> <li>Imitates behaviors of other children to get the same result (e.g. sees child make the sign for “me too” in sign language and makes the same sign)</li> </ul> <p><b><u>No Correlations</u></b></p>
<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD4.1.</b>	<b>Demonstrates progress in attending to, understanding, and responding to English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</li> <li>• Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</li> <li>• Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)</li> <li>• Responds appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)</li> </ul> <p><u>No Correlations</u></p>
STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	19-36.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</li> <li>• Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities</li> <li>• Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)</li> <li>• Follows directions that involve a one- or two-step sequence, relying less on contextual cues</li> </ul> <p><u>No Correlations</u></p>
STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	19-36.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul> <p><u>No Correlations</u></p>
STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	19-36.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT

DESCRIPTOR		<ul style="list-style-type: none"> <li>Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul> <p><u>No Correlations</u></p>
STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	19-36.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul> <p><u>No Correlations</u></p>
STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	19-36.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others</li> <li>Repeats sounds and words in English</li> </ul> <p><u>No Correlations</u></p>
STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	19-36.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Combines nonverbal with some verbal communication to be understood by others</li> <li>• Engages in codeswitching during conversations</li> <li>• Uses telegraphic speech</li> <li>• Uses formulaic speech (expressions that are learned whole, e.g., “I don’t know”)</li> <li>• Uses English vocabulary that mainly consists of concrete nouns and some verbs and pronouns</li> <li>• Converses with others in English using two or three words at a time but switches back and forth between English and their home language</li> <li>• Uses some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and applies at times the rules of grammar of the home language to English</li> <li>• Uses “what” and “why” questions in English, sometimes with errors</li> </ul> <p><b>No Correlations</b></p>
STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	19-36.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes</li> <li>• Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary</li> <li>• Sustains a conversation in English with increasingly complex syntax, adding conjunctions, adjectives, adverbs, subject-verb-object patterns, and other more advanced elements of English sentence construction</li> <li>• Expands use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors</li> <li>• Uses “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with mistakes</li> </ul> <p><b>No Correlations</b></p>
STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	19-36.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul> <p><u>No Correlations</u></p>
STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	19-36.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul> <p><u>No Correlations</u></p>
STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	19-36.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul> <p><u>No Correlations</u></p>
STRAND / TOPIC	AR.19-36.EL.	Emergent Literacy (19-36m)
CONTENT STANDARD	19-36.EL1.	Engagement in literacy experiences and understanding of stories and books
PERFORMANCE EXPECTATION	19-36.EL1.1.	Shows interest in literacy experiences
BENCHMARK / PROFICIENCY		ENGAGEMENT IN LITERACY EXPERIENCES
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p><b>Objective 17a.2 Shows interest in books</b></p>
STRAND / TOPIC	AR.19-36.EL.	Emergent Literacy (19-36m)

<b>CONTENT STANDARD</b>	19-36.EL1.	Engagement in literacy experiences and understanding of stories and books
<b>PERFORMANCE EXPECTATION</b>	19-36.EL1.2.	Engages in read-alouds and conversations about books and stories
<b>BENCHMARK / PROFICIENCY</b>		<b>ENGAGEMENT WITH BOOKS AND STORIES</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Actively participates in book reading experiences by pointing to pictures, turning pages, and making sounds or simple comments</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> <li>Objective 18a.2 Contributes particular language from the book at the appropriate time</li> </ul>
<b>STRAND / TOPIC</b>	AR.19-36.EL.	Emergent Literacy (19-36m)
<b>CONTENT STANDARD</b>	19-36.EL1.	Engagement in literacy experiences and understanding of stories and books
<b>PERFORMANCE EXPECTATION</b>	19-36.EL1.2.	Engages in read-alouds and conversations about books and stories
<b>BENCHMARK / PROFICIENCY</b>		<b>STORY COMPREHENSION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Shows comprehension by making comments, asking and answering questions, and responding to prompts during book reading experiences</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> <li>Objective 18a.4 Asks and answers questions about the text; refers to pictures</li> </ul>
<b>STRAND / TOPIC</b>	AR.19-36.EL.	Emergent Literacy (19-36m)
<b>CONTENT STANDARD</b>	19-36.EL1.	Engagement in literacy experiences and understanding of stories and books
<b>PERFORMANCE EXPECTATION</b>	19-36.EL1.2.	Engages in read-alouds and conversations about books and stories
<b>BENCHMARK / PROFICIENCY</b>		<b>STORY STRUCTURE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Pretends to read, describing what is happening and using some language from the book with pictures as cues</li> <li>Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills</li> <li>Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</li> </ul>
<b>STRAND / TOPIC</b>	AR.19-36.EL.	Emergent Literacy (19-36m)
<b>CONTENT STANDARD</b>	19-36.EL2.	Phonological Awareness
<b>PERFORMANCE EXPECTATION</b>	19-36.EL2.1.	Notices and manipulates the sounds of language



<b>BENCHMARK / PROFICIENCY</b>		<b>RHYME</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Joins in and repeats songs, fingerplays, and poems with rhyming or alliterative phrases (words with same initial sound)</li> <li>• Fills in the missing rhyming word of a song, fingerplay, or story and can generate rhyming words spontaneously (real or nonsense words)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</li> <li>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.EL.</b>	<b>Emergent Literacy (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.EL3.</b>	<b>Knowledge and Use of Books, Print, and Letters</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.EL3.1.</b>	<b>Responds to features of books and print</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>BOOK KNOWLEDGE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Shows beginning book handling skills (e.g., holds books right-side-up, turns pages one at a time from front-to-back) with adult support</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> <li>Objective 17a.3 Emerging to 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.EL.</b>	<b>Emergent Literacy (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.EL3.</b>	<b>Knowledge and Use of Books, Print, and Letters</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.EL3.2.</b>	<b>Shows knowledge of the shapes, names, and sounds of letters</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ALPHABET KNOWLEDGE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Shows interest in letters by singing the alphabet song, playing with alphabet blocks, looking at alphabet books, etc.</li> <li>• Attends to and recognizes simple environmental print (e.g., recognizes stop sign or Walmart® or Lego® logos, although may not say letters)</li> </ul> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</li> <li>Objective 16a.2 Recognizes and names a few letters in own name</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.EL.</b>	<b>Emergent Literacy (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.EL3.</b>	<b>Knowledge and Use of Books, Print, and Letters</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.EL3.3.</b>	<b>Demonstrates emergent writing skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>PRE-WRITING EXPLORATION</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Explores writing tools and movements, making scribble marks with increasing control</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> <li>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</li> </ul>
STRAND / TOPIC	AR.19-36.EL.	Emergent Literacy (19-36m)
CONTENT STANDARD	19-36.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	19-36.EL3.3.	Demonstrates emergent writing skills
BENCHMARK / PROFICIENCY		LETTER AND PRINT WRITING CONCEPTS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> <li>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</li> </ul>
STRAND / TOPIC	AR.19-36.MT.	Mathematical Thinking (19-36m)
CONTENT STANDARD	19-36.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	19-36.MT1.1.	Demonstrates number sense and an understanding of quantity
BENCHMARK / PROFICIENCY		NUMBER NAMES & COUNT SEQUENCE
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Knows some number names (e.g., joins in counting songs, says or gestures “two” when asked age), and later in this age range says or signs more number words in sequence with occasional errors (e.g., says “one, two, three, five”)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> <li>Objective 20a.2 Verbally counts (not always in the correct order)</li> </ul>
STRAND / TOPIC	AR.19-36.MT.	Mathematical Thinking (19-36m)
CONTENT STANDARD	19-36.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	19-36.MT1.1.	Demonstrates number sense and an understanding of quantity
BENCHMARK / PROFICIENCY		COMPARISON OF QUANTITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Visually determines (without counting) which group of objects has more or less for groups of five or fewer objects (e.g., chooses a group that has more of a preferred item; indicates which group of crackers has more when prompted)</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> <li>Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</li> </ul>

<b>STRAND / TOPIC</b>	<b>AR.19-36.MT.</b>	<b>Mathematical Thinking (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.MT1.</b>	<b>Number Concepts and Operations</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.MT1.1.</b>	<b>Demonstrates number sense and an understanding of quantity</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>CONNECTION OF NUMBER, NUMERAL, &amp; QUANTITY</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)</li> <li>Instantly recognizes without counting (subitizes) the number of objects in sets of one to three objects</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.MT.</b>	<b>Mathematical Thinking (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.MT1.</b>	<b>Number Concepts and Operations</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.MT1.2.</b>	<b>Explores combining and separating groups (numerical operations)</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>CHANGES IN QUANTITY</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Shows increasing understanding of changes in quantity by using and responding to phrases like “more,” “less,” and “all gone” and later in this age range “one fewer” and “one more” (e.g., when prompted, child hands peer one more block)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.MT.</b>	<b>Mathematical Thinking (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.MT1.</b>	<b>Number Concepts and Operations</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.MT1.2.</b>	<b>Explores combining and separating groups (numerical operations)</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ADDITION &amp; SUBTRACTION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>With increasing independence creates larger and smaller groups of objects (e.g., placing and removing rings on a vertical peg) and later in this age range adds and subtracts with sets of objects smaller than three with adult support (e.g., “subtracts” from a group of three toys by offering one to an adult, then pointing to the remaining toys and communicating “Two”)</li> </ul> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</li> </ul>

<b>STRAND / TOPIC</b>	<b>AR.19-36.MT.</b>	<b>Mathematical Thinking (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.MT2.</b>	<b>Algebraic Thinking</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.MT2.1.</b>	<b>Uses classification and patterning skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>CLASSIFICATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Forms groups of like objects based on broad categories (e.g., puts toy cars in one pile and toy animals in another) and later in this age range, child can name the attribute used in sorting</li> <li>• Sorts objects based on a single, simple characteristic (e.g., color, shape, size) with increasing ability to sort into more than two categories (e.g., making three color groups instead of two color groups)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
<b>STRAND / TOPIC</b>	<b>AR.19-36.MT.</b>	<b>Mathematical Thinking (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.MT2.</b>	<b>Algebraic Thinking</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.MT2.1.</b>	<b>Uses classification and patterning skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>PATTERNING</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Repeats certain action sequences intuitively (e.g., fills up and dumps out container repeatedly) and joins in or copies simple patterns (e.g., does stomp-clap-stomp-clap movements during a song with modeling and support) Later in this age range, shows recognition of simple ABAB patterns (e.g., points to stripes on a shirt and communicates, “Black, white, black, white.”)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p>Objective 23.3 Emerging to 23.4 Copies simple repeating patterns</p>
<b>STRAND / TOPIC</b>	<b>AR.19-36.MT.</b>	<b>Mathematical Thinking (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.MT3.</b>	<b>Measurement and Comparison</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.MT3.1.</b>	<b>Participates in exploratory measurement activities and compares objects</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>MEASUREMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Investigates properties of objects and materials (e.g., volume, relative size) through exploration and play (e.g., tries to squeeze large object into smaller container, pours liquid from one container to another); later in this age range labels some attributes of objects (e.g., recognizes length by communicating “I’m tall”)</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.2 Makes simple comparisons between two objects</p>

STRAND / TOPIC	AR.19-36.MT.	Mathematical Thinking (19-36m)
CONTENT STANDARD	19-36.MT3.	Measurement and Comparison
PERFORMANCE EXPECTATION	19-36.MT3.1.	Participates in exploratory measurement activities and compares objects
BENCHMARK / PROFICIENCY		COMPARISON
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses descriptive words or signs of increasing complexity including “big,” “little,” “hot,” “cold,” and makes simple comparisons (e.g., indicates which ball is bigger, correctly compares collections that are quite different in size)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p><b>Objective 22a.2 Makes simple comparisons between two objects</b></p>
STRAND / TOPIC	AR.19-36.MT.	Mathematical Thinking (19-36m)
CONTENT STANDARD	19-36.MT4.	Geometry and Spatial Sense
PERFORMANCE EXPECTATION	19-36.MT4.1.	Explores and describes shapes and spatial relationships
BENCHMARK / PROFICIENCY		SHAPE KNOWLEDGE
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Matches and sorts familiar shapes with increasing ability to do so with shapes of different sizes or orientations (e.g., puts small square and large square together; picks up triangle block to put in shape sorter even if block is rotated at a different orientation, e.g., ▲ and ◀)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p><b>Objective 21b.2 Matches two identical shapes</b></p>
STRAND / TOPIC	AR.19-36.MT.	Mathematical Thinking (19-36m)
CONTENT STANDARD	19-36.MT4.	Geometry and Spatial Sense
PERFORMANCE EXPECTATION	19-36.MT4.1.	Explores and describes shapes and spatial relationships
BENCHMARK / PROFICIENCY		SPATIAL SENSE
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds to and uses basic spatial directions (e.g., “reach up,” “slide down”) and simple prepositions (e.g., on, in, under, up), especially when accompanied by gestures</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships</li> </ul> <p><b>Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)</b></p>
STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST1.	Scientific Practices
PERFORMANCE EXPECTATION	19-36.ST1.1.	Engages in the scientific process to collect, analyze, and communicate information
BENCHMARK / PROFICIENCY		OBSERVATIONS, QUESTIONS, & PREDICTIONS

DESCRIPTOR		<ul style="list-style-type: none"> <li>Asks questions, makes observations, and predictions about the world around them with adult support (e.g., “Where snow go?”; describes texture of fabrics as soft, scratchy, or bumpy when prompted; predicts that apples will be served for snack)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>Objective 24 Uses scientific inquiry skills</li> </ul>
STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST1.	Scientific Practices
PERFORMANCE EXPECTATION	19-36.ST1.1.	Engages in the scientific process to collect, analyze, and communicate information
BENCHMARK / PROFICIENCY		INVESTIGATION & HYPOTHESIS TESTING
DESCRIPTOR		<ul style="list-style-type: none"> <li>Explores cause-and-effect relationships by varying actions to change the reaction (e.g., mixes red paint with blue paint, then mixes red paint with green paint; changes the size and/or orientation of blocks used when attempting to build a tall structure that doesn’t fall down)</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>Objective 24 Uses scientific inquiry skills</li> </ul>
STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	19-36.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		SYSTEM PARTS & WHOLES
DESCRIPTOR		<ul style="list-style-type: none"> <li>Identifies parts of a whole (e.g., labels parts of a toy car such as door, wheel, headlight) and with adult support can describe their basic functions</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</li> </ul>
STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	19-36.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		STRUCTURE & FUNCTION

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Observes and describes basic features and functions of living things, objects, and materials (e.g., talks about body parts and their uses; describes attributes of materials related to their function by using words like strong, squishy, round, soft; communicates, “Windows are clear so we can see through them”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> <li>• Objective 26 Demonstrates knowledge of the physical properties of objects and materials</li> </ul>
STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	19-36.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		STABILITY AND CHANGE
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Describes changes in the environment with adult support (e.g., talks about weather conditions such as rain, snow, and wind; notices clouds changing shape and moving across the sky)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 27 Demonstrates knowledge of Earth’s environment</li> </ul>
STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	19-36.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth’s environment, and physical objects and materials
BENCHMARK / PROFICIENCY		LIVING THINGS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> </ul>
STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	19-36.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth’s environment, and physical objects and materials
BENCHMARK / PROFICIENCY		NATURE & THE ENVIRONMENT



DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)</li> <li>Helps care for the environment (e.g., throws away a used paper towel; participates in some way in clean-up time)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 27 Demonstrates knowledge of Earth's environment</li> </ul>
STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	19-36.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
BENCHMARK / PROFICIENCY		PHYSICAL OBJECTS & MATERIALS
DESCRIPTOR		<ul style="list-style-type: none"> <li>Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</li> </ul>
STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	19-36.ST3.2.	Uses tools and engineering practices to explore and solve problems
BENCHMARK / PROFICIENCY		KNOWLEDGE & USE OF TOOLS
DESCRIPTOR		<ul style="list-style-type: none"> <li>Uses own body, other people, or objects to make something happen (e.g., pulls an adult's hand and guides it to push a button on a toy; later in this age range uses an object to reach something under a chair)</li> <li>Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 28 Uses tools and other technology to perform tasks</li> </ul>
STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	19-36.ST3.2.	Uses tools and engineering practices to explore and solve problems
BENCHMARK / PROFICIENCY		ENGINEERING PRACTICES & THINKING



DESCRIPTOR		<ul style="list-style-type: none"> <li>• Explores principles such as stability and balance (e.g., building block structure) and force and motion (e.g., rolling a car down a ramp)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b></li> </ul>
STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	19-36.ST3.3.	Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play
BENCHMARK / PROFICIENCY		TECHNOLOGY HANDLING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the “office” prop box to pretend to write someone a letter)</li> <li>• Explores and uses simple tools (e.g., spoons, hairbrushes, crayons) and later in this age range common devices such as sinks and toilets</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 28 Uses tools and other technology to perform tasks</b></li> </ul>
STRAND / TOPIC	AR.19-36.SS.	Social Studies (19-36m)
CONTENT STANDARD	19-36.SS1.	Family, Community, and Culture
PERFORMANCE EXPECTATION	19-36.SS1.1.	Demonstrates positive connection to family and community
BENCHMARK / PROFICIENCY		LEARNING COMMUNITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Begins to identify as a member of a classroom or group (e.g., “I’m a Ladybug [class name]”) and follows simple rules with adult support</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 30 Shows basic understanding of people and how they live</b></li> </ul>
STRAND / TOPIC	AR.19-36.SS.	Social Studies (19-36m)
CONTENT STANDARD	19-36.SS1.	Family, Community, and Culture
PERFORMANCE EXPECTATION	19-36.SS1.1.	Demonstrates positive connection to family and community
BENCHMARK / PROFICIENCY		FAMILY & CULTURAL IDENTITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Recognizes similarities and differences among individual people and groups of people (e.g., notices when another language is spoken; says “Everyone in my family has brown hair”)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 30 Shows basic understanding of people and how they live</b></li> </ul>
STRAND / TOPIC	AR.19-36.SS.	Social Studies (19-36m)

<b>CONTENT STANDARD</b>	<b>19-36.SS1.</b>	<b>Family, Community, and Culture</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SS1.1.</b>	<b>Demonstrates positive connection to family and community</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>AWARENESS OF ROLES IN SOCIETY</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a “daddy” sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor’s office)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li><b>Objective 30 Shows basic understanding of people and how they live</b></li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.SS.</b>	<b>Social Studies (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SS2.</b>	<b>History and Geography</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SS2.1.</b>	<b>Shows awareness of sequence and change over time</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>AWARENESS OF PAST &amp; FUTURE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver’s instruction)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li><b>Objective 31 Explores change related to familiar people or places</b></li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.SS.</b>	<b>Social Studies (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SS2.</b>	<b>History and Geography</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SS2.1.</b>	<b>Shows awareness of sequence and change over time</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>TIME CONCEPTS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., “now/later,” “day/night”, “last time/next time”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li><b>Objective 31 Explores change related to familiar people or places</b></li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.SS.</b>	<b>Social Studies (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SS2.</b>	<b>History and Geography</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SS2.2.</b>	<b>Demonstrates simple geographic knowledge</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>AWARENESS OF LOCATION AND PLACE</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Knows where some favorite toys or foods are stored in familiar places (e.g., home, classroom)</li> <li>• Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)</li> <li>• Understands and uses words indicating relative distances (e.g., near, far, close)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 32 Demonstrates simple geographic knowledge</li> </ul>
STRAND / TOPIC	AR.19-36.CA.	Creativity and Aesthetics (19-36m)
CONTENT STANDARD	19-36.CA1.	Music and Movement
PERFORMANCE EXPECTATION	19-36.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		EXPLORATION OF MUSIC & MOVEMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Enjoys producing music and other sounds with voice and simple instruments (e.g., explores making noises with tambourine, attempts to blow into a whistle or harmonica)</li> <li>• Moves body in response to rhythms and music (e.g., sways to the sound of music, claps along with song, though may not be on the beat)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 34 Explores musical concepts and expression</li> </ul>
STRAND / TOPIC	AR.19-36.CA.	Creativity and Aesthetics (19-36m)
CONTENT STANDARD	19-36.CA1.	Music and Movement
PERFORMANCE EXPECTATION	19-36.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		MUSIC & MOVEMENT CONCEPTS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 34 Explores musical concepts and expression</li> </ul>
STRAND / TOPIC	AR.19-36.CA.	Creativity and Aesthetics (19-36m)
CONTENT STANDARD	19-36.CA1.	Music and Movement
PERFORMANCE EXPECTATION	19-36.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		MUSICAL EXPRESSION & APPRECIATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Develops preferences for favorite songs and fingerplays (e.g., claps and smiles or communicates “Again! Again!” when a song is finished; requests certain songs or fingerplays be played or sung)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 34 Explores musical concepts and expression</li> </ul>
STRAND / TOPIC	AR.19-36.CA.	Creativity and Aesthetics (19-36m)

