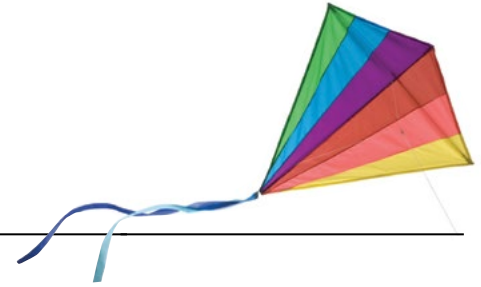




Alignment of



GOLD®

Objectives for Development & Learning:
Birth Through Third Grade



WITH

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

aligned to

2020 Colorado Academic Standards, Preschool through Third Grade

Preschool

Visual and Performing Arts

Standard		Prepared Graduates in Dance
Grade Level Expectation	1	<p>Apply Technical Dance Skills and Language of Movement to retain and execute choreography.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 35 Explores dance and movement concepts
Grade Level Expectation	2	<p>Apply kinesthetic awareness to develop lifelong and safe movement practices.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 35 Explores dance and movement concepts
Grade Level Expectation	3	<p>Participate in the dance production process in multiple roles.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 35 Explores dance and movement concepts
Grade Level Expectation	4	<p>Apply elements of dance in movement improvisation.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 35 Explores dance and movement concepts
Grade Level Expectation	5	<p>Compose a dance study applying the knowledge of the Elements of Dance and Principles of Choreography within the creative process.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 35 Explores dance and movement concepts

Grade Level Expectation	6	<p>Research, perform, identify and differentiate the Language of Movement from various cultures and eras.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 35 Explores dance and movement concepts
Grade Level Expectation	7	<p>Investigate and synthesize how dance developed in terms of the culture or era in which it is experienced.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 35 Explores dance and movement concepts
Grade Level Expectation	8	<p>Critique, analyze, reflect upon, and understand new works, reconstructions and masterworks using the Language of Movement.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 35 Explores dance and movement concepts
Grade Level Expectation	9	<p>Analyze connections between all content areas, mass media and careers.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 35 Explores dance and movement concepts
Standard		Prepared Graduates in Drama and Theatre Arts
Grade Level Expectation	1	<p>Theatre artists rely on intuition, curiosity and critical inquiry.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language
Grade Level Expectation	2	<p>Theatre artists work to discover different ways of communicating meaning.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language
Grade Level Expectation	3	<p>Theatre artists refine their work and practice their craft through rehearsal.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language
Grade Level Expectation	4	<p>Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language

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

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

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

Grade Level Expectation	10	Develop new knowledge by actively doing and making (artistic praxis), acknowledging relationships between materials, objects, ideas and lived experience. GOLD® Objectives for Development and Learning • Objective 33 Explores the visual arts
Standard	DA.P.1.	Dance – Movement, Technique, and Performance
Grade Level Expectation	DA.P.1.1.	Demonstrate simple phrases of movement safely in time and space.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	DA.P.1.1.a.	Safely practice simple locomotor and non-locomotor movements. GOLD® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
Indicator	DA.P.1.1.b.	Explore movement in time and space using shape, size, level, direction, stillness and transference of weight (stepping). GOLD® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
Indicator	DA.P.1.1.c.	Explore movement to encourage (kinesthetic) body awareness. GOLD® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
Indicator	DA.P.1.1.d.	Explore simple phrases of movement to experience rhythm, clapping and moving to music in relationship to others. GOLD® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
Standard	DA.P.2.	Dance – Create, Compose, and Choreograph
Grade Level Expectation	DA.P.2.1.	Explore simple ideas and stories through movement.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	DA.P.2.1.a.	Create movements in response to sensory ideas (textures, colors, smells) and images from nature. GOLD® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts

Indicator	DA.P.2.1.b.	Move to express different feelings in personal and general space. <i>GOLD</i> ® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
Indicator	DA.P.2.1.c.	Explore movement while moving with objects (scarves, feathers, balls). <i>GOLD</i> ® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
Indicator	DA.P.2.1.d.	Transfer same movements to different body parts and use repetition. <i>GOLD</i> ® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
Standard	DA.P.3.	Dance – Historical and Cultural Context
Grade Level Expectation	DA.P.3.1.	Begin to recognize dances in relation to cultures represented by the people in their daily surroundings.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	DA.P.3.1.a.	Explore how dance expresses ideas and emotions. <i>GOLD</i> ® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
Indicator	DA.P.3.1.b.	Explore occasions for dance across different cultures. <i>GOLD</i> ® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
Indicator	DA.P.3.1.c.	Explore shapes, levels and patterns in a dance, and describe the actions. <i>GOLD</i> ® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
Standard	DA.P.4.	Dance – Reflect, Connect, and Respond
Grade Level Expectation	DA.P.4.1.	Observe and identify different dance genres.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	DA.P.4.1.a.	Experience the joy of seeing and responding to dance. <i>GOLD</i> ® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts

Indicator	DA.P.4.1.b.	Demonstrate movement to express emotion. <i>GOLD</i> ® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
Indicator	DA.P.4.1.c.	Express what is seen and felt in a movement with different tempos, rhythms and genres. <i>GOLD</i> ® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
Standard	DA.P.4.	Dance – Reflect, Connect, and Respond
Grade Level Expectation	DA.P.4.2.	Attentively observe a dance performance.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	DA.P.4.2.a.	View a performance with attention. <i>GOLD</i> ® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
Indicator	DA.P.4.2.b.	Describe the dance in your own words. <i>GOLD</i> ® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
Indicator	DA.P.4.2.c.	Show your favorite dance move to the performers or each other. <i>GOLD</i> ® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
Standard	DT.P.1.	Drama and Theatre Arts – Create
Grade Level Expectation	DT.P.1.1.	Generate and conceptualize artistic ideas and work.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	DT.P.1.1.a.	Create characters and environments using imagination and background knowledge through dramatic play or guided drama experience (story drama, creative drama, movement stories, pantomimes, puppetry, etc.). <i>GOLD</i> ® Objectives for Development and Learning • Objective 36 Explores drama through actions and language

Indicator	DT.P.1.1.b.	Generate multiple representations of a single object in a variety of dramatic experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry etc.). GOLD® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
Standard	DT.P.1.	Drama and Theatre Arts – Create
Grade Level Expectation	DT.P.1.2.	Organize and develop artistic ideas and work.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	DT.P.1.2.a.	Communicate ideas through actions and words using imagination and background knowledge in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry etc.). GOLD® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
Standard	DT.P.1.	Drama and Theatre Arts – Create
Grade Level Expectation	DT.P.1.3.	Refine and complete artistic work.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	DT.P.1.3.a.	Investigate story in dramatic play or a guided drama experience (e.g. story drama, creative drama, movement stories, pantomimes, puppetry, etc). GOLD® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
Standard	DT.P.1.	Drama and Theatre Arts – Create
Grade Level Expectation	DT.P.1.4.	Synthesize and relate knowledge and personal experience to make art.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	DT.P.1.4.a.	Apply personal experiences to a story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). GOLD® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
Standard	DT.P.2.	Drama and Theatre Arts – Perform
Grade Level Expectation	DT.P.2.1.	Select, analyze, and interpret artistic work for presentation.

ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	DT.P.2.1.a.	Make appropriate character reactions that connect environment or cultures of the story using imagination or background knowledge in a dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). GOLD® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
Standard	DT.P.2.	Drama and Theatre Arts – Perform
Grade Level Expectation	DT.P.2.2.	Develop and refine artistic techniques, choices and work for presentation.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	DT.P.2.2.a.	Create characters using body and voice in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). GOLD® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
Indicator	DT.P.2.2.b.	Explore and experiment with various design or technical elements in dramatic play or a guided drama experience. GOLD® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
Standard	DT.P.2.	Drama and Theatre Arts – Perform
Grade Level Expectation	DT.P.2.3.	Convey meaning through the presentation of artistic work.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	DT.P.2.3.a.	Interpret character choices and emotions using voice and body in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). GOLD® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
Standard	DT.P.3.	Drama and Theatre Arts – Critically Respond
Grade Level Expectation	DT.P.3.1.	Perceive and analyze artistic work.
ACC/EO		Indicators of Progress

Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	DT.P.3.1.a.	Recall an emotional response in dramatic play or a guided drama experience. <i>GOLD</i> ® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
Standard	DT.P.3.	Drama and Theatre Arts – Critically Respond
Grade Level Expectation	DT.P.3.2.	Interpret intent and meaning in artistic work.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	DT.P.3.2.a.	Reflect on choices in a dramatic play and guided drama experiences. <i>GOLD</i> ® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
Indicator	DT.P.3.2.b.	Name and describe characters in a dramatic play or a guided drama. <i>GOLD</i> ® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
Standard	DT.P.3.	Drama and Theatre Arts – Critically Respond
Grade Level Expectation	DT.P.3.3.	Apply criteria to evaluate artistic work.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	DT.P.3.3.a.	Recognize artistic choices. <i>GOLD</i> ® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
Standard	DT.P.3.	Drama and Theatre Arts – Critically Respond
Grade Level Expectation	DT.P.3.4.	Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:

Indicator	DT.P.3.4.a.	Identify and connect stories and cultural experiences that are similar to one another in dramatic play or a guided drama experience. GOLD® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
Standard	MU.P.1.	Music – Expression of Music
Grade Level Expectation	MU.P.1.1.	Perform expressively.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	MU.P.1.1.a.	Use voices expressively when speaking, chanting, and singing. GOLD® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Indicator	MU.P.1.1.b.	Perform through multiple modalities a variety of simple songs and singing games alone and with others. GOLD® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Indicator	MU.P.1.1.c.	Use voice and/or instruments to enhance familiar songs or chants. GOLD® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Standard	MU.P.1.	Music – Expression of Music
Grade Level Expectation	MU.P.1.2.	Respond to rhythmic patterns and elements of music using expressive movement.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	MU.P.1.2.a.	Sing, play, or move to simple songs and singing games. GOLD® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Indicator	MU.P.1.2.b.	Move or use body percussion to demonstrate awareness of changes in music. GOLD® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Standard	MU.P.1.	Music – Expression of Music
Grade Level Expectation	MU.P.1.3.	Apply teacher feedback to demonstrate appropriate processes when singing, playing, and moving.

ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	MU.P.1.3.a.	Apply teacher feedback for progress of musical practice and experience. <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Standard	MU.P.2.	Music – Creation of Music
Grade Level Expectation	MU.P.2.1.	Improvise movement and sound responses to music.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	MU.P.2.1.a.	Improvise sound effects to accompany play activities. <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Indicator	MU.P.2.1.b.	Use improvised movement to demonstrate musical awareness. <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Standard	MU.P.3.	Music – Theory of Music
Grade Level Expectation	MU.P.3.1.	Describe and respond to musical elements.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	MU.P.3.1.a.	Use individual means to respond to rhythm. <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Indicator	MU.P.3.1.b.	Use individual means to respond to pitch. <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Indicator	MU.P.3.1.c.	Use individual means to respond to dynamics. <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression

Indicator	MU.P.3.1.d.	Use individual means to respond to form. <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Indicator	MU.P.3.1.e.	Use invented symbols to represent musical sounds and ideas. <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Standard	MU.P.3.	Music – Theory of Music
Grade Level Expectation	MU.P.3.2.	Recognize a wide variety of sounds and sound sources.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	MU.P.3.2.a.	Use personal communication to describe sources of sound. <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Indicator	MU.P.3.2.b.	Use individual means to respond to dynamics and tempo. <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Standard	MU.P.4.	Music – Aesthetic Valuation of Music
Grade Level Expectation	MU.P.4.1.	Show musical preference for style or song.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	MU.P.4.1.a.	Move, sing, or describe to show preference for styles of music. <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Indicator	MU.P.4.1.b.	Discuss feelings in response to music. <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Indicator	MU.P.4.1.c.	Use individual communication to describe music. <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Standard	MU.P.4.	Music – Aesthetic Valuation of Music

Grade Level Expectation	MU.P.4.2.	Recognize music in daily life.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	MU.P.4.2.a.	Explore music from media, community, and home events. <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Indicator	MU.P.4.2.b.	Listen and respond to various musical styles (such as marches and lullabies). <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Indicator	MU.P.4.2.c.	Communicate feelings in music. <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Indicator	MU.P.4.2.d.	Express personal interests regarding why some music selections are preferred over others. <i>GOLD</i> ® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
Standard	VA.P.1.	Visual Arts – Observe and Learn to Comprehend
Grade Level Expectation	VA.P.1.1.	Identify art in daily surroundings.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	VA.P.1.1.a.	Select images in materials such as but not limited to books, cartoons, computer games and environmental print. <i>GOLD</i> ® Objectives for Development and Learning • Objective 33 Explores the visual arts
Indicator	VA.P.1.1.b.	Use age-appropriate communication to describe works of art. <i>GOLD</i> ® Objectives for Development and Learning • Objective 33 Explores the visual arts
Indicator	VA.P.1.1.c.	Recognize basic language of art and design in relation to daily surroundings. <i>GOLD</i> ® Objectives for Development and Learning • Objective 33 Explores the visual arts

Standard	VA.P.2.	Visual Arts – Envision and Critique to Reflect
Grade Level Expectation	VA.P.2.1.	Know that works of art can represent people, places and things.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	VA.P.2.1.a.	<p>Explain that works of art communicate ideas and tell stories.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
Indicator	VA.P.2.1.b.	<p>Communicate a story about a work of art.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
Indicator	VA.P.2.1.c.	<p>Discuss one’s own artistic creations and those of others.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
Standard	VA.P.3.	Visual Arts – Invent and Discover to Create
Grade Level Expectation	VA.P.3.1.	Create works of art based on personal relevance.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	VA.P.3.1.a.	<p>Explore the process of creating works of art at one’s own pace that arrive at an individual desired outcome.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
Indicator	VA.P.3.1.b.	<p>Use art materials freely, safely and with respect in any environment.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
Indicator	VA.P.3.1.c.	<p>Engage in the process of creating visual narratives from familiar stories and subject matter.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
Standard	VA.P.4.	Visual Arts – Relate and Connect to Transfer
Grade Level Expectation	VA.P.4.1.	Understand that artists have an important role in communities.

ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	VA.P.4.1.a.	Explain what an artist does and who an artist can be. <i>GOLD</i> ® Objectives for Development and Learning • Objective 33 Explores the visual arts
Indicator	VA.P.4.1.b.	Identify some of the activities in which artists participate. <i>GOLD</i> ® Objectives for Development and Learning • Objective 33 Explores the visual arts
Indicator	VA.P.4.1.c.	Identify arts materials used by artists. <i>GOLD</i> ® Objectives for Development and Learning • Objective 33 Explores the visual arts

Preschool

Comprehensive Health and Physical Education

Standard		Prepared Graduates in Comprehensive Health and Physical Education
Grade Level Expectation	1	Apply knowledge and skills to engage in lifelong healthy eating. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Grade Level Expectation	2	Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

Grade Level Expectation	3	Apply knowledge and skills related to health promotion, disease prevention, and health maintenance. GOLD® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Grade Level Expectation	4	Utilize knowledge and skills to enhance mental, emotional, and social well-being. GOLD® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Grade Level Expectation	5	Apply knowledge and skills to make health-enhancing decisions regarding the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. GOLD® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Grade Level Expectation	6	Apply knowledge and skills that promote healthy, violence-free relationships. GOLD® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Grade Level Expectation	7	Apply personal safety knowledge and skills to prevent and treat injury. GOLD® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Standard	CH.P.2.	Comprehensive Health – Physical and Personal Wellness
Grade Level Expectation	CH.P.2.1.	Distinguish between healthy and unhealthy foods.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:

Indicator	CH.P.2.1.a.	Distinguish food on a continuum from most healthy to least healthy. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Indicator	CH.P.2.1.b.	Demonstrate the ability to identify and choose a healthy food choice. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Indicator	CH.P.2.1.c.	Recognize the benefits of choosing a healthy food. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Standard	CH.P.2.	Comprehensive Health – Physical and Personal Wellness
Grade Level Expectation	CH.P.2.2.	Develop self-management skills and personal hygiene skills to promote healthy habit.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	CH.P.2.2.a.	Complete personal care tasks such as using clean tissues, washing hands, handling food hygienically, brushing teeth, and choosing appropriate clothing for the weather. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Indicator	CH.P.2.2.b.	Prevent or reduce the spreading of germs such as covering the mouth for coughing and sneezing, not putting toys in the mouth, not sharing drinks and food. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

Indicator	CH.P.2.2.c.	Understand that personal hygiene is an important step in the prevention of disease and illness. GOLD® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Standard	CH.P.3.	Comprehensive Health – Social and Emotional Wellness
Grade Level Expectation	CH.P.3.1.	Children develop healthy relationships and interactions with adults and peers.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	CH.P.3.1.a.	Communicate with familiar adults and accept or request guidance. GOLD® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
Indicator	CH.P.3.1.b.	Cooperate with others. GOLD® Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
Indicator	CH.P.3.1.c.	Develop friendships with peers. GOLD® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
Indicator	CH.P.3.1.d.	Establish secure relationships with adults. GOLD® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests

Indicator	CH.P.3.1.e.	Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns. GOLD® Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
Indicator	CH.P.3.1.f.	Resolve conflict with peers alone and/or with adult intervention as appropriate. GOLD® Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
Indicator	CH.P.3.1.g.	Recognize and label others' emotions. GOLD® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
Indicator	CH.P.3.1.h.	Express empathy and sympathy to peers. GOLD® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
Indicator	CH.P.3.1.i.	Recognize how actions affect others and accept consequences of one's action. GOLD® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
Standard	CH.P.3.	Comprehensive Health – Social and Emotional Wellness
Grade Level Expectation	CH.P.3.2.	Children develop self-concept and self-efficacy skills.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	CH.P.3.2.a.	Identify personal characteristics, preferences, thoughts and feelings. GOLD® Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self