<b>CONTENT STANDARD</b>	<b>19-36.CA2.</b>	<b>Visual Arts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CA2.1.</b>	<b>Explores, manipulates, creates, and responds to a variety of art media</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EXPLORATION OF ART</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Participates in child-initiated visual art activities* and with adult support experiments with a variety of media and materials (e.g. crayons, markers, colored pencils, chalk, paints, collage materials, play dough, clay)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 33 Explores the visual arts</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.CA.</b>	<b>Creativity and Aesthetics (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.CA2.</b>	<b>Visual Arts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CA2.1.</b>	<b>Explores, manipulates, creates, and responds to a variety of art media</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ART CONCEPTS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Shows increasing range and intentionality in art creations (e.g., draws multiple simple shapes; uses a variety of tools to make different textures in play dough; shows preferences and makes choices about colors)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 33 Explores the visual arts</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.CA.</b>	<b>Creativity and Aesthetics (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.CA2.</b>	<b>Visual Arts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CA2.1.</b>	<b>Explores, manipulates, creates, and responds to a variety of art media</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ART APPRECIATION &amp; EXPRESSION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Tells about their artistic creations with increasing detail</li> <li>Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 33 Explores the visual arts</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.19-36.CA.</b>	<b>Creativity and Aesthetics (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.CA3.</b>	<b>Drama</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CA3.1.</b>	<b>Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EXPLORATION OF DRAMA</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Tries out roles and relationships through imitation and pretend play using real objects (e.g. uses cup to pretend to drink) and later in this age range uses objects to represent other things (e.g. pretends a block is a telephone)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 36 Explores drama through actions and language</li> </ul>
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**Ages: 37-48 months**

STRAND / TOPIC	AR.37-48.SE.	Social and Emotional Development (37-48m)
CONTENT STANDARD	37-48.SE1.	Relationships with Others
PERFORMANCE EXPECTATION	37-48.SE1.1.	Forms trusting relationships with nurturing adults
BENCHMARK / PROFICIENCY		INTERACTIONS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Participates in longer back-and-forth interactions with adults to share experiences; imitates adults' actions; communicates ideas; seeks assistance; and engages in role play, games, or other activities</li> <li>• Takes greater initiative in social interactions and begins to show interest in familiar adults' feelings, preferences, and well-being</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults</li> </ul> <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
STRAND / TOPIC	AR.37-48.SE.	Social and Emotional Development (37-48m)
CONTENT STANDARD	37-48.SE1.	Relationships with Others
PERFORMANCE EXPECTATION	37-48.SE1.1.	Forms trusting relationships with nurturing adults
BENCHMARK / PROFICIENCY		ATTACHMENT RELATIONSHIPS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Separates from primary caregivers with minimal distress when with other familiar and trusted adults</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults</li> </ul> <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>

<b>STRAND / TOPIC</b>	<b>AR.37-48.SE.</b>	<b>Social and Emotional Development (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.SE1.</b>	<b>Relationships with Others</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.SE1.2.</b>	<b>Interacts with peers</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>DEVELOPS FRIENDSHIPS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 02 Establishes and sustains positive relationships d. Makes friends</li> <li>Objective 2d.4 Plays with one or two preferred playmates</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.37-48.SE.</b>	<b>Social and Emotional Development (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.SE1.</b>	<b>Relationships with Others</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.SE1.2.</b>	<b>Interacts with peers</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>STAGES OF PLAY</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Participates in associative play (playing independently but engaging in the same activity as other children, sometimes interacting through talking or sharing toys)</li> <li>Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 02 Establishes and sustains positive relationships c. Interacts with peers</li> <li>Objective 2c.4 Uses successful strategies for entering groups</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.37-48.SE.</b>	<b>Social and Emotional Development (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.SE1.</b>	<b>Relationships with Others</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.SE1.2.</b>	<b>Interacts with peers</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>SOCIAL SKILLS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Shows increasing understanding and demonstration of social skills such as turn-taking, initiating and joining in group play situations, and solving social conflict with adult guidance</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</li> <li>Objective 3a.4 Take turns</li> <li>Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems</li> <li>Objective 3b.4 Seeks adult help to resolve social problems</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.37-48.SE.</b>	<b>Social and Emotional Development (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.SE2.</b>	<b>Emotional Expression and Understanding</b>

PERFORMANCE EXPECTATION	37-48.SE2.1.	Experiences, expresses, and regulates a range of emotions
BENCHMARK / PROFICIENCY		EMOTION EXPRESSION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others</li> <li>• Shows increasing ability to constructively express emotions or alter emotional expression based on social context and cultural norms</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 01 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p><b>Objective 1a.4 Comforts self by seeking out special object or person</b></p>
STRAND / TOPIC	AR.37-48.SE.	Social and Emotional Development (37-48m)
CONTENT STANDARD	37-48.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	37-48.SE2.1.	Experiences, expresses, and regulates a range of emotions
BENCHMARK / PROFICIENCY		EMOTION REGULATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 01 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p><b>Objective 1a.4 Comforts self by seeking out special object or person</b></p>
STRAND / TOPIC	AR.37-48.SE.	Social and Emotional Development (37-48m)
CONTENT STANDARD	37-48.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	37-48.SE2.2.	Interprets and responds to the feelings of others
BENCHMARK / PROFICIENCY		EMPATHY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds sympathetically to others' distress with increased initiative and understanding that each person has their own specific needs (e.g., gets a peer's blanket from their cubby when child notices peer is sad)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues</li> </ul> <p><b>Objective 2b.4 Demonstrates concern about the feelings of others</b></p>
STRAND / TOPIC	AR.37-48.SE.	Social and Emotional Development (37-48m)
CONTENT STANDARD	37-48.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	37-48.SE2.2.	Interprets and responds to the feelings of others
BENCHMARK / PROFICIENCY		EMOTION UNDERSTANDING

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision</li> <li>• Makes predictions and identifies causes and consequences of others' emotional reactions with increasing accuracy (e.g., says, "I think the bears will feel scared when they find Goldilocks in their house"; "When I get home from school my little sister is so excited to see me she jumps up and down")</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues</li> </ul> <p>Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
STRAND / TOPIC	AR.37-48.SE.	Social and Emotional Development (37-48m)
CONTENT STANDARD	37-48.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	37-48.SE3.1.	Shows awareness of self as unique individual
BENCHMARK / PROFICIENCY		SENSE OF IDENTITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses first-person pronouns (e.g., me, I) and own name to refer to themselves and shows growing understanding of "mine" and "not mine"</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 29 Demonstrates knowledge about self</li> </ul>
STRAND / TOPIC	AR.37-48.SE.	Social and Emotional Development (37-48m)
CONTENT STANDARD	37-48.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	37-48.SE3.1.	Shows awareness of self as unique individual
BENCHMARK / PROFICIENCY		CHARACTERISTICS OF SELF AND OTHERS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Recognizes similarities and differences in their own and others' personal characteristics (e.g., communicates that a peers' hair color is different than their own, labels self as boy or girl)</li> <li>• Shows increased understanding that others have different interests, thoughts, beliefs, ideas, feelings, and abilities and differentiates themselves from others (e.g., "I'm a fast runner," "No one else in my family likes fish, but I do")</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 30 Shows basic understanding of people and how they live</li> </ul>
STRAND / TOPIC	AR.37-48.SE.	Social and Emotional Development (37-48m)
CONTENT STANDARD	37-48.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	37-48.SE3.1.	Shows awareness of self as unique individual
BENCHMARK / PROFICIENCY		PREFERENCES



DESCRIPTOR		Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., “I don’t like bananas” and later, “I like carrots because they’re crunchy.”)  <b><u>GOLD® Objectives for Development and Learning</u></b> • <b>Objective 29 Demonstrates knowledge about self</b>
STRAND / TOPIC	AR.37-48.SE.	Social and Emotional Development (37-48m)
CONTENT STANDARD	37-48.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	37-48.SE3.2.	Demonstrates competence and confidence
BENCHMARK / PROFICIENCY		SELF-CONFIDENCE
DESCRIPTOR		• Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice) and by selecting more challenging activities (e.g., choosing more difficult puzzles) • Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively  <b><u>Gold Objectives for Development and Learning</u></b> • <b>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</b> <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	37-48.CD1.1.	Shows curiosity and a willingness to try new things
BENCHMARK / PROFICIENCY		EXPLORATION & INVESTIGATION
DESCRIPTOR		• Experiments with objects and materials with increasing sophistication (e.g., gathers multiple objects to find out which will sink or float, uses magnets with various objects and materials) with guidance and support from adults • Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)  <b><u>Gold Objectives for Development and Learning</u></b> • <b>Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</b> <b>Objective 11d.4 Explores and investigates ways to make something happen</b>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	37-48.CD1.1.	Shows curiosity and a willingness to try new things
BENCHMARK / PROFICIENCY		INTEREST IN NEW EXPERIENCES

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	37-48.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		DETERMINATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)</li> </ul> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists</li> </ul> <p>Objective 11b.4 Practices an activity many times until successful</p>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	37-48.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		TASK COMPLETION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> </ul> <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	37-48.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		ACCEPTANCE OF CHALLENGES

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Persists with adult encouragement and support even when presented with challenges (e.g., continues trying to build tall block tower even when some pieces fall; tries again to write name after running out of space on paper or recognizing a mistake)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists</li> <li>Objective 11b.4 Practices an activity many times until successful</li> </ul>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD2.	Executive Function
PERFORMANCE EXPECTATION	37-48.CD2.1.	Focuses and sustains attention
BENCHMARK / PROFICIENCY		ATTENTION & ENGAGEMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> <li>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</li> </ul>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD2.	Executive Function
PERFORMANCE EXPECTATION	37-48.CD2.1.	Focuses and sustains attention
BENCHMARK / PROFICIENCY		SELECTIVE ATTENTION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)</li> <li>• Shifts focus among various aspects of an object, activity, or story (e.g., recognizes two objects are alike because they are the same color, then recognizes that one of them is like another object because it is the same shape; talks about specific aspects of a story)</li> <li>• Shows increasing ability to shift attention away from a desired object, activity, person, etc. with adult support and coaching (e.g., engages in a different activity when preferred activity is unavailable; with support focuses on a book after a difficult separation from caregiver)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> <li>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</li> </ul>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD2.	Executive Function

PERFORMANCE EXPECTATION	37-48.CD2.2.	Shows flexibility in adjusting thinking and behavior to different contexts
BENCHMARK / PROFICIENCY		FLEXIBLE THINKING
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing ability to flexibly shift between roles or use props in multiple ways (e.g., pretends to be the dad and the pet dog, using different voices and actions for each character; uses a paper plate as a steering wheel and then later as a bus driver's hat)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</li> <li>Objective 11e.4 Uses creativity and imagination during play and routine tasks</li> </ul>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD2.	Executive Function
PERFORMANCE EXPECTATION	37-48.CD2.2.	Shows flexibility in adjusting thinking and behavior to different contexts
BENCHMARK / PROFICIENCY		ADJUSTING BEHAVIOR TO MATCH CONTEXT
DESCRIPTOR		<ul style="list-style-type: none"> <li>Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults</li> <li>Applies different rules in different contexts with decreasing need for reminders (e.g., takes shoes off at home, but not at school; runs and uses "outside voice" when on playground, but uses "walking feet" and "inside voice" in classroom; if a dual language learner, speaks in home language or English based on whom they are talking to)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations</li> <li>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</li> </ul>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD2.	Executive Function
PERFORMANCE EXPECTATION	37-48.CD2.3.	Regulates impulses and behaviors
BENCHMARK / PROFICIENCY		IMPULSE CONTROL
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 01 Regulates own emotions and behaviors a. Manages feelings</li> <li>Objective 1a.6 Is able to look at a situation differently or delay gratification</li> </ul>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD2.	Executive Function

PERFORMANCE EXPECTATION	37-48.CD2.3.	Regulates impulses and behaviors
BENCHMARK / PROFICIENCY		DELAY OF GRATIFICATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increasing understanding of phrases like “later” and “after lunch” and ability to comply with requests that involve waiting (e.g., “Eat your snack and then we’ll play with cars.”)</li> <li>• Shows increasing ability to delay gratification (e.g., raises hand and waits to be called on during small group time; waits until end of birthday song to eat special snack; waits until there is space at a center to select an activity)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification</li> </ul>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD2.	Executive Function
PERFORMANCE EXPECTATION	37-48.CD2.4.	Holds and manipulates information in memory
BENCHMARK / PROFICIENCY		SHORT-TERM & WORKING MEMORY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increasing skill in memory games (e.g., recalls an increasing number of items removed from view in games like “What’s Missing”; plays simple memory matching card games)</li> <li>• Remembers and communicates about recent events (e.g., what happened earlier in the day; what has just happened in a story being read)</li> <li>• Remembers and follows two-step directions (e.g., “Put all the crayons in the basket, then put the basket on the shelf”; “Touch your nose, then touch your ear”) with decreasing need for adult support</li> <li>• Remembers and follows multi-step directions (e.g., “Push in your chair, throw away your trash, and then join us for circle time”; follows a sequence of actions for a song such as jumping, then clapping, then turning around) with decreasing need for adult support</li> <li>• Remembers and processes multiple pieces of information before responding (e.g., considers two or more options before making a choice; remembers response to teacher’s question long enough to respond after waiting for peers to share their comments)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view</li> </ul>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD2.	Executive Function
PERFORMANCE EXPECTATION	37-48.CD2.4.	Holds and manipulates information in memory
BENCHMARK / PROFICIENCY		LONG-TERM MEMORY

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (e.g., sings along with familiar song and performs accompanying actions)</li> <li>• Imitates actions or behaviors that were observed at an earlier time (e.g., uses traffic hand signals on trike track after seeing them demonstrated by a crossing guard; divides markers into “fair share” groups after observing teacher do this the day before)</li> <li>• Tells some details about stories or personal experiences with adult support and modeling</li> <li>• Remembers past experiences or familiar stories with increasing ability to independently and accurately recall details and retell events in sequence</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view</li> </ul>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	37-48.CD3.1.	Uses reasoning and planning ahead to solve problems and reach goals
BENCHMARK / PROFICIENCY		PROBLEM SOLVING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)</li> <li>• Generates new approaches or changes plans if a better alternative is thought of or suggested (e.g., decides to build block structure on hard surface after it keeps falling down on the thick rug; accepts suggestion to use tape instead of glue to affix small leaves to a piece of paper)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</li> </ul>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	37-48.CD3.1.	Uses reasoning and planning ahead to solve problems and reach goals
BENCHMARK / PROFICIENCY		PLANNING

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Talks out loud to self (self-talk) during play (e.g., says “I need all the red pieces. Here’s another one...doesn’t fit...turn it this way” while putting together a puzzle; “I’m the mommy, so I’m going to feed the baby then go to work” while playing alone in the dramatic play area)</li> <li>• Shows increasing ability to independently and collaboratively make choices, plan for play scenarios or activities, and anticipate problems (e.g., assigns roles in dramatic play; gathers materials to complete an art project; says “Tell me when you’re finished at the computer so I can have a turn.”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> <li>Objective 11c.6 Solves problems without having to try every possibility</li> </ul>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	37-48.CD3.2.	Engages in symbolic and abstract thinking
BENCHMARK / PROFICIENCY		PRETEND PLAY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses familiar objects to represent something else (object substitution; e.g., uses a block as a pretend phone) and acts out routines, stories, or social roles alone or with peers</li> <li>• Uses language or imaginary props to stand in for objects (e.g., mimes holding a phone; says “Let’s pretend I gave you a ticket for the bus”) and engages in increasingly complex, longer play scenarios, assigning or assuming roles and discussing and planning actions</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> <li>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</li> </ul>
STRAND / TOPIC	AR.37-48.CD.	Cognitive Development (37-48m)
CONTENT STANDARD	37-48.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	37-48.CD3.2.	Engages in symbolic and abstract thinking
BENCHMARK / PROFICIENCY		SYMBOLIC REPRESENTATION



DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows awareness that symbols (e.g., sign, icon, drawing) have meaning and understands that print carries a message</li> <li>Uses drawing, emergent writing of numbers and letters, movement, and other constructions (e.g., art projects) to represent ideas or feelings</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p>Objective 14a.4 Draws or constructs, and then identifies what it is</p>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH1.	Gross Motor
PERFORMANCE EXPECTATION	37-48.PH1.1.	Demonstrates locomotor skills
BENCHMARK / PROFICIENCY		TRAVELING
DESCRIPTOR		<ul style="list-style-type: none"> <li>Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces; stops at intended location when running)</li> <li>Walks and runs with balance but may move unevenly (e.g., one arm may pump more) and has relatively wide space between feet</li> <li>Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 04 Demonstrates traveling skills</li> </ul> <p>Objective 4.6 Moves purposefully from place to place with control</p>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH1.	Gross Motor
PERFORMANCE EXPECTATION	37-48.PH1.1.	Demonstrates locomotor skills
BENCHMARK / PROFICIENCY		CLIMBING
DESCRIPTOR		<ul style="list-style-type: none"> <li>Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinated movements</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.6 Sustains balance during simple movement experiences</p>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH1.	Gross Motor
PERFORMANCE EXPECTATION	37-48.PH1.1.	Demonstrates locomotor skills
BENCHMARK / PROFICIENCY		COMPLEX MOVEMENT



DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 04 Demonstrates traveling skills</li> </ul> <p>Objective 4.6 Moves purposefully from place to place with control</p>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH1.	Gross Motor
PERFORMANCE EXPECTATION	37-48.PH1.2.	Shows stability and balance
BENCHMARK / PROFICIENCY		CORE STABILITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, “freezes” while running)</li> <li>Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)</li> <li>Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 05 Demonstrates balancing skills</li> </ul> <p>Objective 5.6 Sustains balance during simple movement experiences</p>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH1.	Gross Motor
PERFORMANCE EXPECTATION	37-48.PH1.2.	Shows stability and balance
BENCHMARK / PROFICIENCY		JUMPING, HOPPING, & LEAPING
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing</li> <li>Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance, leaps over a “river” made from two ropes taking off with one foot and landing on the other)</li> </ul> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.6 Sustains balance during simple movement experiences</p>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH1.	Gross Motor
PERFORMANCE EXPECTATION	37-48.PH1.3.	Demonstrates gross-motor manipulative skills
BENCHMARK / PROFICIENCY		CATCHING