Indicator	CH.P.3.2.b.	Demonstrate age-appropriate independence in a range of activities, routines and tasks. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Indicator	CH.P.3.2.c.	Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Indicator	CH.P.3.2.d.	Demonstrate age appropriate independence in decision-making regarding activities and materials. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Standard	CH.P.3.	Comprehensive Health – Social and Emotional Wellness
Grade Level Expectation	CH.P.3.3.	Children develop self-regulation skills.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	CH.P.3.3.a.	Recognize and label emotions. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
Indicator	CH.P.3.3.b.	Handle impulses and behavior with minimal direction. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

Indicator	CH.P.3.3.c.	Follow simple rules, routines and directions. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
Indicator	CH.P.3.3.d.	Shift attention between tasks and move through transitions with minimal direction from adults. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
Indicator	CH.P.3.3.e.	Attend to free play activities for longer periods of time. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
Standard	CH.P.3.	Comprehensive Health – Social and Emotional Wellness
Grade Level Expectation	CH.P.3.4.	Children develop a healthy range of emotional expressions and learn positive alternatives to aggressive or isolating behaviors.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	CH.P.3.4.a.	Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
Indicator	CH.P.3.4.b.	Refrain from disruptive behavior, aggressive, angry, or defiant behaviors. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification

Indicator	CH.P.3.4.c.	Adapt to new environments with appropriate emotions and behaviors. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
Standard	CH.P.4.	Comprehensive Health – Prevention and Risk Management
Grade Level Expectation	CH.P.4.1.	Identify ways to be safe while at play.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	CH.P.4.1.a.	State how to be a safe walking across the street. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Indicator	CH.P.4.1.b.	Follow basic health and safety rules inside and outside the classroom. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Indicator	CH.P.4.1.c.	Communicate to a parent or trusted adult if something is not safe. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Indicator	CH.P.4.1.d.	Communicate and understanding the importance of health and safety routines and rules. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Standard	CH.P.4.	Comprehensive Health – Prevention and Risk Management
Grade Level Expectation	CH.P.4.2.	Identify the importance of respecting the personal space and boundaries of self and others.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:

Indicator	CH.P.4.2.a.	<p>Begin to understand the importance of personal space.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
Indicator	CH.P.4.2.b.	<p>Explain the importance of personal space in the classroom and around others.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
Indicator	CH.P.4.2.c.	<p>Explain that each person has the right to tell others not to touch his or her body.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
Indicator	CH.P.4.2.d.	<p>Identify “appropriate” and “inappropriate” touches.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
Indicator	CH.P.4.2.e.	<p>Identify characteristics of a trusted adult.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
Indicator	CH.P.4.2.f.	<p>Seek out a parent or trusted adult for support in resolving an unwanted action or feeling they have experienced.</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
Standard		Prepared Graduates in Physical Education

Grade Level Expectation	1	<p>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><i>GOLD</i>[®] Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
Grade Level Expectation	2	<p>Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities.</p> <p><i>GOLD</i>[®] Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
Grade Level Expectation	3	<p>Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><i>GOLD</i>[®] Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
Grade Level Expectation	4	<p>Participate in and understand the benefits of regular physical activity.</p> <p><i>GOLD</i>[®] Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
Grade Level Expectation	5	<p>Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p>

		<i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Grade Level Expectation	6	Apply personal safety knowledge and skills to prevent and treat injury. <i>GOLD</i> ® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Standard	PE.P.1.	Physical Education – Movement Competence and Understanding
Grade Level Expectation	PE.P.1.1.	Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	PE.P.1.1.a.	Move safely in a large group without bumping into others or falling while using locomotor skills. <i>GOLD</i> ® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
Indicator	PE.P.1.1.b.	Travel forward and sideways while changing directions quickly in response to a signal. <i>GOLD</i> ® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
Indicator	PE.P.1.1.c.	Perform movements to the rhythm of music. <i>GOLD</i> ® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
Indicator	PE.P.1.1.d.	Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping. <i>GOLD</i> ® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences

Indicator	PE.P.1.1.e.	<p>Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.</p> <p><i>GOLD® Objectives for Development and Learning</i></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
Indicator	PE.P.1.1.f.	<p>Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.</p> <p><i>GOLD® Objectives for Development and Learning</i></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
Indicator	PE.P.1.1.g.	<p>Understand movement concepts, such as control of the body, how the body moves (such as awareness of space and directionality), and that the body can move independently or in coordination with other objects.</p> <p><i>GOLD® Objectives for Development and Learning</i></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
Standard	PE.P.2.	Physical Education – Physical and Personal Wellness
Grade Level Expectation	PE.P.2.1.	Recognize the positive feelings experienced during and after physical activity.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:

Indicator	PE.P.2.1.a.	Participate in activities that increase the heart rate. GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
Indicator	PE.P.2.1.b.	Participate in activities that require stretching the muscles. GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
Indicator	PE.P.2.1.c.	Begin to understand how daily activity and healthy behavior promote overall personal health and safety. GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Indicator	PE.P.2.1.d.	Identify physical activity opportunities inside and outside of school. GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Standard	PE.P.3.	Physical Education – Social Emotional Wellness
Grade Level Expectation	PE.P.3.1.	Demonstrate understanding of positive social interaction with teachers and peers.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:

Indicator	PE.P.3.1.a.	Demonstrate listening to the teacher during group activities. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
Indicator	PE.P.3.1.b.	Demonstrate sharing and taking turns when with participating with peers. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
Indicator	PE.P.3.1.c.	Follow directions to simple activities. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
Indicator	PE.P.3.1.d.	Recognize basic class rules and protocols. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
Indicator	PE.P.3.1.e.	Individuals recognize that rules make situations and activities safe and run more smoothly. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
Standard	PE.P.4.	Physical Education – Prevention and Risk Management
Grade Level Expectation	PE.P.4.1.	Understand basic safety rules and principles.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:

Indicator	PE.P.4.1.a.	Follow teacher directions for safe participation in physical activity. GOLD® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
Indicator	PE.P.4.1.b.	Follow basic health and safety rules and respond appropriately to harmful or unsafe situations. GOLD® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
Indicator	PE.P.4.1.c.	Communicate an understanding of the importance of health and safety routines and rules. GOLD® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being

Preschool

Reading, Writing, and Communicating

Standard	RW.P.1.	Oral Expression and Listening
Grade Level Expectation	RW.P.1.1.	Children comprehend and understand the English language (Receptive Language).
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	RW.P.1.1.a.	Attend to language during conversations, songs, stories or other learning experiences. GOLD® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

Indicator	RW.P.1.1.b.	Comprehend increasingly complex and varied vocabulary. <i>GOLD</i> ® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
Indicator	RW.P.1.1.c.	Follow two- to three-step directions. <i>GOLD</i> ® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
Standard	RW.P.1.	Oral Expression and Listening
Grade Level Expectation	RW.P.1.2.	Children use language to convey thoughts and feelings (Expressive Language).
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	RW.P.1.2.a.	Participate in conversations of more than three exchanges with peers and adults. <i>GOLD</i> ® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
Indicator	RW.P.1.2.b.	Use language to express ideas and needs. <i>GOLD</i> ® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
Indicator	RW.P.1.2.c.	Use increasingly complex and varied vocabulary. <i>GOLD</i> ® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.7 emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

Indicator	RW.P.1.2.d.	Understand the difference between a question and a statement. <i>GOLD</i> ® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
Indicator	RW.P.1.2.e.	Practice asking questions and making statements. <i>GOLD</i> ® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
Indicator	RW.P.1.2.f.	Speak in sentences of five or six words. <i>GOLD</i> ® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
Standard	RW.P.2.	Reading for All Purposes
Grade Level Expectation	RW.P.2.1.	Children understand and obtain meaning from stories and information from books and other texts.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	RW.P.2.1.a.	Show interest in shared reading experiences and looking at books independently. <i>GOLD</i> ® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.6 Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation

Indicator	RW.P.2.1.b.	<p>Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.4 Indicates where to start reading and the direction to follow</p>
Indicator	RW.P.2.1.c.	<p>Ask and answer questions and make comments about print materials.</p> <p>Gold Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
Indicator	RW.P.2.1.d.	<p>Demonstrate interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.</p> <p>Gold Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.8 Uses various types of books for their intended purposes</p>
Indicator	RW.P.2.1.e.	<p>Begin to identify key features of reality versus fantasy in stories, pictures, and events.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
Indicator	RW.P.2.1.f.	<p>Retell stories or information from books through conversation, artistic works, creative movement, or drama.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>

Indicator	RW.P.2.1.g.	<p>Make predictions based on illustrations.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
Indicator	RW.P.2.1.h.	<p>Begin to identify key features of reality versus fantasy in stories, pictures, and events.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
Standard	RW.P.2.	Reading for All Purposes
Grade Level Expectation	RW.P.2.2.	Phonological awareness is the building block for understanding language.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	RW.P.2.2.a.	<p>Identify and discriminate between words in language.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.2 Shows awareness of separate words in sentences</p>
Indicator	RW.P.2.2.b.	<p>Identify and discriminate between separate syllables in words.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.4 Shows awareness of separate syllables in words</p>
Indicator	RW.P.2.2.c.	<p>Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.5 Emerging to 15c.6 Verbally blends and separates onset and rime in one-syllable words</p>