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Catches medium- to large-size balls and similar objects by trapping ball against body with straight arms, showing increased ability to visually track objects in space</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 06 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.6 Manipulates balls or similar objects with flexible body movements</b></p>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH1.	Gross Motor
PERFORMANCE EXPECTATION	37-48.PH1.3.	Demonstrates gross-motor manipulative skills
BENCHMARK / PROFICIENCY		THROWING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Tosses or throws balls or other objects (e.g., beanbag) with increasing control of direction, aim, and speed</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 06 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.6 Manipulates balls or similar objects with flexible body movements</b></p>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH1.	Gross Motor
PERFORMANCE EXPECTATION	37-48.PH1.3.	Demonstrates gross-motor manipulative skills
BENCHMARK / PROFICIENCY		STRIKING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Strikes a stationary ball or other object (e.g., hits beach ball with a short-handled paddle) with increasing follow through and accurate aim</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.6 Manipulates balls or similar objects with flexible body movements</b></p>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH1.	Gross Motor
PERFORMANCE EXPECTATION	37-48.PH1.3.	Demonstrates gross-motor manipulative skills
BENCHMARK / PROFICIENCY		KICKING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.6 Manipulates balls or similar objects with flexible body movements</b></p>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH2.	Fine Motor
PERFORMANCE EXPECTATION	37-48.PH2.1.	Demonstrates fine-motor strength, control, and coordination

<b>BENCHMARK / PROFICIENCY</b>		<b>HAND-EYE COORDINATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Shows increasing refinement in hand-eye coordination (e.g., tracks words across page with finger with adult modeling and support, pours without spilling, pushes specific keys on keyboard)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.6 Uses refined wrist and finger movements</p>
<b>STRAND / TOPIC</b>	AR.37-48.PH.	Physical Development and Health (37-48m)
<b>CONTENT STANDARD</b>	37-48.PH2.	Fine Motor
<b>PERFORMANCE EXPECTATION</b>	37-48.PH2.1.	Demonstrates fine-motor strength, control, and coordination
<b>BENCHMARK / PROFICIENCY</b>		<b>GRASP AND MANIPULATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Handles smaller blocks, puzzle pieces, and manipulatives (e.g., works puzzles of up to 10 pieces, builds structures using small Legos® or blocks, arranges small pegs in pegboard, strings small beads)</li> <li>Manipulates a variety of fasteners with increasing skill, such as buttons, zippers, laces, and buckles</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.6 Uses refined wrist and finger movements</p>
<b>STRAND / TOPIC</b>	AR.37-48.PH.	Physical Development and Health (37-48m)
<b>CONTENT STANDARD</b>	37-48.PH2.	Fine Motor
<b>PERFORMANCE EXPECTATION</b>	37-48.PH2.2.	Adjusts grasp and coordinates movements to use tools
<b>BENCHMARK / PROFICIENCY</b>		<b>UTENSILS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.6 Uses refined wrist and finger movements</p>
<b>STRAND / TOPIC</b>	AR.37-48.PH.	Physical Development and Health (37-48m)
<b>CONTENT STANDARD</b>	37-48.PH2.	Fine Motor
<b>PERFORMANCE EXPECTATION</b>	37-48.PH2.2.	Adjusts grasp and coordinates movements to use tools
<b>BENCHMARK / PROFICIENCY</b>		<b>WRITING &amp; DRAWING TOOLS</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Holds drawing and writing tools using three-point finger grip, using the other hand to hold paper, to make a variety of lines and shapes (e.g., circles, crosses, triangles), letter- and numeral-like forms, and some letters and numerals</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools</li> </ul> <p>Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH2.	Fine Motor
PERFORMANCE EXPECTATION	37-48.PH2.2.	Adjusts grasp and coordinates movements to use tools
BENCHMARK / PROFICIENCY		SCISSORS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Snips paper with child safety scissors with increasing ability to make changes in the direction of cutting to cut out simple shapes like circles (though may not be perfectly round)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.6 Uses refined wrist and finger movements</p>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH2.	Fine Motor
PERFORMANCE EXPECTATION	37-48.PH2.2.	Adjusts grasp and coordinates movements to use tools
BENCHMARK / PROFICIENCY		VARIETY OF TOOLS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.6 Uses refined wrist and finger movements</p>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	37-48.PH3.1.	Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
BENCHMARK / PROFICIENCY		EXPLORATION OF FOOD EXPERIENCES

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods</li> <li>• Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.6 Demonstrates confidence in meeting own needs</b></p>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	37-48.PH3.1.	Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
BENCHMARK / PROFICIENCY		<b>FOOD KNOWLEDGE</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear “fruit”; after working in the garden, notices that carrots and potatoes both grow in the ground)</li> <li>• Shows increasing awareness of healthy and unhealthy foods; demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.6 Demonstrates confidence in meeting own needs</b></p>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	37-48.PH3.2.	Shows awareness of safe behavior
BENCHMARK / PROFICIENCY		<b>AWARENESS OF SAFE BEHAVIOR AND SIGNALS OF DANGER</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Identifies, avoids, and alerts others to danger and seeks and accepts adults’ help in potentially unsafe situations (e.g., alerts teacher to a broken fence part, calls for help from the top of the play structure when needs assistance getting down, reminds another child to go down the slide feet first)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.6 Demonstrates confidence in meeting own needs</b></p>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)

CONTENT STANDARD	37-48.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	37-48.PH3.2.	Shows awareness of safe behavior
BENCHMARK / PROFICIENCY		UNDERSTANDING OF SAFETY RULES AND PRACTICES
DESCRIPTOR		<ul style="list-style-type: none"> <li>Follows basic safety rules, practices, and routines with adult guidance and support (e.g., holds on to rope with knots or loops when moving with group from indoors to outdoors, keeps a safe distance from the swings when reminded)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</li> </ul>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	37-48.PH3.3.	Engages in a variety of developmentally appropriate physical activities
BENCHMARK / PROFICIENCY		PARTICIPATION IN PHYSICAL ACTIVITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring</li> <li>Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control</li> </ul>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	37-48.PH3.3.	Engages in a variety of developmentally appropriate physical activities
BENCHMARK / PROFICIENCY		KNOWLEDGE OF BENEFITS OF PHYSICAL ACTIVITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing understanding of the physical benefits of exercise (e.g., “Running is good for my body,” “Mom said helping her carry in groceries made my arm muscles stronger”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</li> </ul>
STRAND / TOPIC	AR.37-48.PH.	Physical Development and Health (37-48m)
CONTENT STANDARD	37-48.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	37-48.PH3.4.	Takes appropriate actions to meet basic needs

<b>BENCHMARK / PROFICIENCY</b>		<b>COMMUNICATING NEEDS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Communicates with increasing specificity and detail to get needs met (e.g., says “My tummy hurts,” “I need help reaching my toothbrush”) and later may communicate about specific health needs (e.g., “I can’t have peanuts because they make me sick”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
<b>STRAND / TOPIC</b>	AR.37-48.PH.	Physical Development and Health (37-48m)
<b>CONTENT STANDARD</b>	37-48.PH3.	Health and Well-Being
<b>PERFORMANCE EXPECTATION</b>	37-48.PH3.4.	Takes appropriate actions to meet basic needs
<b>BENCHMARK / PROFICIENCY</b>		<b>PERSONAL CARE ROUTINES</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults</li> <li>Demonstrates increasing understanding of how, when, and why personal care routines are completed (e.g., washes hands after handling classroom pet when reminded by teacher; says “I need my hat so I don’t get sunburned.”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
<b>STRAND / TOPIC</b>	AR.37-48.PH.	Physical Development and Health (37-48m)
<b>CONTENT STANDARD</b>	37-48.PH3.	Health and Well-Being
<b>PERFORMANCE EXPECTATION</b>	37-48.PH3.4.	Takes appropriate actions to meet basic needs
<b>BENCHMARK / PROFICIENCY</b>		<b>HEALTH HABITS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
<b>STRAND / TOPIC</b>	AR.37-48.LD.	Language Development (37-48m)
<b>CONTENT STANDARD</b>	37-48.LD1.	Receptive Language
<b>PERFORMANCE EXPECTATION</b>	37-48.LD1.1.	Understands and responds to language (in child’s home language)



<b>BENCHMARK / PROFICIENCY</b>		<b>VOCABULARY &amp; LANGUAGE COMPREHENSION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts* (e.g., when playing “doctor” brings another child a stethoscope when he or she asks for it)</li> <li>• Responds to increasingly complex “Who,” “What,” “Why,” and “Where” questions</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
<b>STRAND / TOPIC</b>	<b>AR.37-48.LD.</b>	<b>Language Development (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.LD1.</b>	<b>Receptive Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.LD1.1.</b>	<b>Understands and responds to language (in child’s home language)</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>FOLLOWS DIRECTIONS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Follows one- or two-step directions that involve familiar experiences or objects (e.g., “Pick up the ball and roll it to me,” or “Dame la mano” [“Give me your hand” in Spanish for dual language learners])</li> <li>• Follows increasingly more detailed, multi-step directions (e.g., “Please put away your markers, put your picture in your cubby, and join us on the carpet”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language b. Follows directions</li> </ul> <p>Objective 8b.5 Emerging to 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences</p>
<b>STRAND / TOPIC</b>	<b>AR.37-48.LD.</b>	<b>Language Development (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.LD2.</b>	<b>Expressive Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.LD2.1.</b>	<b>Uses increasingly complex vocabulary, grammar, and sentence structure (in child’s home language)</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EXPRESSIVE VOCABULARY</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
<b>STRAND / TOPIC</b>	<b>AR.37-48.LD.</b>	<b>Language Development (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.LD2.</b>	<b>Expressive Language</b>



PERFORMANCE EXPECTATION	37-48.LD2.1.	Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)
BENCHMARK / PROFICIENCY		GRAMMAR & SENTENCE STRUCTURE
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses</li> <li>• Uses increasingly longer (i.e., at least four to six word sentences) that are increasingly complex (i.e., combining two or three phrases in a sentence)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</li> <li>Objective 9c.6 Uses complete, four- to six-word sentences</li> <li>• Objective 9 Uses language to express thoughts and needs d. Tells about another time or place</li> <li>Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details</li> </ul>
STRAND / TOPIC	AR.37-48.LD.	Language Development (37-48m)
CONTENT STANDARD	37-48.LD2.	Expressive Language
PERFORMANCE EXPECTATION	37-48.LD2.1.	Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)
BENCHMARK / PROFICIENCY		CLARITY OF COMMUNICATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly</li> <li>Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words</li> </ul>
STRAND / TOPIC	AR.37-48.LD.	Language Development (37-48m)
CONTENT STANDARD	37-48.LD3.	Communication Skills
PERFORMANCE EXPECTATION	37-48.LD3.1.	Communicates using social and conversational rules
BENCHMARK / PROFICIENCY		CONVERSATIONS

DESCRIPTOR		<ul style="list-style-type: none"> <li>Engages in back-and-forth conversations of increasing duration (two to five conversational exchanges**), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</li> </ul> <p><b>Objective 10a.6 Engages in conversations of at least three exchanges</b></p>
STRAND / TOPIC	AR.37-48.LD.	Language Development (37-48m)
CONTENT STANDARD	37-48.LD3.	Communication Skills
PERFORMANCE EXPECTATION	37-48.LD3.1.	Communicates using social and conversational rules
BENCHMARK / PROFICIENCY		<b>SOCIAL RULES OF LANGUAGE</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>With support and reminders, uses social rules of language with increasing consistency and ability to apply rules in both familiar and unfamiliar settings</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</li> </ul> <p><b>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</b></p>
STRAND / TOPIC	AR.37-48.LD.	Language Development (37-48m)
CONTENT STANDARD	37-48.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	37-48.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		<b>EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</li> <li>Pays attention to and observes other children and adults as English is spoken</li> <li>Attends to English in small- and large-group activities, such as circle time, storybook reading, etc.</li> <li>Imitates behaviors of other children to get the same result (e.g. sees child make the sign for “me too” in sign language and makes the same sign)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p><b>Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</b></p>
STRAND / TOPIC	AR.37-48.LD.	Language Development (37-48m)

<b>CONTENT STANDARD</b>	37-48.LD4.	English Language Development of Dual Language Learners
<b>PERFORMANCE EXPECTATION</b>	37-48.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
<b>BENCHMARK / PROFICIENCY</b>		<b>MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</li> <li>• Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</li> <li>• Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)</li> <li>• Responds appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> <li>Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</li> </ul>
<b>STRAND / TOPIC</b>	AR.37-48.LD.	Language Development (37-48m)
<b>CONTENT STANDARD</b>	37-48.LD4.	English Language Development of Dual Language Learners
<b>PERFORMANCE EXPECTATION</b>	37-48.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
<b>BENCHMARK / PROFICIENCY</b>		<b>LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</li> <li>• Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities</li> <li>• Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)</li> <li>• Follows directions that involve a one- or two-step sequence, relying less on contextual cues</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> <li>Objective 37.6 Responds to words and phrases in English when they are not accompanied by gestures or other visual aids</li> </ul>
<b>STRAND / TOPIC</b>	AR.37-48.LD.	Language Development (37-48m)
<b>CONTENT STANDARD</b>	37-48.LD4.	English Language Development of Dual Language Learners
<b>PERFORMANCE EXPECTATION</b>	37-48.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English

BENCHMARK / PROFICIENCY		<b>EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li><b>Objective 37 Demonstrates progress in listening to and understanding English Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</b></li> </ul>
STRAND / TOPIC	AR.37-48.LD.	Language Development (37-48m)
CONTENT STANDARD	37-48.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	37-48.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		<b>MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li><b>Objective 37 Demonstrates progress in listening to and understanding English Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</b></li> </ul>
STRAND / TOPIC	AR.37-48.LD.	Language Development (37-48m)
CONTENT STANDARD	37-48.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	37-48.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		<b>LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li><b>Objective 37 Demonstrates progress in listening to and understanding English Objective 37.6 Responds to words and phrases in English when they are not accompanied by gestures or other visual aids</b></li> </ul>
STRAND / TOPIC	AR.37-48.LD.	Language Development (37-48m)
CONTENT STANDARD	37-48.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	37-48.LD4.2.	Demonstrates progress in speaking and expressing self in English

BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others</li> <li>• Repeats sounds and words in English</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.2 Repeats sounds and words in English, sometimes very quietly</p>
STRAND / TOPIC	AR.37-48.LD.	Language Development (37-48m)
CONTENT STANDARD	37-48.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	37-48.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Combines nonverbal with some verbal communication to be understood by others</li> <li>• Engages in codeswitching during conversations</li> <li>• Uses telegraphic speech</li> <li>• Uses formulaic speech (expressions that are learned whole, e.g., “I don’t know”)</li> <li>• Uses English vocabulary that mainly consists of concrete nouns and some verbs and pronouns</li> <li>• Converses with others in English using two or three words at a time but switches back and forth between English and their home language</li> <li>• Uses some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and applies at times the rules of grammar of the home language to English</li> <li>• Uses “what” and “why” questions in English, sometimes with errors</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
STRAND / TOPIC	AR.37-48.LD.	Language Development (37-48m)
CONTENT STANDARD	37-48.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	37-48.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes</li> <li>• Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary</li> <li>• Sustains a conversation in English with increasingly complex syntax, adding conjunctions, adjectives, adverbs, subject-verb-object patterns, and other more advanced elements of English sentence construction</li> <li>• Expands use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors</li> <li>• Uses “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with mistakes</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>
STRAND / TOPIC	AR.37-48.LD.	Language Development (37-48m)
CONTENT STANDARD	37-48.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	37-48.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.2 Repeats sounds and words in English, sometimes very quietly</p>
STRAND / TOPIC	AR.37-48.LD.	Language Development (37-48m)
CONTENT STANDARD	37-48.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	37-48.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p><b>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</b></p>
STRAND / TOPIC	AR.37-48.LD.	Language Development (37-48m)
CONTENT STANDARD	37-48.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	37-48.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p><b>Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</b></p>
STRAND / TOPIC	AR.37-48.EL.	Emergent Literacy (37-48m)
CONTENT STANDARD	37-48.EL1.	Engagement in literacy experiences and understanding of stories and books
PERFORMANCE EXPECTATION	37-48.EL1.1.	Shows interest in literacy experiences
BENCHMARK / PROFICIENCY		ENGAGEMENT IN LITERACY EXPERIENCES
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b></p>
STRAND / TOPIC	AR.37-48.EL.	Emergent Literacy (37-48m)
CONTENT STANDARD	37-48.EL1.	Engagement in literacy experiences and understanding of stories and books
PERFORMANCE EXPECTATION	37-48.EL1.1.	Shows interest in literacy experiences
BENCHMARK / PROFICIENCY		VARIETY OF INTERESTS



DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> <li>Objective 18a.4 Asks and answers questions about the text; refers to pictures</li> </ul>
STRAND / TOPIC	AR.37-48.EL.	Emergent Literacy (37-48m)
CONTENT STANDARD	37-48.EL1.	Engagement in literacy experiences and understanding of stories and books
PERFORMANCE EXPECTATION	37-48.EL1.2.	Engages in read-alouds and conversations about books and stories
BENCHMARK / PROFICIENCY		STORY COMPREHENSION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows comprehension by making comments, asking and answering questions, and responding to prompts during book reading experiences</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> <li>Objective 18a.4 Asks and answers questions about the text; refers to pictures</li> </ul>
STRAND / TOPIC	AR.37-48.EL.	Emergent Literacy (37-48m)
CONTENT STANDARD	37-48.EL1.	Engagement in literacy experiences and understanding of stories and books
PERFORMANCE EXPECTATION	37-48.EL1.2.	Engages in read-alouds and conversations about books and stories
BENCHMARK / PROFICIENCY		STORY STRUCTURE
DESCRIPTOR		<ul style="list-style-type: none"> <li>Pretends to read, describing what is happening and using some language from the book with pictures as cues</li> <li>Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills</li> <li>Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</li> <li>Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts</li> <li>Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting</li> </ul>
STRAND / TOPIC	AR.37-48.EL.	Emergent Literacy (37-48m)
CONTENT STANDARD	37-48.EL1.	Engagement in literacy experiences and understanding of stories and books



PERFORMANCE EXPECTATION	37-48.EL1.2.	Engages in read-alouds and conversations about books and stories
BENCHMARK / PROFICIENCY		INFORMATIONAL TEXTS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Demonstrates knowledge from informational texts in a variety of ways and makes connections to other books or personal experiences (e.g., when teacher reads the story Owl Moon, child says, “We learned in that other book that owls stay awake at night and sleep during the day.”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> <li>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</li> </ul>
STRAND / TOPIC	AR.37-48.EL.	Emergent Literacy (37-48m)
CONTENT STANDARD	37-48.EL2.	Phonological Awareness
PERFORMANCE EXPECTATION	37-48.EL2.1.	Notices and manipulates the sounds of language
BENCHMARK / PROFICIENCY		RHYME
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Fills in the missing rhyming word of a song, fingerplay, or story and can generate rhyming words spontaneously (real or nonsense words)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</li> <li>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</li> </ul>
STRAND / TOPIC	AR.37-48.EL.	Emergent Literacy (37-48m)
CONTENT STANDARD	37-48.EL2.	Phonological Awareness
PERFORMANCE EXPECTATION	37-48.EL2.1.	Notices and manipulates the sounds of language
BENCHMARK / PROFICIENCY		ALLITERATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows awareness that some words begin with the same sound (e.g., “Sam and Selena start with the same sound!”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration</li> <li>Objective 15b.4 Shows awareness that some words begin the same way</li> </ul>
STRAND / TOPIC	AR.37-48.EL.	Emergent Literacy (37-48m)
CONTENT STANDARD	37-48.EL2.	Phonological Awareness
PERFORMANCE EXPECTATION	37-48.EL2.1.	Notices and manipulates the sounds of language
BENCHMARK / PROFICIENCY		MANIPULATING UNITS OF LANGUAGE

DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows awareness of separate words in sentences</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound</li> <li>Objective 15c.2 Shows awareness of separate words in sentences</li> </ul>
STRAND / TOPIC	AR.37-48.EL.	Emergent Literacy (37-48m)
CONTENT STANDARD	37-48.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	37-48.EL3.1.	Responds to features of books and print
BENCHMARK / PROFICIENCY		BOOK KNOWLEDGE
DESCRIPTOR		<ul style="list-style-type: none"> <li>Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills</li> <li>Knows some features of a book (e.g., title, author, illustrator)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> <li>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</li> </ul>
STRAND / TOPIC	AR.37-48.EL.	Emergent Literacy (37-48m)
CONTENT STANDARD	37-48.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	37-48.EL3.1.	Responds to features of books and print
BENCHMARK / PROFICIENCY		PRINT KNOWLEDGE
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows understanding that print carries a message and can represent spoken language</li> <li>Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts</li> <li>Objective 17b.2 Shows understanding that text is meaningful and can be read</li> </ul>
STRAND / TOPIC	AR.37-48.EL.	Emergent Literacy (37-48m)
CONTENT STANDARD	37-48.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	37-48.EL3.2.	Shows knowledge of the shapes, names, and sounds of letters
BENCHMARK / PROFICIENCY		ALPHABET KNOWLEDGE

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows interest in letters by singing the alphabet song, playing with alphabet blocks, looking at alphabet books, etc.</li> <li>• Attends to and recognizes simple environmental print (e.g., recognizes stop sign or Walmart® or Lego® logos, although may not say letters)</li> <li>• Recognizes and names an increasing number of letters correctly, especially those in own name</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</li> <li>Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</li> </ul>
STRAND / TOPIC	AR.37-48.EL.	Emergent Literacy (37-48m)
CONTENT STANDARD	37-48.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	37-48.EL3.2.	Shows knowledge of the shapes, names, and sounds of letters
BENCHMARK / PROFICIENCY		LETTER–SOUND CONNECTIONS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Produces the correct sounds for an increasing number of letters</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences</li> <li>Objective 16b.2 Identifies the sounds of a few letters</li> </ul>
STRAND / TOPIC	AR.37-48.EL.	Emergent Literacy (37-48m)
CONTENT STANDARD	37-48.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	37-48.EL3.3.	Demonstrates emergent writing skills
BENCHMARK / PROFICIENCY		LETTER AND PRINT WRITING CONCEPTS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas</li> <li>• Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces</li> <li>• Writes an increasing number of letters correctly, especially those in own name</li> </ul> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> <li>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message</li> </ul>
STRAND / TOPIC	AR.37-48.MT.	Mathematical Thinking (37-48m)
CONTENT STANDARD	37-48.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	37-48.MT1.1.	Demonstrates number sense and an understanding of quantity
BENCHMARK / PROFICIENCY		NUMBER NAMES & COUNT SEQUENCE

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
STRAND / TOPIC	AR.37-48.MT.	Mathematical Thinking (37-48m)
CONTENT STANDARD	37-48.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	37-48.MT1.1.	Demonstrates number sense and an understanding of quantity
BENCHMARK / PROFICIENCY		COMPARISON OF QUANTITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Identifies place in a series using terms like first, second, last, etc. (ordinality)</li> <li>• Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures c. Represents and analyzes data</li> </ul> <p>Objective 22c.2 Knows a few ordinal numbers</p>
STRAND / TOPIC	AR.37-48.MT.	Mathematical Thinking (37-48m)
CONTENT STANDARD	37-48.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	37-48.MT1.1.	Demonstrates number sense and an understanding of quantity
BENCHMARK / PROFICIENCY		CONNECTION OF NUMBER, NUMERAL, & QUANTITY

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)</li> <li>• Instantly recognizes without counting (subitizes) objects in sets of one to four objects (e.g., when playing game where teacher changes the number of blocks under a sheet and then uncovers them, child correctly identifies number of blocks without counting)</li> <li>• Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral “3” in a game)</li> <li>• Shows increasing understanding of the concept of zero (e.g., holds up closed fist to show “no more monkeys jumping on the bed” during the last verse of the song; when teacher takes all of counting bears during a game and asks, “Now how many do you have?” child responds “None!”)</li> <li>• Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 20 Uses number concepts and operations a. Counts</b> Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</li> <li>• <b>Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4</b> Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</li> <li>• <b>Objective 20 Uses number concepts and operations c. Connects numerals with their quantities</b> Objective 20c.2 Recognizes and names a few numerals</li> </ul>
STRAND / TOPIC	AR.37-48.MT.	Mathematical Thinking (37-48m)
CONTENT STANDARD	37-48.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	37-48.MT1.2.	Explores combining and separating groups (numerical operations)
BENCHMARK / PROFICIENCY		CHANGES IN QUANTITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g., communicates, “I wanted more green blocks so my friend gave me three of his”) and can describe parts of a group (e.g., Says, “I have four cubes. Two are red, and two are blue”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4</b> Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</li> </ul>
STRAND / TOPIC	AR.37-48.MT.	Mathematical Thinking (37-48m)
CONTENT STANDARD	37-48.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	37-48.MT1.2.	Explores combining and separating groups (numerical operations)

<b>BENCHMARK / PROFICIENCY</b>		<b>ADDITION &amp; SUBTRACTION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Using fingers or manipulatives as tools, shows increasing ability to solve simple addition problems by joining objects together for increasingly larger totals (up to 10; e.g. when adding a group of 3 and a group of 2, counts “one, two, three...” and then counts on “four, five!” keeping track with fingers)</li> <li>Using fingers or manipulatives as tools, shows increasing ability to solve simple subtraction problems by separating increasingly larger totals (up to 10; e.g., when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side then counts remaining bears, “one, two, three, four...four bears!”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.37-48.MT.</b>	<b>Mathematical Thinking (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.MT1.</b>	<b>Number Concepts and Operations</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.MT1.2.</b>	<b>Explores combining and separating groups (numerical operations)</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EARLY DIVISION AND FRACTIONS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Explores early division concepts by dividing objects into “fair-share” groups (e.g., gives three peers each two pieces of play fruit while playing restaurant) and identifying the concepts of a fraction whole and half by using real objects (e.g., identifies two equal parts of an apple or graham cracker as a half)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.37-48.MT.</b>	<b>Mathematical Thinking (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.MT2.</b>	<b>Algebraic Thinking</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.MT2.1.</b>	<b>Uses classification and patterning skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>CLASSIFICATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Sorts objects based on a single, simple characteristic (e.g., color, shape, size) with increasing ability to sort into more than two categories (e.g., making three color groups instead of two color groups)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 13 Uses classification skills Objective 13.5 Emerging to 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</li> </ul>

<b>STRAND / TOPIC</b>	<b>AR.37-48.MT.</b>	<b>Mathematical Thinking (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.MT2.</b>	<b>Algebraic Thinking</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.MT2.1.</b>	<b>Uses classification and patterning skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>PATTERNING</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Recognizes, extends, and replicates simple repeating patterns (e.g., triangle, square, triangle, square or repeated music verses)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p><b>Objective 23.5 Emerging to 23.6 Extends and creates simple repeating patterns</b></p>
<b>STRAND / TOPIC</b>	<b>AR.37-48.MT.</b>	<b>Mathematical Thinking (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.MT3.</b>	<b>Measurement and Comparison</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.MT3.1.</b>	<b>Participates in exploratory measurement activities and compares objects</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>MEASUREMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity</li> <li>• Directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p><b>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</b></p>
<b>STRAND / TOPIC</b>	<b>AR.37-48.MT.</b>	<b>Mathematical Thinking (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.MT3.</b>	<b>Measurement and Comparison</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.MT3.1.</b>	<b>Participates in exploratory measurement activities and compares objects</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>COMPARISON</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Uses comparative language (e.g., “shorter,” “heaviest”) to directly compare two or more objects (e.g., identifies “small,” “smaller,” “smallest”)</li> <li>• Shows increasing ability to identify that different arrangements of the same number of objects are equal; begins to count to compare</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p><b>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</b></p>



<b>STRAND / TOPIC</b>	<b>AR.37-48.MT.</b>	<b>Mathematical Thinking (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.MT3.</b>	<b>Measurement and Comparison</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.MT3.1.</b>	<b>Participates in exploratory measurement activities and compares objects</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>SERIATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Organizes a small set of objects (i.e., three to five) in an increasing or decreasing order (seriation; e.g., arranges a set of twigs from shortest to longest)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
<b>STRAND / TOPIC</b>	<b>AR.37-48.MT.</b>	<b>Mathematical Thinking (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.MT4.</b>	<b>Geometry and Spatial Sense</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.MT4.1.</b>	<b>Explores and describes shapes and spatial relationships</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>SHAPE KNOWLEDGE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)</p>
<b>STRAND / TOPIC</b>	<b>AR.37-48.MT.</b>	<b>Mathematical Thinking (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.MT4.</b>	<b>Geometry and Spatial Sense</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.MT4.1.</b>	<b>Explores and describes shapes and spatial relationships</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>SPATIAL SENSE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., “move forward,” “put it behind the green car”); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, “If you turn the puzzle piece it will fit”)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships</li> </ul> <p>Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>



<b>STRAND / TOPIC</b>	<b>AR.37-48.MT.</b>	<b>Mathematical Thinking (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.MT4.</b>	<b>Geometry and Spatial Sense</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.MT4.1.</b>	<b>Explores and describes shapes and spatial relationships</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>SHAPE MANIPULATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes (e.g., uses circles and rectangles to make a snowman image, constructs a castle out of building blocks), progressing from using one shape for each part of a picture to using several shapes to make one part</li> <li>• Combines, rotates, flips, and separates shapes to create designs (e.g., using parquet blocks) and to make other shapes (e.g., combines two wood triangle-shaped unit blocks to make a square [▲ + ▼ → ■]) and later in this age range shows increasing ability to predict which shapes might be used to create other shapes</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>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</p>
<b>STRAND / TOPIC</b>	<b>AR.37-48.ST.</b>	<b>Science and Technology (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.ST1.</b>	<b>Scientific Practices</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.ST1.1.</b>	<b>Engages in the scientific process to collect, analyze, and communicate information</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>OBSERVATIONS, QUESTIONS, &amp; PREDICTIONS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Asks questions, makes observations, and predictions about the world around them with adult support (e.g., “Where snow go?”; describes texture of fabrics as soft, scratchy, or bumpy when prompted; predicts that apples will be served for snack)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 24 Uses scientific inquiry skills</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.37-48.ST.</b>	<b>Science and Technology (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.ST1.</b>	<b>Scientific Practices</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.ST1.1.</b>	<b>Engages in the scientific process to collect, analyze, and communicate information</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>INVESTIGATION &amp; HYPOTHESIS TESTING</b>

DESCRIPTOR		<p>Explores cause-and-effect relationships by varying actions to change the reaction (e.g., mixes red paint with blue paint, then mixes red paint with green paint; changes the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down)</p> <ul style="list-style-type: none"> <li>Engages in adult-supported investigations; forms and tests hypotheses (e.g., mixes soil and water to make mud; builds a "bridge" out of classroom materials and seeing how many foam blocks it will hold before collapsing; waters seeds in one container, but not another to answer the question, "Do plants need water to grow?")</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li><b>Objective 24 Uses scientific inquiry skills</b></li> </ul>
STRAND / TOPIC	AR.37-48.ST.	Science and Technology (37-48m)
CONTENT STANDARD	37-48.ST1.	Scientific Practices
PERFORMANCE EXPECTATION	37-48.ST1.1.	Engages in the scientific process to collect, analyze, and communicate information
BENCHMARK / PROFICIENCY		DATA ANALYSIS & COMMUNICATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>With adult assistance, analyzes, interprets, and communicates data (e.g., compares initial prediction of which objects would float to actual results; records information through a drawing or dictation)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li><b>Objective 22 Compares and measures c. Represents and analyzes data</b></li> <li><b>Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</b></li> </ul>
STRAND / TOPIC	AR.37-48.ST.	Science and Technology (37-48m)
CONTENT STANDARD	37-48.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	37-48.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		SYSTEM PARTS & WHOLE
DESCRIPTOR		<ul style="list-style-type: none"> <li>Identifies parts of a whole (e.g., labels parts of a toy car such as door, wheel, headlight) and with adult support can describe their basic functions</li> <li>With adult support asks questions and makes comments about parts of more complex systems and how they interact to make it function (e.g., talks about roles of members of their family; asks about the gears and parts of a wind-up toy and how they make it work)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li><b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b></li> </ul>
STRAND / TOPIC	AR.37-48.ST.	Science and Technology (37-48m)
CONTENT STANDARD	37-48.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	37-48.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		STRUCTURE & FUNCTION

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Observes and describes basic features and functions of living things, objects, and materials (e.g., talks about body parts and their uses; describes attributes of materials related to their function by using words like strong, squishy, round, soft; communicates, “Windows are clear so we can see through them”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> <li>• Objective 26 Demonstrates knowledge of the physical properties of objects and materials</li> </ul>
STRAND / TOPIC	AR.37-48.ST.	Science and Technology (37-48m)
CONTENT STANDARD	37-48.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	37-48.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		STABILITY AND CHANGE
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Describes changes in the environment with adult support (e.g., talks about weather conditions such as rain, snow, and wind; notices clouds changing shape and moving across the sky)</li> <li>• Observes and describes environmental changes over time with increasing sophistication (e.g., comments on flowers blooming in the spring; notices when branches have been trimmed from a tree; communicates, “The sun made the slide hot!”; notices the shape of the moon changing over time)</li> <li>• Demonstrates an understanding that living things change over time in size and other capacities as they grow (e.g., talks about similarities and differences between babies and adults; acts out a song about growth by pretending to be a plant and demonstrating with body how a seed grows into a seedling then a tree)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 27 Demonstrates knowledge of Earth’s environment</li> </ul>
STRAND / TOPIC	AR.37-48.ST.	Science and Technology (37-48m)
CONTENT STANDARD	37-48.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	37-48.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth’s environment, and physical objects and materials
BENCHMARK / PROFICIENCY		LIVING THINGS

DESCRIPTOR		<ul style="list-style-type: none"> <li>• With increasing independence, asks and answers questions about the similarities, differences, and categories of plants and animals (e.g., talks about how birds have feathers covering their bodies, but snakes have scales)</li> <li>• Shows curiosity and knowledge about how living things grow and change over time (e.g., talks about how kitten at home is getting bigger; asks why leaves change color)</li> <li>• With adult support describes characteristics that define living things (e.g., breathes, moves, grows)</li> <li>• Shows curiosity about the relationship of living things to their environments/habitats (e.g., asks why fish always live in water; wonders where birds sleep)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> </ul>
STRAND / TOPIC	AR.37-48.ST.	Science and Technology (37-48m)
CONTENT STANDARD	37-48.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	37-48.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth’s environment, and physical objects and materials
BENCHMARK / PROFICIENCY		NATURE & THE ENVIRONMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Investigates and uses increasingly complex vocabulary to describe natural elements in the environment (e.g., observes a group of ants moving on the playground and comments, “They’re moving around like they’re scared”; draws different kinds of leaves in the science center and communicates “This one has round edges, this one has pointy edges.”)</li> <li>• Demonstrates respect for the environment (e.g., observes flowers or insects without intruding or destroying; picks up a piece of litter and says, “Animals might get sick if they eat this”)</li> </ul> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 27 Demonstrates knowledge of Earth’s environment</li> </ul>
STRAND / TOPIC	AR.37-48.ST.	Science and Technology (37-48m)
CONTENT STANDARD	37-48.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	37-48.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth’s environment, and physical objects and materials
BENCHMARK / PROFICIENCY		PHYSICAL OBJECTS & MATERIALS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses observable characteristics to describe and categorize physical objects and materials based on similarities and differences (e.g., after participating in an investigation, sorts items into those that float and those that sink; sorts objects made of wood and those made of plastic)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 26 Demonstrates knowledge of the physical properties of objects and materials</li> </ul>

<b>STRAND / TOPIC</b>	<b>AR.37-48.ST.</b>	<b>Science and Technology (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.ST3.</b>	<b>Knowledge of Science Content</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.ST3.2.</b>	<b>Uses tools and engineering practices to explore and solve problems</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>KNOWLEDGE &amp; USE OF TOOLS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)</li> <li>• Uses a variety of tools (e.g., ruler, balance scale, magnifying glass, toy stethoscope, unit blocks, measuring cups, thermometer) to gather information, investigate objects, and solve problems</li> <li>• Communicates how tools are used by people in their world (e.g., ladders help firefighters, stethoscopes help doctors and nurses)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 28 Uses tools and other technology to perform tasks</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.37-48.ST.</b>	<b>Science and Technology (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.ST3.</b>	<b>Knowledge of Science Content</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.ST3.2.</b>	<b>Uses tools and engineering practices to explore and solve problems</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ENGINEERING PRACTICES &amp; THINKING</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Explores principles such as stability and balance (e.g., building block structure) and force and motion (e.g., rolling a car down a ramp)</li> <li>• Shows increased understanding of relationships between variables and outcomes (e.g., steepness of a ramp and speed of a rolled ball; size of blocks and stability of structure)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 26 Demonstrates knowledge of the physical properties of objects and materials</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.37-48.ST.</b>	<b>Science and Technology (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.ST3.</b>	<b>Knowledge of Science Content</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.ST3.3.</b>	<b>Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>TECHNOLOGY HANDLING</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the “office” prop box to pretend to write someone a letter)</li> <li>• Develops knowledge of and explores the functionality of simple digital devices (e.g., touch screen, e-book reader, digital camera, copier, light table, music player)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 28 Uses tools and other technology to perform tasks</b></li> </ul>
STRAND / TOPIC	AR.37-48.ST.	Science and Technology (37-48m)
CONTENT STANDARD	37-48.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	37-48.ST3.3.	Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play
BENCHMARK / PROFICIENCY		DIGITAL LITERACY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Identifies technology tools for multiple purposes, including creating, problem solving, gathering information, and documenting (e.g., creates a picture or story on an electronic device, suggests looking up a question or the meaning of a word on the internet, records a story made up on a recording device)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 28 Uses tools and other technology to perform tasks</b></li> </ul>
STRAND / TOPIC	AR.37-48.ST.	Science and Technology (37-48m)
CONTENT STANDARD	37-48.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	37-48.ST3.3.	Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play
BENCHMARK / PROFICIENCY		DIGITAL CITIZENSHIP
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows knowledge of how to use technology in safe, healthy, acceptable, responsible, and socially positive ways (e.g., suggests sending a get-well message to a friend who is sick)</li> <li>• Follows directions and class rules for using digital devices (can log in and out; keeps foreign materials away from equipment; handles equipment with care; knows the time limit or sign up rule for access to the device)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 28 Uses tools and other technology to perform tasks</b></li> </ul>
STRAND / TOPIC	AR.37-48.SS.	Social Studies (37-48m)
CONTENT STANDARD	37-48.SS1.	Family, Community, and Culture
PERFORMANCE EXPECTATION	37-48.SS1.1.	Demonstrates positive connection to family and community
BENCHMARK / PROFICIENCY		LEARNING COMMUNITY

DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing participation as a member of the learning community (e.g., participates in whole-group activities, helps establish rules for behavior, participates in classroom clean-up, etc.)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 30 Shows basic understanding of people and how they live</li> </ul>
STRAND / TOPIC	AR.37-48.SS.	Social Studies (37-48m)
CONTENT STANDARD	37-48.SS1.	Family, Community, and Culture
PERFORMANCE EXPECTATION	37-48.SS1.1.	Demonstrates positive connection to family and community
BENCHMARK / PROFICIENCY		FAMILY & CULTURAL IDENTITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>Recognizes similarities and differences among individual people and groups of people (e.g., notices when another language is spoken; says “Everyone in my family has brown hair”)</li> <li>Shows pride in family and cultural heritage (e.g., talks about family members and traditions; draws pictures of family members and own cultural group; shares a song or special food from cultural group, shows pride in home language [e.g., “Gato means cat in Spanish. We speak Spanish at home!”])</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 30 Shows basic understanding of people and how they live</li> </ul>
STRAND / TOPIC	AR.37-48.SS.	Social Studies (37-48m)
CONTENT STANDARD	37-48.SS1.	Family, Community, and Culture
PERFORMANCE EXPECTATION	37-48.SS1.1.	Demonstrates positive connection to family and community
BENCHMARK / PROFICIENCY		AWARENESS OF ROLES IN SOCIETY
DESCRIPTOR		<ul style="list-style-type: none"> <li>Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a “daddy” sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor’s office)</li> <li>Shows increasing awareness of the roles people play in society (e.g., talks about roles of various family members; describes jobs of community helpers such as firefighters, grocery clerks, and veterinarians; talks about what they would like to be when they grow up)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 30 Shows basic understanding of people and how they live</li> </ul>
STRAND / TOPIC	AR.37-48.SS.	Social Studies (37-48m)
CONTENT STANDARD	37-48.SS2.	History and Geography
PERFORMANCE EXPECTATION	37-48.SS2.1.	Shows awareness of sequence and change over time
BENCHMARK / PROFICIENCY		AWARENESS OF PAST & FUTURE



DESCRIPTOR		<ul style="list-style-type: none"> <li>• Discusses events in the immediate past or future (e.g., gives simple account of what happened that day; communicates “After lunch, we get to read books”) and communicates about events that are increasingly distant from the present (e.g., talks about “When I was a baby...” and makes predictions about future events with adult support)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 31 Explores change related to familiar people or places</li> </ul>
STRAND / TOPIC	AR.37-48.SS.	Social Studies (37-48m)
CONTENT STANDARD	37-48.SS2.	History and Geography
PERFORMANCE EXPECTATION	37-48.SS2.1.	Shows awareness of sequence and change over time
BENCHMARK / PROFICIENCY		TIME CONCEPTS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., “now/later,” “day/night”, “last time/next time”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 31 Explores change related to familiar people or places</li> </ul>
STRAND / TOPIC	AR.37-48.SS.	Social Studies (37-48m)
CONTENT STANDARD	37-48.SS2.	History and Geography
PERFORMANCE EXPECTATION	37-48.SS2.2.	Demonstrates simple geographic knowledge
BENCHMARK / PROFICIENCY		AWARENESS OF LOCATION AND PLACE
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Communicates with increasing specificity about the location of objects and areas at home and school (e.g., talks about something in a closet in the classroom) and can match objects to their usual geographic location (e.g., stove in kitchen, bed in bedroom)</li> <li>• Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)</li> <li>• Understands and uses words indicating relative distances (e.g., near, far, close)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 32 Demonstrates simple geographic knowledge</li> </ul>
STRAND / TOPIC	AR.37-48.SS.	Social Studies (37-48m)
CONTENT STANDARD	37-48.SS2.	History and Geography
PERFORMANCE EXPECTATION	37-48.SS2.2.	Demonstrates simple geographic knowledge
BENCHMARK / PROFICIENCY		GEOGRAPHIC CONCEPTS



DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows interest in exploring geography tools (e.g., map, compass)</li> <li>• Discusses basic geographic concepts and features of environments (e.g., says “We have mountains where we live”; sees a picture of fish and says, “They live in water”)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 32 Demonstrates simple geographic knowledge</li> </ul>
STRAND / TOPIC	AR.37-48.CA.	Creativity and Aesthetics (37-48m)
CONTENT STANDARD	37-48.CA1.	Music and Movement
PERFORMANCE EXPECTATION	37-48.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		EXPLORATION OF MUSIC & MOVEMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Explores a widening variety of culturally diverse musical instruments, using them to produce increasingly complex rhythms, tones, melodies, and songs</li> <li>• Uses body movement to respond with increasing accuracy to beat, dynamics (loud versus quiet), and tempo (speed) of music (e.g., marches with musical instruments with increasing ability to move in step with the beat; tiptoes during quiet music and stomps when it gets louder; moves slower or faster in time with music)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 34 Explores musical concepts and expression</li> <li>• Objective 35 Explores dance and movement concepts</li> </ul>
STRAND / TOPIC	AR.37-48.CA.	Creativity and Aesthetics (37-48m)
CONTENT STANDARD	37-48.CA1.	Music and Movement
PERFORMANCE EXPECTATION	37-48.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		MUSIC & MOVEMENT CONCEPTS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 34 Explores musical concepts and expression</li> </ul>
STRAND / TOPIC	AR.37-48.CA.	Creativity and Aesthetics (37-48m)
CONTENT STANDARD	37-48.CA1.	Music and Movement
PERFORMANCE EXPECTATION	37-48.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		MUSICAL EXPRESSION & APPRECIATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Requests favorite types of music, discusses favorite songs, and shows appreciation for the music and dance of others</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 34 Explores musical concepts and expression</li> </ul>
STRAND / TOPIC	AR.37-48.CA.	Creativity and Aesthetics (37-48m)

<b>CONTENT STANDARD</b>	<b>37-48.CA2.</b>	<b>Visual Arts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.CA2.1.</b>	<b>Explores, manipulates, creates, and responds to a variety of art media</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EXPLORATION OF ART</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Engages in child-initiated visual art activities with increased independence, intentionality, planning, and knowledge of art media and materials (e.g., asks a friend, “Can I use the easel when you’re done?”; creates two- or three-dimensional art that approximate or depict people, animals, and objects; says, “I’m going to draw daddy,” before starting a project)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li><b>Objective 33 Explores the visual arts</b></li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.37-48.CA.</b>	<b>Creativity and Aesthetics (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.CA2.</b>	<b>Visual Arts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.CA2.1.</b>	<b>Explores, manipulates, creates, and responds to a variety of art media</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ART CONCEPTS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Shows increasing range and intentionality in art creations (e.g., draws multiple simple shapes; uses a variety of tools to make different textures in play dough; shows preferences and makes choices about colors)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li><b>Objective 33 Explores the visual arts</b></li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.37-48.CA.</b>	<b>Creativity and Aesthetics (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.CA2.</b>	<b>Visual Arts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.CA2.1.</b>	<b>Explores, manipulates, creates, and responds to a variety of art media</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ART APPRECIATION &amp; EXPRESSION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Tells about their artistic creations with increasing detail</li> <li>Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful</li> <li>Chooses their own art for display in the learning environment or for inclusion in a book and briefly explains their choice</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li><b>Objective 33 Explores the visual arts</b></li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.37-48.CA.</b>	<b>Creativity and Aesthetics (37-48m)</b>
<b>CONTENT STANDARD</b>	<b>37-48.CA3.</b>	<b>Drama</b>
<b>PERFORMANCE EXPECTATION</b>	<b>37-48.CA3.1.</b>	<b>Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EXPLORATION OF DRAMA</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Explores a variety of themes and roles through play, including real-life scenarios and people, fictional stories and characters, and play that expresses feelings and helps process experiences</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 36 Explores drama through actions and language</li> </ul>
STRAND / TOPIC	AR.37-48.CA.	Creativity and Aesthetics (37-48m)
CONTENT STANDARD	37-48.CA3.	Drama
PERFORMANCE EXPECTATION	37-48.CA3.1.	Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play
BENCHMARK / PROFICIENCY		<b>DRAMA CONCEPTS</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Engages in increasingly complex, longer play scenarios; assigns or assumes multiple roles within a scenario; tells more cohesive stories through play</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 36 Explores drama through actions and language</li> </ul>

### Ages: 49-60 months

STRAND / TOPIC	AR.49-60.SE.	Social and Emotional Development (49-60m)
CONTENT STANDARD	49-60.SE1.	Relationships with Others
PERFORMANCE EXPECTATION	49-60.SE1.1.	Forms trusting relationships with nurturing adults
BENCHMARK / PROFICIENCY		<b>INTERACTIONS</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Takes greater initiative in social interactions and begins to show interest in familiar adults' feelings, preferences, and well-being</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults</li> <li>Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</li> </ul>

STRAND / TOPIC	AR.49-60.SE.	Social and Emotional Development (49-60m)
CONTENT STANDARD	49-60.SE1.	Relationships with Others
PERFORMANCE EXPECTATION	49-60.SE1.1.	Forms trusting relationships with nurturing adults
BENCHMARK / PROFICIENCY		ATTACHMENT RELATIONSHIPS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Separates from primary caregivers with minimal distress when with other familiar and trusted adults</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults</li> </ul> <p><b>Objective 2a.6 Manages separations without distress and engages with trusted adults</b></p>
STRAND / TOPIC	AR.49-60.SE.	Social and Emotional Development (49-60m)
CONTENT STANDARD	49-60.SE1.	Relationships with Others
PERFORMANCE EXPECTATION	49-60.SE1.2.	Interacts with peers
BENCHMARK / PROFICIENCY		DEVELOPS FRIENDSHIPS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships d. Makes friends</li> </ul> <p><b>Objective 2d.4 Plays with one or two preferred playmates</b></p>
STRAND / TOPIC	AR.49-60.SE.	Social and Emotional Development (49-60m)
CONTENT STANDARD	49-60.SE1.	Relationships with Others
PERFORMANCE EXPECTATION	49-60.SE1.2.	Interacts with peers
BENCHMARK / PROFICIENCY		STAGES OF PLAY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers</li> </ul> <p><b>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</b></p>
STRAND / TOPIC	AR.49-60.SE.	Social and Emotional Development (49-60m)
CONTENT STANDARD	49-60.SE1.	Relationships with Others
PERFORMANCE EXPECTATION	49-60.SE1.2.	Interacts with peers
BENCHMARK / PROFICIENCY		SOCIAL SKILLS

DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing understanding and demonstration of social skills such as turn-taking, initiating and joining in group play situations, and solving social conflict with adult guidance</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</li> <li>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</li> <li>Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</li> <li>Objective 3b.6 Suggest solutions to social problems</li> </ul>
STRAND / TOPIC	AR.49-60.SE.	Social and Emotional Development (49-60m)
CONTENT STANDARD	49-60.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	49-60.SE2.1.	Experiences, expresses, and regulates a range of emotions
BENCHMARK / PROFICIENCY		EMOTION EXPRESSION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others</li> <li>Shows increasing ability to constructively express emotions or alter emotional expression based on social context and cultural norms</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> <li>Objective 1a.6 Is able to look at a situation differently or delay gratification</li> </ul>
STRAND / TOPIC	AR.49-60.SE.	Social and Emotional Development (49-60m)
CONTENT STANDARD	49-60.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	49-60.SE2.1.	Experiences, expresses, and regulates a range of emotions
BENCHMARK / PROFICIENCY		EMOTION REGULATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> <li>Objective 1a.6 Is able to look at a situation differently or delay gratification</li> </ul>
STRAND / TOPIC	AR.49-60.SE.	Social and Emotional Development (49-60m)
CONTENT STANDARD	49-60.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	49-60.SE2.2.	Interprets and responds to the feelings of others
BENCHMARK / PROFICIENCY		EMPATHY

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds sympathetically to others' distress with increased initiative and understanding that each person has their own specific needs (e.g., gets a peer's blanket from their cubby when child notices peer is sad)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues</li> </ul> <p>Objective 2b.4 Demonstrates concern about the feelings of others</p>
STRAND / TOPIC	AR.49-60.SE.	Social and Emotional Development (49-60m)
CONTENT STANDARD	49-60.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	49-60.SE2.2.	Interprets and responds to the feelings of others
BENCHMARK / PROFICIENCY		EMOTION UNDERSTANDING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision</li> <li>• Makes predictions and identifies causes and consequences of others' emotional reactions with increasing accuracy (e.g., says, "I think the bears will feel scared when they find Goldilocks in their house"; "When I get home from school my little sister is so excited to see me she jumps up and down")</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues</li> </ul> <p>Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
STRAND / TOPIC	AR.49-60.SE.	Social and Emotional Development (49-60m)
CONTENT STANDARD	49-60.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	49-60.SE3.1.	Shows awareness of self as unique individual
BENCHMARK / PROFICIENCY		CHARACTERISTICS OF SELF AND OTHERS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increased understanding that others have different interests, thoughts, beliefs, ideas, feelings, and abilities and differentiates themselves from others (e.g., "I'm a fast runner," "No one else in my family likes fish, but I do")</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 29 Demonstrates knowledge about self</li> </ul>
STRAND / TOPIC	AR.49-60.SE.	Social and Emotional Development (49-60m)
CONTENT STANDARD	49-60.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	49-60.SE3.1.	Shows awareness of self as unique individual
BENCHMARK / PROFICIENCY		PREFERENCES

DESCRIPTOR		<ul style="list-style-type: none"> <li>Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., “I don’t like bananas” and later, “I like carrots because they’re crunchy.”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 29 Demonstrates knowledge about self</li> </ul>
STRAND / TOPIC	AR.49-60.SE.	Social and Emotional Development (49-60m)
CONTENT STANDARD	49-60.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	49-60.SE3.2.	Demonstrates competence and confidence
BENCHMARK / PROFICIENCY		SELF-CONFIDENCE
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice) and by selecting more challenging activities (e.g., choosing more difficult puzzles)</li> <li>Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> <li>Objective 1c.8 Takes responsibility for own well-being</li> </ul>
STRAND / TOPIC	AR.49-60.CD.	Cognitive Development (49-60m)
CONTENT STANDARD	49-60.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	49-60.CD1.1.	Shows curiosity and a willingness to try new things
BENCHMARK / PROFICIENCY		EXPLORATION & INVESTIGATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Experiments with objects and materials with increasing sophistication (e.g., gathers multiple objects to find out which will sink or float, uses magnets with various objects and materials) with guidance and support from adults</li> <li>Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> <li>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</li> </ul>
STRAND / TOPIC	AR.49-60.CD.	Cognitive Development (49-60m)
CONTENT STANDARD	49-60.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	49-60.CD1.1.	Shows curiosity and a willingness to try new things
BENCHMARK / PROFICIENCY		INTEREST IN NEW EXPERIENCES

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
STRAND / TOPIC	AR.49-60.CD.	Cognitive Development (49-60m)
CONTENT STANDARD	49-60.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	49-60.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		DETERMINATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists</li> </ul> <p>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
STRAND / TOPIC	AR.49-60.CD.	Cognitive Development (49-60m)
CONTENT STANDARD	49-60.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	49-60.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		TASK COMPLETION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> </ul> <p>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
STRAND / TOPIC	AR.49-60.CD.	Cognitive Development (49-60m)
CONTENT STANDARD	49-60.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	49-60.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		ACCEPTANCE OF CHALLENGES



DESCRIPTOR		<ul style="list-style-type: none"> <li>• Persists with adult encouragement and support even when presented with challenges (e.g., continues trying to build tall block tower even when some pieces fall; tries again to write name after running out of space on paper or recognizing a mistake)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</li> </ul>
STRAND / TOPIC	AR.49-60.CD.	Cognitive Development (49-60m)
CONTENT STANDARD	49-60.CD2.	Executive Function
PERFORMANCE EXPECTATION	49-60.CD2.1.	Focuses and sustains attention
BENCHMARK / PROFICIENCY		ATTENTION & ENGAGEMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</li> </ul>
STRAND / TOPIC	AR.49-60.CD.	Cognitive Development (49-60m)
CONTENT STANDARD	49-60.CD2.	Executive Function
PERFORMANCE EXPECTATION	49-60.CD2.1.	Focuses and sustains attention
BENCHMARK / PROFICIENCY		SELECTIVE ATTENTION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)</li> <li>• Shifts focus among various aspects of an object, activity, or story (e.g., recognizes two objects are alike because they are the same color, then recognizes that one of them is like another object because it is the same shape; talks about specific aspects of a story)</li> <li>• Shows increasing ability to shift attention away from a desired object, activity, person, etc. with adult support and coaching (e.g., engages in a different activity when preferred activity is unavailable; with support focuses on a book after a difficult separation from caregiver)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</li> </ul>
STRAND / TOPIC	AR.49-60.CD.	Cognitive Development (49-60m)
CONTENT STANDARD	49-60.CD2.	Executive Function

PERFORMANCE EXPECTATION	49-60.CD2.2.	Shows flexibility in adjusting thinking and behavior to different contexts
BENCHMARK / PROFICIENCY		FLEXIBLE THINKING
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing ability to flexibly shift between roles or use props in multiple ways (e.g., pretends to be the dad and the pet dog, using different voices and actions for each character; uses a paper plate as a steering wheel and then later as a bus driver's hat)</li> </ul> <p>Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed</p>
STRAND / TOPIC	AR.49-60.CD.	Cognitive Development (49-60m)
CONTENT STANDARD	49-60.CD2.	Executive Function
PERFORMANCE EXPECTATION	49-60.CD2.2.	Shows flexibility in adjusting thinking and behavior to different contexts
BENCHMARK / PROFICIENCY		ADJUSTING BEHAVIOR TO MATCH CONTEXT
DESCRIPTOR		<ul style="list-style-type: none"> <li>Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults</li> <li>Applies different rules in different contexts with decreasing need for reminders (e.g., takes shoes off at home, but not at school; runs and uses "outside voice" when on playground, but uses "walking feet" and "inside voice" in classroom; if a dual language learner, speaks in home language or English based on whom they are talking to)</li> <li>Flexibly shifts between directions during an activity or game (e.g., usually performs actions at appropriate times during "Simon Says"; sorts objects by color and then by shape when prompted)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</li> </ul>
STRAND / TOPIC	AR.49-60.CD.	Cognitive Development (49-60m)
CONTENT STANDARD	49-60.CD2.	Executive Function
PERFORMANCE EXPECTATION	49-60.CD2.3.	Regulates impulses and behaviors
BENCHMARK / PROFICIENCY		IMPULSE CONTROL
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)</li> </ul> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification</li> </ul>

STRAND / TOPIC	AR.49-60.CD.	Cognitive Development (49-60m)
CONTENT STANDARD	49-60.CD2.	Executive Function
PERFORMANCE EXPECTATION	49-60.CD2.3.	Regulates impulses and behaviors
BENCHMARK / PROFICIENCY		DELAY OF GRATIFICATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing ability to delay gratification (e.g., raises hand and waits to be called on during small group time; waits until end of birthday song to eat special snack; waits until there is space at a center to select an activity)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification</li> </ul>
STRAND / TOPIC	AR.49-60.CD.	Cognitive Development (49-60m)
CONTENT STANDARD	49-60.CD2.	Executive Function
PERFORMANCE EXPECTATION	49-60.CD2.4.	Holds and manipulates information in memory
BENCHMARK / PROFICIENCY		SHORT-TERM & WORKING MEMORY
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing skill in memory games (e.g., recalls an increasing number of items removed from view in games like “What’s Missing”; plays simple memory matching card games)</li> <li>Remembers and follows multi-step directions (e.g., “Push in your chair, throw away your trash, and then join us for circle time”; follows a sequence of actions for a song such as jumping, then clapping, then turning around) with decreasing need for adult support</li> <li>Remembers and processes multiple pieces of information before responding (e.g., considers two or more options before making a choice; remembers response to teacher’s question long enough to respond after waiting for peers to share their comments)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view</li> </ul>
STRAND / TOPIC	AR.49-60.CD.	Cognitive Development (49-60m)
CONTENT STANDARD	49-60.CD2.	Executive Function
PERFORMANCE EXPECTATION	49-60.CD2.4.	Holds and manipulates information in memory
BENCHMARK / PROFICIENCY		LONG-TERM MEMORY

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Imitates actions or behaviors that were observed at an earlier time (e.g., uses traffic hand signals on trike track after seeing them demonstrated by a crossing guard; divides markers into “fair share” groups after observing teacher do this the day before)</li> <li>• Remembers past experiences or familiar stories with increasing ability to independently and accurately recall details and retell events in sequence</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view</li> </ul>
STRAND / TOPIC	AR.49-60.CD.	Cognitive Development (49-60m)
CONTENT STANDARD	49-60.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	49-60.CD3.1.	Uses reasoning and planning ahead to solve problems and reach goals
BENCHMARK / PROFICIENCY		PROBLEM SOLVING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)</li> <li>• Generates new approaches or changes plans if a better alternative is thought of or suggested (e.g., decides to build block structure on hard surface after it keeps falling down on the thick rug; accepts suggestion to use tape instead of glue to affix small leaves to a piece of paper)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility</li> </ul>
STRAND / TOPIC	AR.49-60.CD.	Cognitive Development (49-60m)
CONTENT STANDARD	49-60.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	49-60.CD3.1.	Uses reasoning and planning ahead to solve problems and reach goals
BENCHMARK / PROFICIENCY		PLANNING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Talks out loud to self (self-talk) during play (e.g., says “I need all the red pieces. Here’s another one...doesn’t fit...turn it this way” while putting together a puzzle; “I’m the mommy, so I’m going to feed the baby then go to work” while playing alone in the dramatic play area)</li> <li>• Shows increasing ability to independently and collaboratively make choices, plan for play scenarios or activities, and anticipate problems (e.g., assigns roles in dramatic play; gathers materials to complete an art project; says “Tell me when you’re finished at the computer so I can have a turn.”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility</li> </ul>

<b>STRAND / TOPIC</b>	<b>AR.49-60.CD.</b>	<b>Cognitive Development (49-60m)</b>
<b>CONTENT STANDARD</b>	<b>49-60.CD3.</b>	<b>Logic and Reasoning</b>
<b>PERFORMANCE EXPECTATION</b>	<b>49-60.CD3.2.</b>	<b>Engages in symbolic and abstract thinking</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>PRETEND PLAY</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Uses language or imaginary props to stand in for objects (e.g., mimes holding a phone; says “Let’s pretend I gave you a ticket for the bus”) and engages in increasingly complex, longer play scenarios, assigning or assuming roles and discussing and planning actions</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> </ul> <p>Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
<b>STRAND / TOPIC</b>	<b>AR.49-60.CD.</b>	<b>Cognitive Development (49-60m)</b>
<b>CONTENT STANDARD</b>	<b>49-60.CD3.</b>	<b>Logic and Reasoning</b>
<b>PERFORMANCE EXPECTATION</b>	<b>49-60.CD3.2.</b>	<b>Engages in symbolic and abstract thinking</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>SYMBOLIC REPRESENTATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Uses drawing, emergent writing of numbers and letters, movement, and other constructions (e.g., art projects) to represent ideas or feelings</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p>Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
<b>STRAND / TOPIC</b>	<b>AR.49-60.CD.</b>	<b>Cognitive Development (49-60m)</b>
<b>CONTENT STANDARD</b>	<b>49-60.CD3.</b>	<b>Logic and Reasoning</b>
<b>PERFORMANCE EXPECTATION</b>	<b>49-60.CD3.2.</b>	<b>Engages in symbolic and abstract thinking</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ABSTRACT THINKING</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• With adult support and prompting, engages in thinking that goes beyond the “here and now” (e.g., discusses details in a story that are not shown in an illustration, begins to understand explanations of events they have not directly experienced)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p>Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>

STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH1.	Gross Motor
PERFORMANCE EXPECTATION	49-60.PH1.1.	Demonstrates locomotor skills
BENCHMARK / PROFICIENCY		TRAVELING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces; stops at intended location when running)</li> <li>• Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.8 Coordinates increasingly complex movements in play and games</b></p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH1.	Gross Motor
PERFORMANCE EXPECTATION	49-60.PH1.1.	Demonstrates locomotor skills
BENCHMARK / PROFICIENCY		CLIMBING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinated movements</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.8 Coordinates increasingly complex movements in play and games</b></p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH1.	Gross Motor
PERFORMANCE EXPECTATION	49-60.PH1.1.	Demonstrates locomotor skills
BENCHMARK / PROFICIENCY		COMPLEX MOVEMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.8 Coordinates increasingly complex movements in play and games</b></p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH1.	Gross Motor
PERFORMANCE EXPECTATION	49-60.PH1.2.	Shows stability and balance
BENCHMARK / PROFICIENCY		CORE STABILITY

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)</li> <li>• Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p><b>Objective 5.8 Sustains balance during complex movement experiences</b></p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH1.	Gross Motor
PERFORMANCE EXPECTATION	49-60.PH1.2.	Shows stability and balance
BENCHMARK / PROFICIENCY		JUMPING, HOPPING, & LEAPING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing</li> <li>• Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance, leaps over a “river” made from two ropes taking off with one foot and landing on the other)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p><b>Objective 5.8 Sustains balance during complex movement experiences</b></p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH1.	Gross Motor
PERFORMANCE EXPECTATION	49-60.PH1.3.	Demonstrates gross-motor manipulative skills
BENCHMARK / PROFICIENCY		CATCHING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Catches balls or other objects of any size with both hands, with arms bent</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.8 Manipulates balls or similar objects with a full range of motion</b></p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH1.	Gross Motor
PERFORMANCE EXPECTATION	49-60.PH1.3.	Demonstrates gross-motor manipulative skills
BENCHMARK / PROFICIENCY		THROWING



DESCRIPTOR		<ul style="list-style-type: none"> <li>• Tosses or throws balls or other objects with increased accuracy and force, stepping forward with the leg opposite the throwing arm and following through</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.8 Manipulates balls or similar objects with a full range of motion</b></p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH1.	Gross Motor
PERFORMANCE EXPECTATION	49-60.PH1.3.	Demonstrates gross-motor manipulative skills
BENCHMARK / PROFICIENCY		STRIKING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Strikes a stationary ball or other object (e.g., hits beach ball with a short-handled paddle) with increasing follow through and accurate aim</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.8 Manipulates balls or similar objects with a full range of motion</b></p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH1.	Gross Motor
PERFORMANCE EXPECTATION	49-60.PH1.3.	Demonstrates gross-motor manipulative skills
BENCHMARK / PROFICIENCY		KICKING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Kicks moving ball while running, tracking ball visually and using full leg swing with arms moving in opposition to the legs</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.8 Manipulates balls or similar objects with a full range of motion</b></p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH2.	Fine Motor
PERFORMANCE EXPECTATION	49-60.PH2.1.	Demonstrates fine-motor strength, control, and coordination
BENCHMARK / PROFICIENCY		HAND-EYE COORDINATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increasing refinement in hand-eye coordination (e.g., tracks words across page with finger with adult modeling and support, pours without spilling, pushes specific keys on keyboard)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.8 Uses small, precise finger and hand movements</b></p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)



<b>CONTENT STANDARD</b>	49-60.PH2.	Fine Motor
<b>PERFORMANCE EXPECTATION</b>	49-60.PH2.1.	Demonstrates fine-motor strength, control, and coordination
<b>BENCHMARK / PROFICIENCY</b>		<b>GRASP AND MANIPULATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Handles smaller blocks, puzzle pieces, and manipulatives (e.g., works puzzles of up to 10 pieces, builds structures using small Legos® or blocks, arranges small pegs in pegboard, strings small beads)</li> <li>• Manipulates more complex fasteners (e.g., threads belt through loops on pants, attempts to tie shoes)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.8 Uses small, precise finger and hand movements</b></p>
<b>STRAND / TOPIC</b>	AR.49-60.PH.	Physical Development and Health (49-60m)
<b>CONTENT STANDARD</b>	49-60.PH2.	Fine Motor
<b>PERFORMANCE EXPECTATION</b>	49-60.PH2.2.	Adjusts grasp and coordinates movements to use tools
<b>BENCHMARK / PROFICIENCY</b>		<b>UTENSILS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.8 Uses small, precise finger and hand movements</b></p>
<b>STRAND / TOPIC</b>	AR.49-60.PH.	Physical Development and Health (49-60m)
<b>CONTENT STANDARD</b>	49-60.PH2.	Fine Motor
<b>PERFORMANCE EXPECTATION</b>	49-60.PH2.2.	Adjusts grasp and coordinates movements to use tools
<b>BENCHMARK / PROFICIENCY</b>		<b>WRITING &amp; DRAWING TOOLS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Holds drawing and writing tools using three-point finger grip, using the other hand to hold paper, to make a variety of lines and shapes (e.g., circles, crosses, triangles), letter- and numeral-like forms, and some letters and numerals</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools</li> </ul> <p><b>Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</b></p>
<b>STRAND / TOPIC</b>	AR.49-60.PH.	Physical Development and Health (49-60m)
<b>CONTENT STANDARD</b>	49-60.PH2.	Fine Motor

PERFORMANCE EXPECTATION	49-60.PH2.2.	Adjusts grasp and coordinates movements to use tools
BENCHMARK / PROFICIENCY		SCISSORS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Uses correct scissors grip and holds paper with one hand to cut along a straight line and cut out simple shapes and pictures</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.8 Uses small, precise finger and hand movements</p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH2.	Fine Motor
PERFORMANCE EXPECTATION	49-60.PH2.2.	Adjusts grasp and coordinates movements to use tools
BENCHMARK / PROFICIENCY		VARIETY OF TOOLS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.8 Uses small, precise finger and hand movements</p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	49-60.PH3.1.	Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
BENCHMARK / PROFICIENCY		EXPLORATION OF FOOD EXPERIENCES
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.8 Takes responsibility for own well-being</p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	49-60.PH3.1.	Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
BENCHMARK / PROFICIENCY		FOOD KNOWLEDGE

DESCRIPTOR		<ul style="list-style-type: none"> <li>Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear “fruit”; after working in the garden, notices that carrots and potatoes both grow in the ground)</li> <li>Shows increasing awareness of healthy and unhealthy foods; demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.8 Takes responsibility for own well-being</p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	49-60.PH3.2.	Shows awareness of safe behavior
BENCHMARK / PROFICIENCY		<b>AWARENESS OF SAFE BEHAVIOR AND SIGNALS OF DANGER</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>Identifies, avoids, and alerts others to danger and seeks and accepts adults’ help in potentially unsafe situations (e.g., alerts teacher to a broken fence part, calls for help from the top of the play structure when needs assistance getting down, reminds another child to go down the slide feet first)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.8 Takes responsibility for own well-being</p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	49-60.PH3.2.	Shows awareness of safe behavior
BENCHMARK / PROFICIENCY		<b>UNDERSTANDING OF SAFETY RULES AND PRACTICES</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>Demonstrates knowledge of and ability to follow safety rules and routines with increased independence (e.g., most of the time remembers to put on a helmet before riding a tricycle; lines up when fire alarm goes off and when class is outside says to a peer, “Now the teacher’s going to call names to make sure we’re all here.”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH3.	Health and Well-Being

PERFORMANCE EXPECTATION	49-60.PH3.3.	Engages in a variety of developmentally appropriate physical activities
BENCHMARK / PROFICIENCY		PARTICIPATION IN PHYSICAL ACTIVITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring</li> <li>• Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.8 Coordinates increasingly complex movements in play and games</b></p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	49-60.PH3.3.	Engages in a variety of developmentally appropriate physical activities
BENCHMARK / PROFICIENCY		KNOWLEDGE OF BENEFITS OF PHYSICAL ACTIVITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increasing understanding of the physical benefits of exercise (e.g., “Running is good for my body,” “Mom said helping her carry in groceries made my arm muscles stronger”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.8 Takes responsibility for own well-being</b></p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	49-60.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		COMMUNICATING NEEDS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Communicates with increasing specificity and detail to get needs met (e.g., says “My tummy hurts,” “I need help reaching my toothbrush”) and later may communicate about specific health needs (e.g., “I can’t have peanuts because they make me sick”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.8 Takes responsibility for own well-being</b></p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	49-60.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		PERSONAL CARE ROUTINES

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults</li> <li>• Demonstrates increasing understanding of how, when, and why personal care routines are completed (e.g., washes hands after handling classroom pet when reminded by teacher; says “I need my hat so I don’t get sunburned.”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.8 Takes responsibility for own well-being</p>
STRAND / TOPIC	AR.49-60.PH.	Physical Development and Health (49-60m)
CONTENT STANDARD	49-60.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	49-60.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		HEALTH HABITS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.8 Takes responsibility for own well-being</p>
STRAND / TOPIC	AR.49-60.LD.	Language Development (49-60m)
CONTENT STANDARD	49-60.LD1.	Receptive Language
PERFORMANCE EXPECTATION	49-60.LD1.1.	Understands and responds to language (in child’s home language)
BENCHMARK / PROFICIENCY		VOCABULARY & LANGUAGE COMPREHENSION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts* (e.g., when playing “doctor” brings another child a stethoscope when he or she asks for it)</li> <li>• Responds to increasingly complex “Who,” “What,” “Why,” and “Where” questions</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
STRAND / TOPIC	AR.49-60.LD.	Language Development (49-60m)
CONTENT STANDARD	49-60.LD1.	Receptive Language

PERFORMANCE EXPECTATION	49-60.LD1.1.	Understands and responds to language (in child's home language)
BENCHMARK / PROFICIENCY		<b>FOLLOWS DIRECTIONS</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>Follows increasingly more detailed, multi-step directions (e.g., "Please put away your markers, put your picture in your cubby, and join us on the carpet")</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 8 Listens to and understands increasingly complex language b. Follows directions</li> </ul> <p><b>Objective 8b.8 Follows detailed, instructional, multistep directions</b></p>
STRAND / TOPIC	AR.49-60.LD.	Language Development (49-60m)
CONTENT STANDARD	49-60.LD2.	Expressive Language
PERFORMANCE EXPECTATION	49-60.LD2.1.	Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)
BENCHMARK / PROFICIENCY		<b>EXPRESSIVE VOCABULARY</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p><b>Objective 9a.6 Describes and tells the use of many familiar items</b></p>
STRAND / TOPIC	AR.49-60.LD.	Language Development (49-60m)
CONTENT STANDARD	49-60.LD2.	Expressive Language
PERFORMANCE EXPECTATION	49-60.LD2.1.	Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)
BENCHMARK / PROFICIENCY		<b>GRAMMAR &amp; SENTENCE STRUCTURE</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses</li> <li>Uses increasingly longer (i.e., at least four to six word sentences) that are increasingly complex (i.e., combining two or three phrases in a sentence)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</li> </ul> <p><b>Objective 9c.6 Uses complete, four- to six-word sentences</b></p> <ul style="list-style-type: none"> <li>Objective 9 Uses language to express thoughts and needs d. Tells about another time or place</li> </ul> <p><b>Objective 9d.8 Tells elaborate stories that refer to other times and places</b></p>
STRAND / TOPIC	AR.49-60.LD.	Language Development (49-60m)
CONTENT STANDARD	49-60.LD2.	Expressive Language

PERFORMANCE EXPECTATION	49-60.LD2.1.	Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)
BENCHMARK / PROFICIENCY		<b>CLARITY OF COMMUNICATION</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 9 Uses language to express thoughts and needs b. Speaks clearly</li> </ul> <p>Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words</p>
STRAND / TOPIC	AR.49-60.LD.	Language Development (49-60m)
CONTENT STANDARD	49-60.LD3.	Communication Skills
PERFORMANCE EXPECTATION	49-60.LD3.1.	Communicates using social and conversational rules
BENCHMARK / PROFICIENCY		<b>CONVERSATIONS</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>Engages in back-and-forth conversations of increasing duration (two to five conversational exchanges**), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</li> </ul> <p>Objective 10a.6 Engages in conversations of at least three exchanges</p>
STRAND / TOPIC	AR.49-60.LD.	Language Development (49-60m)
CONTENT STANDARD	49-60.LD3.	Communication Skills
PERFORMANCE EXPECTATION	49-60.LD3.1.	Communicates using social and conversational rules
BENCHMARK / PROFICIENCY		<b>SOCIAL RULES OF LANGUAGE</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>With support and reminders, uses social rules of language with increasing consistency and ability to apply rules in both familiar and unfamiliar settings</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</li> </ul> <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
STRAND / TOPIC	AR.49-60.LD.	Language Development (49-60m)
CONTENT STANDARD	49-60.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	49-60.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English



BENCHMARK / PROFICIENCY		<b>EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</li> <li>• Pays attention to and observes other children and adults as English is spoken</li> <li>• Attends to English in small- and large-group activities, such as circle time, storybook reading, etc.</li> <li>• Imitates behaviors of other children to get the same result (e.g. sees child make the sign for “me too” in sign language and makes the same sign)</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> <li>Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</li> </ul>
STRAND / TOPIC	AR.49-60.LD.	Language Development (49-60m)
CONTENT STANDARD	49-60.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	49-60.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		<b>MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</li> <li>• Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</li> <li>• Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)</li> <li>• Responds appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> <li>Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</li> </ul>
STRAND / TOPIC	AR.49-60.LD.	Language Development (49-60m)
CONTENT STANDARD	49-60.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	49-60.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		<b>LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>



DESCRIPTOR		<ul style="list-style-type: none"> <li>• Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</li> <li>• Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities</li> <li>• Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)</li> <li>• Follows directions that involve a one- or two-step sequence, relying less on contextual cues</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p><b>Objective 37.6 Responds to words and phrases in English when they are not accompanied by gestures or other visual aids</b></p>
STRAND / TOPIC	AR.49-60.LD.	Language Development (49-60m)
CONTENT STANDARD	49-60.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	49-60.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p><b>Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</b></p>
STRAND / TOPIC	AR.49-60.LD.	Language Development (49-60m)
CONTENT STANDARD	49-60.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	49-60.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p><b>Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</b></p>
STRAND / TOPIC	AR.49-60.LD.	Language Development (49-60m)

<b>CONTENT STANDARD</b>	49-60.LD4.	English Language Development of Dual Language Learners
<b>PERFORMANCE EXPECTATION</b>	49-60.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
<b>BENCHMARK / PROFICIENCY</b>		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> <li>Objective 37.6 Responds to words and phrases in English when they are not accompanied by gestures or other visual aids</li> </ul>
<b>STRAND / TOPIC</b>	AR.49-60.LD.	Language Development (49-60m)
<b>CONTENT STANDARD</b>	49-60.LD4.	English Language Development of Dual Language Learners
<b>PERFORMANCE EXPECTATION</b>	49-60.LD4.2.	Demonstrates progress in speaking and expressing self in English
<b>BENCHMARK / PROFICIENCY</b>		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others</li> <li>• Repeats sounds and words in English</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> <li>Objective 38.2 Repeats sounds and words in English, sometimes very quietly</li> </ul>
<b>STRAND / TOPIC</b>	AR.49-60.LD.	Language Development (49-60m)
<b>CONTENT STANDARD</b>	49-60.LD4.	English Language Development of Dual Language Learners
<b>PERFORMANCE EXPECTATION</b>	49-60.LD4.2.	Demonstrates progress in speaking and expressing self in English
<b>BENCHMARK / PROFICIENCY</b>		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Combines nonverbal with some verbal communication to be understood by others</li> <li>• Engages in codeswitching during conversations</li> <li>• Uses telegraphic speech</li> <li>• Uses formulaic speech (expressions that are learned whole, e.g., “I don’t know”)</li> <li>• Uses English vocabulary that mainly consists of concrete nouns and some verbs and pronouns</li> <li>• Converses with others in English using two or three words at a time but switches back and forth between English and their home language</li> <li>• Uses some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and applies at times the rules of grammar of the home language to English</li> <li>• Uses “what” and “why” questions in English, sometimes with errors</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
STRAND / TOPIC	AR.49-60.LD.	Language Development (49-60m)
CONTENT STANDARD	49-60.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	49-60.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes</li> <li>• Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary</li> <li>• Sustains a conversation in English with increasingly complex syntax, adding conjunctions, adjectives, adverbs, subject-verb-object patterns, and other more advanced elements of English sentence construction</li> <li>• Expands use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors</li> <li>• Uses “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with mistakes</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>
STRAND / TOPIC	AR.49-60.LD.	Language Development (49-60m)
CONTENT STANDARD	49-60.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	49-60.LD4.2.	Demonstrates progress in speaking and expressing self in English

<b>BENCHMARK / PROFICIENCY</b>		<b>EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 38 Demonstrates progress in speaking English</b></li> </ul> <p><b>Objective 38.2 Repeats sounds and words in English, sometimes very quietly</b></p>
<b>STRAND / TOPIC</b>	<b>AR.49-60.LD.</b>	<b>Language Development (49-60m)</b>
<b>CONTENT STANDARD</b>	<b>49-60.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>49-60.LD4.2.</b>	<b>Demonstrates progress in speaking and expressing self in English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 38 Demonstrates progress in speaking English</b></li> </ul> <p><b>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</b></p>
<b>STRAND / TOPIC</b>	<b>AR.49-60.LD.</b>	<b>Language Development (49-60m)</b>
<b>CONTENT STANDARD</b>	<b>49-60.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>49-60.LD4.2.</b>	<b>Demonstrates progress in speaking and expressing self in English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 38 Demonstrates progress in speaking English</b></li> </ul> <p><b>Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</b></p>
<b>STRAND / TOPIC</b>	<b>AR.49-60.EL.</b>	<b>Emergent Literacy (49-60m)</b>
<b>CONTENT STANDARD</b>	<b>49-60.EL1.</b>	<b>Engagement in literacy experiences and understanding of stories and books</b>
<b>PERFORMANCE EXPECTATION</b>	<b>49-60.EL1.1.</b>	<b>Shows interest in literacy experiences</b>

<b>BENCHMARK / PROFICIENCY</b>		<b>ENGAGEMENT IN LITERACY EXPERIENCES</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> <li>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.49-60.EL.</b>	<b>Emergent Literacy (49-60m)</b>
<b>CONTENT STANDARD</b>	<b>49-60.EL1.</b>	<b>Engagement in literacy experiences and understanding of stories and books</b>
<b>PERFORMANCE EXPECTATION</b>	<b>49-60.EL1.1.</b>	<b>Shows interest in literacy experiences</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>VARIETY OF INTERESTS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> <li>Objective 17a.8 Uses various types of books for their intended purposes</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.49-60.EL.</b>	<b>Emergent Literacy (49-60m)</b>
<b>CONTENT STANDARD</b>	<b>49-60.EL1.</b>	<b>Engagement in literacy experiences and understanding of stories and books</b>
<b>PERFORMANCE EXPECTATION</b>	<b>49-60.EL1.2.</b>	<b>Engages in read-alouds and conversations about books and stories</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>STORY COMPREHENSION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>With modeling and support, discusses predictions, cause-and-effect relationships, story-related problems and resolutions, and connections to other books and own experiences</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> <li>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.49-60.EL.</b>	<b>Emergent Literacy (49-60m)</b>
<b>CONTENT STANDARD</b>	<b>49-60.EL1.</b>	<b>Engagement in literacy experiences and understanding of stories and books</b>
<b>PERFORMANCE EXPECTATION</b>	<b>49-60.EL1.2.</b>	<b>Engages in read-alouds and conversations about books and stories</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>STORY STRUCTURE</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Pretends to read, describing what is happening and using some language from the book with pictures as cues</li> <li>• Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills</li> </ul> <p>Objective 18b.6 Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts</li> </ul> <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
STRAND / TOPIC	AR.49-60.EL.	Emergent Literacy (49-60m)
CONTENT STANDARD	49-60.EL1.	Engagement in literacy experiences and understanding of stories and books
PERFORMANCE EXPECTATION	49-60.EL1.2.	Engages in read-alouds and conversations about books and stories
BENCHMARK / PROFICIENCY		INFORMATIONAL TEXTS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Demonstrates knowledge from informational texts* in a variety of ways and makes connections to other books or personal experiences (e.g., when teacher reads the story Owl Moon, child says, “We learned in that other book that owls stay awake at night and sleep during the day.”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STRAND / TOPIC	AR.49-60.EL.	Emergent Literacy (49-60m)
CONTENT STANDARD	49-60.EL2.	Phonological Awareness
PERFORMANCE EXPECTATION	49-60.EL2.1.	Notices and manipulates the sounds of language
BENCHMARK / PROFICIENCY		RHYME
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Decides whether two words rhyme</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</li> </ul> <p>Objective 15a.6 Decides whether two words rhyme</p>
STRAND / TOPIC	AR.49-60.EL.	Emergent Literacy (49-60m)

<b>CONTENT STANDARD</b>	49-60.EL2.	Phonological Awareness
<b>PERFORMANCE EXPECTATION</b>	49-60.EL2.1.	Notices and manipulates the sounds of language
<b>BENCHMARK / PROFICIENCY</b>		<b>ALLITERATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Shows awareness that some words begin with the same sound (e.g., “Sam and Selena start with the same sound!”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration</li> </ul> <p>Objective 15b.4 Shows awareness that some words begin the same way</p>
<b>STRAND / TOPIC</b>	AR.49-60.EL.	Emergent Literacy (49-60m)
<b>CONTENT STANDARD</b>	49-60.EL2.	Phonological Awareness
<b>PERFORMANCE EXPECTATION</b>	49-60.EL2.1.	Notices and manipulates the sounds of language
<b>BENCHMARK / PROFICIENCY</b>		<b>MANIPULATING UNITS OF LANGUAGE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Shows awareness of separate words in sentences</li> <li>Verbally identifies, blends, segments, and deletes parts of words (manipulating units of language) with decreasing need for modeling or visual supports</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound</li> </ul> <p>Objective 15c.4 Shows awareness of separate syllables in words</p>
<b>STRAND / TOPIC</b>	AR.49-60.EL.	Emergent Literacy (49-60m)
<b>CONTENT STANDARD</b>	49-60.EL3.	Knowledge and Use of Books, Print, and Letters
<b>PERFORMANCE EXPECTATION</b>	49-60.EL3.1.	Responds to features of books and print
<b>BENCHMARK / PROFICIENCY</b>		<b>BOOK KNOWLEDGE</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills</li> <li>Knows some features of a book (e.g., title, author, illustrator)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
<b>STRAND / TOPIC</b>	AR.49-60.EL.	Emergent Literacy (49-60m)
<b>CONTENT STANDARD</b>	49-60.EL3.	Knowledge and Use of Books, Print, and Letters
<b>PERFORMANCE EXPECTATION</b>	49-60.EL3.1.	Responds to features of books and print
<b>BENCHMARK / PROFICIENCY</b>		<b>PRINT KNOWLEDGE</b>



DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows understanding that print carries a message and can represent spoken language</li> <li>• Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
STRAND / TOPIC	AR.49-60.EL.	Emergent Literacy (49-60m)
CONTENT STANDARD	49-60.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	49-60.EL3.2.	Shows knowledge of the shapes, names, and sounds of letters
BENCHMARK / PROFICIENCY		ALPHABET KNOWLEDGE
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Recognizes and names an increasing number of letters correctly, especially those in own name</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</li> </ul>
STRAND / TOPIC	AR.49-60.EL.	Emergent Literacy (49-60m)
CONTENT STANDARD	49-60.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	49-60.EL3.2.	Shows knowledge of the shapes, names, and sounds of letters
BENCHMARK / PROFICIENCY		LETTER–SOUND CONNECTIONS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Produces the correct sounds for an increasing number of letters</li> <li>• Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks “How do you spell fish?”)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters</li> </ul>
STRAND / TOPIC	AR.49-60.EL.	Emergent Literacy (49-60m)
CONTENT STANDARD	49-60.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	49-60.EL3.3.	Demonstrates emergent writing skills
BENCHMARK / PROFICIENCY		LETTER AND PRINT WRITING CONCEPTS



DESCRIPTOR		<ul style="list-style-type: none"> <li>• Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas</li> <li>• Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces</li> <li>• Writes an increasing number of letters correctly, especially those in own name</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p><b>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message</b></p>
STRAND / TOPIC	AR.49-60.EL.	Emergent Literacy (49-60m)
CONTENT STANDARD	49-60.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	49-60.EL3.3.	Demonstrates emergent writing skills
BENCHMARK / PROFICIENCY		EARLY WORD WRITING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Writes first name with or without mistakes</li> <li>• Uses early invented spelling (writes initial and/or final sounds to represent whole word; e.g., writes MK for milk)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills a. Writes name</li> </ul> <p><b>Objective 19a.10 Writes partially accurate first name</b></p>
STRAND / TOPIC	AR.49-60.MT.	Mathematical Thinking (49-60m)
CONTENT STANDARD	49-60.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	49-60.MT1.1.	Demonstrates number sense and an understanding of quantity
BENCHMARK / PROFICIENCY		NUMBER NAMES & COUNT SEQUENCE
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range</li> <li>• Names what number comes after another number with decreasing need to count up from one (e.g., When asked “What comes after four?” immediately says “Five” instead of “One, two, three, four, five...five!”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p><b>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</b></p>
STRAND / TOPIC	AR.49-60.MT.	Mathematical Thinking (49-60m)
CONTENT STANDARD	49-60.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	49-60.MT1.1.	Demonstrates number sense and an understanding of quantity
BENCHMARK / PROFICIENCY		COMPARISON OF QUANTITY

DESCRIPTOR		<ul style="list-style-type: none"> <li>Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
STRAND / TOPIC	AR.49-60.MT.	Mathematical Thinking (49-60m)
CONTENT STANDARD	49-60.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	49-60.MT1.1.	Demonstrates number sense and an understanding of quantity
BENCHMARK / PROFICIENCY		CONNECTION OF NUMBER, NUMERAL, & QUANTITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)</li> <li>Instantly recognizes without counting (subitizes) objects in sets of one to four objects (e.g., when playing game where teacher changes the number of blocks under a sheet and then uncovers them, child correctly identifies number of blocks without counting)</li> <li>Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral “3” in a game)</li> <li>Shows increasing understanding of the concept of zero (e.g., holds up closed fist to show “no more monkeys jumping on the bed” during the last verse of the song; when teacher takes all of counting bears during a game and asks, “Now how many do you have?” child responds “None!”)</li> <li>Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</li> <li>Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects</li> </ul>
STRAND / TOPIC	AR.49-60.MT.	Mathematical Thinking (49-60m)
CONTENT STANDARD	49-60.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	49-60.MT1.2.	Explores combining and separating groups (numerical operations)
BENCHMARK / PROFICIENCY		CHANGES IN QUANTITY

DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g., communicates, “I wanted more green blocks so my friend gave me three of his”) and can describe parts of a group (e.g., Says, “I have four cubes. Two are red, and two are blue”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</li> </ul>
STRAND / TOPIC	AR.49-60.MT.	Mathematical Thinking (49-60m)
CONTENT STANDARD	49-60.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	49-60.MT1.2.	Explores combining and separating groups (numerical operations)
BENCHMARK / PROFICIENCY		ADDITION & SUBTRACTION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Using fingers or manipulatives as tools, shows increasing ability to solve simple addition problems by joining objects together for increasingly larger totals (up to 10; e.g. when adding a group of 3 and a group of 2, counts “one, two, three...” and then counts on “four, five!” keeping track with fingers)</li> <li>Using fingers or manipulatives as tools, shows increasing ability to solve simple subtraction problems by separating increasingly larger totals (up to 10; e.g., when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side then counts remaining bears, “one, two, three, four...four bears!”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</li> </ul>
STRAND / TOPIC	AR.49-60.MT.	Mathematical Thinking (49-60m)
CONTENT STANDARD	49-60.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	49-60.MT1.2.	Explores combining and separating groups (numerical operations)
BENCHMARK / PROFICIENCY		EARLY DIVISION AND FRACTIONS
DESCRIPTOR		<ul style="list-style-type: none"> <li>Explores early division concepts by dividing objects into “fair-share” groups (e.g., gives three peers each two pieces of play fruit while playing restaurant) and identifying the concepts of a fraction whole and half by using real objects (e.g., identifies two equal parts of an apple or graham cracker as a half)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
STRAND / TOPIC	AR.49-60.MT.	Mathematical Thinking (49-60m)



<b>CONTENT STANDARD</b>	<b>49-60.MT2.</b>	<b>Algebraic Thinking</b>
<b>PERFORMANCE EXPECTATION</b>	<b>49-60.MT2.1.</b>	<b>Uses classification and patterning skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>CLASSIFICATION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Sorts objects by more than one attribute (e.g., color and shape); attends to more complex attributes (e.g., weight, texture); Sorts and then resorts based on a different characteristic (e.g., sorts by size and then by color)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> <li>Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.49-60.MT.</b>	<b>Mathematical Thinking (49-60m)</b>
<b>CONTENT STANDARD</b>	<b>49-60.MT2.</b>	<b>Algebraic Thinking</b>
<b>PERFORMANCE EXPECTATION</b>	<b>49-60.MT2.1.</b>	<b>Uses classification and patterning skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>PATTERNING</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Recognizes, extends, and replicates simple repeating patterns (e.g., triangle, square, triangle, square or repeated music verses)</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> <li>Objective 23.5 Emerging to 23.6 Extends and creates simple repeating patterns</li> </ul>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Creates own patterns in different forms (e.g., objects, sounds, movements) and fills in missing elements of a simple pattern (e.g., selects a green counting bear and completes the series of bears set out by the teacher: yellow, green, green, yellow, green, green, yellow, ____, green)</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> <li>Objective 23.6 Extends and creates simple repeating patterns</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.49-60.MT.</b>	<b>Mathematical Thinking (49-60m)</b>
<b>CONTENT STANDARD</b>	<b>49-60.MT3.</b>	<b>Measurement and Comparison</b>
<b>PERFORMANCE EXPECTATION</b>	<b>49-60.MT3.1.</b>	<b>Participates in exploratory measurement activities and compares objects</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>MEASUREMENT</b>

DESCRIPTOR		<ul style="list-style-type: none"> <li>Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
DESCRIPTOR		<ul style="list-style-type: none"> <li>Directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
STRAND / TOPIC	AR.49-60.MT.	Mathematical Thinking (49-60m)
CONTENT STANDARD	49-60.MT3.	Measurement and Comparison
PERFORMANCE EXPECTATION	49-60.MT3.1.	Participates in exploratory measurement activities and compares objects
BENCHMARK / PROFICIENCY		COMPARISON
DESCRIPTOR		<ul style="list-style-type: none"> <li>Uses comparative language (e.g., “shorter,” “heaviest”) to directly compare two or more objects (e.g., identifies “small,” “smaller,” “smallest”)</li> <li>Shows increasing ability to identify that different arrangements of the same number of objects are equal; begins to count to compare</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
STRAND / TOPIC	AR.49-60.MT.	Mathematical Thinking (49-60m)
CONTENT STANDARD	49-60.MT3.	Measurement and Comparison
PERFORMANCE EXPECTATION	49-60.MT3.1.	Participates in exploratory measurement activities and compares objects
BENCHMARK / PROFICIENCY		SERIATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>Organizes a small set of objects (i.e., three to five) in an increasing or decreasing order (seriation; e.g., arranges a set of twigs from shortest to longest)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 22 Compares and measures a. Measures objects</li> </ul>

		Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
<b>STRAND / TOPIC</b>	AR.49-60.MT.	Mathematical Thinking (49-60m)
<b>CONTENT STANDARD</b>	49-60.MT4.	Geometry and Spatial Sense
<b>PERFORMANCE EXPECTATION</b>	49-60.MT4.1.	Explores and describes shapes and spatial relationships
<b>BENCHMARK / PROFICIENCY</b>		SHAPE KNOWLEDGE
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>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</p>
<b>STRAND / TOPIC</b>	AR.49-60.MT.	Mathematical Thinking (49-60m)
<b>CONTENT STANDARD</b>	49-60.MT4.	Geometry and Spatial Sense
<b>PERFORMANCE EXPECTATION</b>	49-60.MT4.1.	Explores and describes shapes and spatial relationships
<b>BENCHMARK / PROFICIENCY</b>		SPATIAL SENSE
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., “move forward,” “put it behind the green car”); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, “If you turn the puzzle piece it will fit”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships</li> </ul> <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
<b>STRAND / TOPIC</b>	AR.49-60.MT.	Mathematical Thinking (49-60m)
<b>CONTENT STANDARD</b>	49-60.MT4.	Geometry and Spatial Sense
<b>PERFORMANCE EXPECTATION</b>	49-60.MT4.1.	Explores and describes shapes and spatial relationships
<b>BENCHMARK / PROFICIENCY</b>		SHAPE MANIPULATION

DESCRIPTOR		<ul style="list-style-type: none"> <li>• Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes (e.g., uses circles and rectangles to make a snowman image, constructs a castle out of building blocks), progressing from using one shape for each part of a picture to using several shapes to make one part</li> <li>• Combines, rotates, flips, and separates shapes to create designs (e.g., using parquet blocks) and to make other shapes (e.g., combines two wood triangle-shaped unit blocks to make a square [▲ + ▼ → ■]) and later in this age range shows increasing ability to predict which shapes might be used to create other shapes</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>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</p>
STRAND / TOPIC	AR.49-60.ST.	Science and Technology (49-60m)
CONTENT STANDARD	49-60.ST1.	Scientific Practices
PERFORMANCE EXPECTATION	49-60.ST1.1.	Engages in the scientific process to collect, analyze, and communicate information
BENCHMARK / PROFICIENCY		OBSERVATIONS, QUESTIONS, & PREDICTIONS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Asks questions about the world (e.g., “What do plants need to grow?”) and seeks answers from various sources (e.g., asks teacher to help find information about spiders in a book)</li> <li>• Makes increasingly complex observations about objects and events (e.g., notices that outdoor area smells different after rain)</li> <li>• Makes predictions about what might happen based on past experience (e.g., “I think that adding yellow paint to blue paint will make green”, “I think the ping pong ball will float”)</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 24 Uses scientific inquiry skills</li> </ul>
STRAND / TOPIC	AR.49-60.ST.	Science and Technology (49-60m)
CONTENT STANDARD	49-60.ST1.	Scientific Practices
PERFORMANCE EXPECTATION	49-60.ST1.1.	Engages in the scientific process to collect, analyze, and communicate information
BENCHMARK / PROFICIENCY		INVESTIGATION & HYPOTHESIS TESTING
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Engages in adult-supported investigations; forms and tests hypotheses (e.g., mixes soil and water to make mud; builds a “bridge” out of classroom materials and seeing how many foam blocks it will hold before collapsing; waters seeds in one container, but not another to answer the question, “Do plants need water to grow?”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 24 Uses scientific inquiry skills</li> </ul>



STRAND / TOPIC	AR.49-60.ST.	Science and Technology (49-60m)
CONTENT STANDARD	49-60.ST1.	Scientific Practices
PERFORMANCE EXPECTATION	49-60.ST1.1.	Engages in the scientific process to collect, analyze, and communicate information
BENCHMARK / PROFICIENCY		DATA ANALYSIS & COMMUNICATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• With adult assistance, analyzes, interprets, and communicates data (e.g., compares initial prediction of which objects would float to actual results; records information through a drawing or dictation)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
STRAND / TOPIC	AR.49-60.ST.	Science and Technology (49-60m)
CONTENT STANDARD	49-60.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	49-60.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		SYSTEM PARTS & WHOLES
DESCRIPTOR		<ul style="list-style-type: none"> <li>• With adult support asks questions and makes comments about parts of more complex systems and how they interact to make it function (e.g., talks about roles of members of their family; asks about the gears and parts of a wind-up toy and how they make it work)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 26 Demonstrates knowledge of the physical properties of objects and materials</li> </ul>
STRAND / TOPIC	AR.49-60.ST.	Science and Technology (49-60m)
CONTENT STANDARD	49-60.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	49-60.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		STRUCTURE & FUNCTION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Makes observations and generalizations about structure and function (e.g., generalizes that objects that are round will roll; talks about why plants need stems; describes why birds can fly and people can't)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 26 Demonstrates knowledge of the physical properties of objects and materials</li> </ul>
STRAND / TOPIC	AR.49-60.ST.	Science and Technology (49-60m)
CONTENT STANDARD	49-60.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	49-60.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		STABILITY AND CHANGE



DESCRIPTOR		<ul style="list-style-type: none"> <li>• Observes and describes environmental changes over time with increasing sophistication (e.g., comments on flowers blooming in the spring; notices when branches have been trimmed from a tree; communicates, “The sun made the slide hot!”; notices the shape of the moon changing over time)</li> <li>• Demonstrates an understanding that living things change over time in size and other capacities as they grow (e.g., talks about similarities and differences between babies and adults; acts out a song about growth by pretending to be a plant and demonstrating with body how a seed grows into a seedling then a tree)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> <li>• Objective 26 Demonstrates knowledge of the physical properties of objects and materials</li> </ul>
STRAND / TOPIC	AR.49-60.ST.	Science and Technology (49-60m)
CONTENT STANDARD	49-60.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	49-60.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth’s environment, and physical objects and materials
BENCHMARK / PROFICIENCY		LIVING THINGS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• With increasing independence, asks and answers questions about the similarities, differences, and categories of plants and animals (e.g., talks about how birds have feathers covering their bodies, but snakes have scales)</li> <li>• Shows curiosity and knowledge about how living things grow and change over time (e.g., talks about how kitten at home is getting bigger; asks why leaves change color)</li> <li>• With adult support describes characteristics that define living things (e.g., breathes, moves, grows)</li> <li>• Shows curiosity about the relationship of living things to their environments/habitats (e.g., asks why fish always live in water; wonders where birds sleep)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> </ul>
STRAND / TOPIC	AR.49-60.ST.	Science and Technology (49-60m)
CONTENT STANDARD	49-60.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	49-60.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth’s environment, and physical objects and materials
BENCHMARK / PROFICIENCY		NATURE & THE ENVIRONMENT

DESCRIPTOR		<ul style="list-style-type: none"> <li>Investigates and uses increasingly complex vocabulary to describe natural elements in the environment (e.g., observes a group of ants moving on the playground and comments, “They’re moving around like they’re scared”; draws different kinds of leaves in the science center and communicates “This one has round edges, this one has pointy edges.”)</li> <li>Demonstrates respect for the environment (e.g., observes flowers or insects without intruding or destroying; picks up a piece of litter and says, “Animals might get sick if they eat this”)</li> </ul> <p><b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b></p>
STRAND / TOPIC	AR.49-60.ST.	Science and Technology (49-60m)
CONTENT STANDARD	49-60.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	49-60.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth’s environment, and physical objects and materials
BENCHMARK / PROFICIENCY		PHYSICAL OBJECTS & MATERIALS
DESCRIPTOR		<ul style="list-style-type: none"> <li>Uses observable characteristics to describe and categorize physical objects and materials based on similarities and differences (e.g., after participating in an investigation, sorts items into those that float and those that sink; sorts objects made of wood and those made of plastic)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</li> </ul>
STRAND / TOPIC	AR.49-60.ST.	Science and Technology (49-60m)
CONTENT STANDARD	49-60.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	49-60.ST3.2.	Uses tools and engineering practices to explore and solve problems
BENCHMARK / PROFICIENCY		KNOWLEDGE & USE OF TOOLS
DESCRIPTOR		<ul style="list-style-type: none"> <li>Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)</li> <li>Uses a variety of tools (e.g., ruler, balance scale, magnifying glass, toy stethoscope, unit blocks, measuring cups, thermometer) to gather information, investigate objects, and solve problems</li> <li>Communicates how tools are used by people in their world (e.g., ladders help firefighters, stethoscopes help doctors and nurses)</li> </ul> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 28 Uses tools and other technology to perform tasks</li> </ul>
STRAND / TOPIC	AR.49-60.ST.	Science and Technology (49-60m)

<b>CONTENT STANDARD</b>	49-60.ST3.	Knowledge of Science Content
<b>PERFORMANCE EXPECTATION</b>	49-60.ST3.2.	Uses tools and engineering practices to explore and solve problems
<b>BENCHMARK / PROFICIENCY</b>		<b>ENGINEERING PRACTICES &amp; THINKING</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Shows increased understanding of relationships between variables and outcomes (e.g., steepness of a ramp and speed of a rolled ball; size of blocks and stability of structure)</li> <li>• With adult support, generates multiple solutions to problems, tests solutions and revises them, (e.g., builds block tower that falls with a foundation of small blocks; uses bigger blocks the next time) and develops increasingly detailed explanations of their ideas and reasons for outcomes</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 28 Uses tools and other technology to perform tasks</b></li> </ul>
<b>STRAND / TOPIC</b>	AR.49-60.ST.	Science and Technology (49-60m)
<b>CONTENT STANDARD</b>	49-60.ST3.	Knowledge of Science Content
<b>PERFORMANCE EXPECTATION</b>	49-60.ST3.3.	Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play
<b>BENCHMARK / PROFICIENCY</b>		<b>TECHNOLOGY HANDLING</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the “office” prop box to pretend to write someone a letter)</li> <li>• Develops knowledge of and explores the functionality of simple digital devices (e.g., touch screen, e-book reader, digital camera, copier, light table, music player)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 28 Uses tools and other technology to perform tasks</b></li> </ul>
<b>STRAND / TOPIC</b>	AR.49-60.ST.	Science and Technology (49-60m)
<b>CONTENT STANDARD</b>	49-60.ST3.	Knowledge of Science Content
<b>PERFORMANCE EXPECTATION</b>	49-60.ST3.3.	Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play
<b>BENCHMARK / PROFICIENCY</b>		<b>DIGITAL LITERACY</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Identifies technology tools for multiple purposes, including creating, problem solving, gathering information, and documenting (e.g., creates a picture or story on an electronic device, suggests looking up a question or the meaning of a word on the internet, records a story made up on a recording device)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 28 Uses tools and other technology to perform tasks</b></li> </ul>
<b>STRAND / TOPIC</b>	AR.49-60.ST.	Science and Technology (49-60m)
<b>CONTENT STANDARD</b>	49-60.ST3.	Knowledge of Science Content

PERFORMANCE EXPECTATION	49-60.ST3.3.	Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play
BENCHMARK / PROFICIENCY		DIGITAL CITIZENSHIP
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows knowledge of how to use technology in safe, healthy, acceptable, responsible, and socially positive ways (e.g., suggests sending a get-well message to a friend who is sick)</li> <li>Follows directions and class rules for using digital devices (can log in and out; keeps foreign materials away from equipment; handles equipment with care; knows the time limit or sign up rule for access to the device)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 28 Uses tools and other technology to perform tasks</li> </ul>
STRAND / TOPIC	AR.49-60.SS.	Social Studies (49-60m)
CONTENT STANDARD	49-60.SS1.	Family, Community, and Culture
PERFORMANCE EXPECTATION	49-60.SS1.1.	Demonstrates positive connection to family and community
BENCHMARK / PROFICIENCY		LEARNING COMMUNITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows increasing participation as a member of the learning community (e.g., participates in whole-group activities, helps establish rules for behavior, participates in classroom clean-up, etc.)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 28 Uses tools and other technology to perform tasks</li> </ul>
STRAND / TOPIC	AR.49-60.SS.	Social Studies (49-60m)
CONTENT STANDARD	49-60.SS1.	Family, Community, and Culture
PERFORMANCE EXPECTATION	49-60.SS1.1.	Demonstrates positive connection to family and community
BENCHMARK / PROFICIENCY		FAMILY & CULTURAL IDENTITY
DESCRIPTOR		<ul style="list-style-type: none"> <li>Shows pride in family and cultural heritage (e.g., talks about family members and traditions; draws pictures of family members and own cultural group; shares a song or special food from cultural group, shows pride in home language [e.g., “Gato means cat in Spanish. We speak Spanish at home!”])</li> <li>Shows knowledge of family, cultural and political history (e.g., talks about where family came from, where cultural traditions came from, knows who president is)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 29 Demonstrates knowledge about self</li> </ul>
STRAND / TOPIC	AR.49-60.SS.	Social Studies (49-60m)
CONTENT STANDARD	49-60.SS1.	Family, Community, and Culture
PERFORMANCE EXPECTATION	49-60.SS1.1.	Demonstrates positive connection to family and community
BENCHMARK / PROFICIENCY		AWARENESS OF ROLES IN SOCIETY

DESCRIPTOR		<ul style="list-style-type: none"> <li>Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a “daddy” sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor’s office)</li> <li>Shows increasing awareness of the roles people play in society (e.g., talks about roles of various family members; describes jobs of community helpers such as firefighters, grocery clerks, and veterinarians; talks about what they would like to be when they grow up)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 30 Shows basic understanding of people and how they live</li> </ul>
STRAND / TOPIC	AR.49-60.SS.	Social Studies (49-60m)
CONTENT STANDARD	49-60.SS2.	History and Geography
PERFORMANCE EXPECTATION	49-60.SS2.1.	Shows awareness of sequence and change over time
BENCHMARK / PROFICIENCY		AWARENESS OF PAST & FUTURE
DESCRIPTOR		<ul style="list-style-type: none"> <li>Discusses events in the immediate past or future (e.g., gives simple account of what happened that day; communicates “After lunch, we get to read books”) and communicates about events that are increasingly distant from the present (e.g., talks about “When I was a baby...” and makes predictions about future events with adult support)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 31 Explores change related to familiar people or places</li> </ul>
STRAND / TOPIC	AR.49-60.SS.	Social Studies (49-60m)
CONTENT STANDARD	49-60.SS2.	History and Geography
PERFORMANCE EXPECTATION	49-60.SS2.1.	Shows awareness of sequence and change over time
BENCHMARK / PROFICIENCY		TIME CONCEPTS
DESCRIPTOR		<ul style="list-style-type: none"> <li>Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., “now/later,” “day/night”, “last time/next time”)</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 31 Explores change related to familiar people or places</li> </ul>
STRAND / TOPIC	AR.49-60.SS.	Social Studies (49-60m)
CONTENT STANDARD	49-60.SS2.	History and Geography
PERFORMANCE EXPECTATION	49-60.SS2.2.	Demonstrates simple geographic knowledge
BENCHMARK / PROFICIENCY		AWARENESS OF LOCATION AND PLACE

DESCRIPTOR		<ul style="list-style-type: none"> <li>Communicates with increasing specificity about the location of objects and areas at home and school (e.g., talks about something in a closet in the classroom) and can match objects to their usual geographic location (e.g., stove in kitchen, bed in bedroom)</li> <li>Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)</li> <li>Understands and uses words indicating relative distances (e.g., near, far, close)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 32 Demonstrates simple geographic knowledge</li> </ul>
STRAND / TOPIC	AR.49-60.SS.	Social Studies (49-60m)
CONTENT STANDARD	49-60.SS2.	History and Geography
PERFORMANCE EXPECTATION	49-60.SS2.2.	Demonstrates simple geographic knowledge
BENCHMARK / PROFICIENCY		GEOGRAPHIC CONCEPTS
DESCRIPTOR		<ul style="list-style-type: none"> <li>Creates drawings or simple maps of home and other familiar places with adult support</li> <li>Discusses basic geographic concepts and features of environments (e.g., says “We have mountains where we live”; sees a picture of fish and says, “They live in water”)</li> </ul> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 32 Demonstrates simple geographic knowledge</li> </ul>
STRAND / TOPIC	AR.49-60.CA.	Creativity and Aesthetics (49-60m)
CONTENT STANDARD	49-60.CA1.	Music and Movement
PERFORMANCE EXPECTATION	49-60.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		EXPLORATION OF MUSIC & MOVEMENT
DESCRIPTOR		<ul style="list-style-type: none"> <li>Explores a widening variety of culturally diverse musical instruments, using them to produce increasingly complex rhythms, tones, melodies, and songs</li> <li>Uses body movement to respond with increasing accuracy to beat, dynamics (loud versus quiet), and tempo (speed) of music (e.g., marches with musical instruments with increasing ability to move in step with the beat; tiptoes during quiet music and stomps when it gets louder; moves slower or faster in time with music)</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>Objective 34 Explores musical concepts and expression</li> <li>Objective 35 Explores dance and movement concepts</li> </ul>
STRAND / TOPIC	AR.49-60.CA.	Creativity and Aesthetics (49-60m)
CONTENT STANDARD	49-60.CA1.	Music and Movement
PERFORMANCE EXPECTATION	49-60.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		MUSIC & MOVEMENT CONCEPTS

DESCRIPTOR		<ul style="list-style-type: none"> <li>• With adult support demonstrates the foundational components of music, including tempo (e.g. by singing faster when asked to up the tempo), dynamics (e.g. by louder and softer during a song and pitch (e.g. by singing higher and lower notes)</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 34 Explores musical concepts and expression</li> </ul>
STRAND / TOPIC	AR.49-60.CA.	Creativity and Aesthetics (49-60m)
CONTENT STANDARD	49-60.CA1.	Music and Movement
PERFORMANCE EXPECTATION	49-60.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		MUSICAL EXPRESSION & APPRECIATION
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Requests favorite types of music, discusses favorite songs, and shows appreciation for the music and dance of others</li> <li>• Expresses self through music by making up songs, changing words to familiar songs, and experimenting with rhythmic patterns</li> </ul> <p><b>Gold Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 34 Explores musical concepts and expression</li> </ul>
STRAND / TOPIC	AR.49-60.CA.	Creativity and Aesthetics (49-60m)
CONTENT STANDARD	49-60.CA2.	Visual Arts
PERFORMANCE EXPECTATION	49-60.CA2.1.	Explores, manipulates, creates, and responds to a variety of art media
BENCHMARK / PROFICIENCY		EXPLORATION OF ART
DESCRIPTOR		<ul style="list-style-type: none"> <li>• Engages in child-initiated visual art activities with increased independence, intentionality, planning, and knowledge of art media and materials (e.g., asks a friend, “Can I use the easel when you’re done?”; creates two- or three-dimensional art that approximate or depict people, animals, and objects; says, “I’m going to draw daddy,” before starting a project)</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 33 Explores the visual arts</li> </ul>
STRAND / TOPIC	AR.49-60.CA.	Creativity and Aesthetics (49-60m)
CONTENT STANDARD	49-60.CA2.	Visual Arts
PERFORMANCE EXPECTATION	49-60.CA2.1.	Explores, manipulates, creates, and responds to a variety of art media
BENCHMARK / PROFICIENCY		ART CONCEPTS
DESCRIPTOR		<ul style="list-style-type: none"> <li>• With adult support demonstrates the foundational components of art, including line, shape (e.g. by drawing lines and different shapes), color (e.g. by using different colors), and texture (e.g. by describing how a piece of art feels)</li> </ul> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 33 Explores the visual arts</li> </ul>



<b>STRAND / TOPIC</b>	<b>AR.49-60.CA.</b>	<b>Creativity and Aesthetics (49-60m)</b>
<b>CONTENT STANDARD</b>	<b>49-60.CA2.</b>	<b>Visual Arts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>49-60.CA2.1.</b>	<b>Explores, manipulates, creates, and responds to a variety of art media</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ART APPRECIATION &amp; EXPRESSION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Tells about their artistic creations with increasing detail</li> <li>• Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful</li> <li>• Chooses their own art for display in the learning environment or for inclusion in a book and briefly explains their choice</li> <li>• Communicates with others about art by discussing the ideas behind own art and how it was made; the feelings generated by looking at different art; and by showing appreciation for the artwork of others</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 33 Explores the visual arts</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.49-60.CA.</b>	<b>Creativity and Aesthetics (49-60m)</b>
<b>CONTENT STANDARD</b>	<b>49-60.CA3.</b>	<b>Drama</b>
<b>PERFORMANCE EXPECTATION</b>	<b>49-60.CA3.1.</b>	<b>Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EXPLORATION OF DRAMA</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Explores a variety of themes and roles through play, including real-life scenarios and people, fictional stories and characters, and play that expresses feelings and helps process experiences</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 36 Explores drama through actions and language</li> </ul>
<b>STRAND / TOPIC</b>	<b>AR.49-60.CA.</b>	<b>Creativity and Aesthetics (49-60m)</b>
<b>CONTENT STANDARD</b>	<b>49-60.CA3.</b>	<b>Drama</b>
<b>PERFORMANCE EXPECTATION</b>	<b>49-60.CA3.1.</b>	<b>Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>DRAMA CONCEPTS</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Engages in increasingly complex, longer play scenarios; assigns or assumes multiple roles within a scenario; tells more cohesive stories through play</li> <li>• With adult support understands the foundational components of drama, including theme (e.g., can identify the main idea of the story), plot (e.g. can discuss the series of events that take place), character (e.g. can identify the main and minor characters and their roles), and dialogue (e.g., can discuss the interactions between characters).</li> </ul> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 36 Explores drama through actions and language</li> </ul>



<b>STRAND / TOPIC</b>	<b>AR.49-60.CA.</b>	<b>Creativity and Aesthetics (49-60m)</b>
<b>CONTENT STANDARD</b>	<b>49-60.CA3.</b>	<b>Drama</b>
<b>PERFORMANCE EXPECTATION</b>	<b>49-60.CA3.1.</b>	<b>Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>DRAMA APPRECIATION &amp; EXPRESSION</b>
<b>DESCRIPTOR</b>		<ul style="list-style-type: none"> <li>• Discusses and expresses appreciation after viewing a performance by older children or a professional group.</li> </ul> <p><b><u>Gold Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 36 Explores drama through actions and language</b></li> </ul>

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