Indicator	RW.P.2.2.d.	Recognize patterns of sounds in songs, storytelling, and poetry through interactions and meaningful experiences. <i>GOLD</i> ® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.5 Emerging to 15c.6 Verbally blends and separates onset and rime in one-syllable words
Standard	RW.P.2.	Reading for All Purposes
Grade Level Expectation	RW.P.2.3.	Print concepts and conventions anchor concepts of early decoding.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	RW.P.2.3.a.	Recognize print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs. <i>Gold</i> Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Indicator	RW.P.2.3.b.	Understand that print conveys meaning. <i>GOLD</i> ® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
Indicator	RW.P.2.3.c.	Understand conventions, such as print moves from left to right and top to bottom of a page. <i>GOLD</i> ® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow
Indicator	RW.P.2.3.d.	Recognize words as a unit of print and understand that letters are grouped to form words. <i>Gold</i> Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

Indicator	RW.P.2.3.e.	Recognize the association between spoken or signed and written words. <i>GOLD</i> ® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Standard	RW.P.2.	Reading for All Purposes
Grade Level Expectation	RW.P.2.4.	The names and sounds associated with letters makes up alphabetic knowledge.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	RW.P.2.4.a.	Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. <i>GOLD</i> ® Objectives for Development and Learning • 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
Indicator	RW.P.2.4.b.	Recognize that letters of the alphabet have distinct sound(s) associated with them. <i>GOLD</i> ® Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
Indicator	RW.P.2.4.c.	Attend to the beginning letters and sounds in familiar words. <i>GOLD</i> ® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.4 Shows awareness that some words begin the same way
Indicator	RW.P.2.4.d.	Identify letters and associate correct sounds with letters, including a minimum of ten letters, preferably including letters in the child’s name. <i>GOLD</i> ® Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
Standard	RW.P.3.	Writing and Composition
Grade Level Expectation	RW.P.3.1.	Familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Indicator	RW.P.3.1.a.	Experiment with writing tools and materials. <i>GOLD</i> ® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Indicator	RW.P.3.1.b.	Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. <i>GOLD</i> ® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
Indicator	RW.P.3.1.c.	Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. <i>GOLD</i> ® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
Indicator	RW.P.3.1.d.	Copy, trace, or independently write letters or words. <i>GOLD</i> ® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
Standard	RW.P.4.	Research Inquiry and Design
Grade Level Expectation	RW.P.4.1.	Begin research by asking a question to identify and define a problem and its possible solutions.
ACC/EO		Indicators of Progress
Skills		By the end of the preschool experience (approximately 60 months/5 years old), students may:

Indicator	RW.P.4.1.a.	Differentiate between questions and statements. <i>GOLD</i> ® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
Indicator	RW.P.4.1.b.	Identify problems and search for solutions by asking questions during collaborative explorations of the topic; begin to state facts about the topic. <i>GOLD</i> ® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

Preschool

Mathematics

Standard		Prepared Graduates in Mathematics
Key Idea	MP1.	Make sense of problems and persevere in solving them. <i>GOLD</i> ® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
Key Idea	MP2.	Reason abstractly and quantitatively. <i>GOLD</i> ® Objectives for Development and Learning • 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
Key Idea	MP3.	Construct viable arguments and critique the reasoning of others. <i>GOLD</i> ® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility

Key Idea	MP4.	<p>Model with mathematics.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.4 Draws or constructs, and then identifies what it is</p>
Key Idea	MP5.	<p>Use appropriate tools strategically.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.6 Changes plans if a better idea is thought of or proposed</p>
Key Idea	MP6.	<p>Attend to precision.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
Key Idea	MP7.	<p>Look for and make use of structure.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.4 Draws or constructs, and then identifies what it is</p>
Key Idea	MP8.	<p>Look for and express regularity in repeated reasoning.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.6 Solves problems without having to try every possibility</p>
Standard	MA.P.1.	Number and Quantity
Key Idea	MA.P.CC.A.	Counting & Cardinality: Know number names and the count sequence.
Outcomes/Connections		Indicators of Progress
Outcomes/Connections		By the end of the preschool experience (approximately 60 months/5 years old), students may:

Statement	MA.P.CC.A.1.	Count verbally or sign to at least 20 by ones. <i>GOLD® Objectives for Development and Learning</i> • 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
Standard	MA.P.1.	Number and Quantity
Key Idea	MA.P.CC.B.	Counting & Cardinality: Recognize the number of objects in a small set.
Outcomes/Connections		Indicators of Progress
Outcomes/Connections		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Statement	MA.P.CC.B.2.	Instantly recognize, without counting, small quantities of up to five objects and say or sign the number. <i>GOLD® Objectives for Development and Learning</i> • 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
Standard	MA.P.1.	Number and Quantity
Key Idea	MA.P.CC.C.	Counting & Cardinality: Understand the relationship between numbers and quantities.
Outcomes/Connections		Indicators of Progress
Outcomes/Connections		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Statement	MA.P.CC.C.3.	Say or sign the number names in order when counting, pairing one number word that corresponds with one object, up to at least 10. <i>GOLD® Objectives for Development and Learning</i> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
Statement	MA.P.CC.C.4.	Use the number name of the last object counted to answer “How many?” questions for up to approximately 10 objects. <i>GOLD® Objectives for Development and Learning</i> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

Statement	MA.P.CC.C.5.	Accurately count as many as five objects in a scattered configuration or out of a collection of more than five objects. GOLD® Objectives for Development and Learning • 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
Statement	MA.P.CC.C.6.	Understand that each successive number name refers to a quantity that is one larger. GOLD® Objectives for Development and Learning • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
Standard	MA.P.1.	Number and Quantity
Key Idea	MA.P.CC.D.	Counting & Cardinality: Compare numbers.
Outcomes/Connections		Indicators of Progress
Outcomes/Connections		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Statement	MA.P.CC.D.7.	Identify whether the number of objects in one group is more than, less than or the same as objects in another group for up to at least five objects. GOLD® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Statement	MA.P.CC.D.8.	Identify and use numbers related to order or position from first to fifth. Gold Objectives for Development and Learning • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.2 Knows a few ordinal numbers
Standard	MA.P.1.	Number and Quantity
Key Idea	MA.P.CC.E.	Counting & Cardinality: Associate a quantity with written numerals up to 5 and begin to write numbers.
Outcomes/Connections		Indicators of Progress
Outcomes/Connections		By the end of the preschool experience (approximately 60 months/5 years old), students may:

Statement	MA.P.CC.E.9.	Associate a number of objects with a written numeral 0–5. <i>GOLD</i> ® Objectives for Development and Learning • 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
Statement	MA.P.CC.E.10.	Recognize and, with support, write some numerals up to 10. <i>GOLD</i> ® Objectives for Development and Learning • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.7 Emerging to 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals
Standard	MA.P.2.	Algebra and Functions
Key Idea	MA.P.OA.A.	Operations & Algebraic Thinking: Understand addition as adding to and understand subtraction as taking away from.
Outcomes/Connections		Indicators of Progress
Outcomes/Connections		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Statement	MA.P.OA.A.1.	Represent addition and subtraction in different ways, such as with fingers, objects, and drawings. <i>GOLD</i> ® Objectives for Development and Learning • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.1 Emerging to 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10
Statement	MA.P.OA.A.2.	Solve addition and subtraction problems set in simple contexts. Add and subtract up to at least five to or from a given number to find a sum or difference up to 10. <i>GOLD</i> ® Objectives for Development and Learning • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.1 Emerging to 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10

Statement	MA.P.OA.A.3.	With adult assistance, begin to use counting on (adding 1 or 2, for example) from the larger number for addition. GOLD® Objectives for Development and Learning • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.1 Emerging to 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10
Standard	MA.P.2.	Algebra and Functions
Key Idea	MA.P.OA.B.	Operations & Algebraic Thinking: Understand simple patterns.
Outcomes/Connections		Indicators of Progress
Outcomes/Connections		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Statement	MA.P.OA.B.4.	Fill in missing elements of simple patterns. GOLD® Objectives for Development and Learning • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
Statement	MA.P.OA.B.5.	Duplicate simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extend patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks. GOLD® Objectives for Development and Learning • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
Statement	MA.P.OA.B.6.	Identify the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks. GOLD® Objectives for Development and Learning • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
Standard	MA.P.3.	Data, Statistics, and Probability
Key Idea	MA.P.MD.A.	Measurement & Data: Measure objects by their various attributes using standard and nonstandard measurement and use differences in attributes to make comparisons.
Outcomes/Connections		Indicators of Progress
Outcomes/Connections		By the end of the preschool experience (approximately 60 months/5 years old), students may:

Statement	MA.P.MD.A.1.	Use comparative language, such as shortest, heavier, biggest, or later. Gold Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
Statement	MA.P.MD.A.2.	Compare or order up to five objects based on their measurable attributes, such as height or weight. Gold Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
Statement	MA.P.MD.A.3.	Measure using the same unit, such as putting together snap cubes to see how tall a book is. GOLD® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Standard	MA.P.4.	Geometry
Key Idea	MA.P.G.A.	Geometry: Identify, describe, compare, and compose shapes.
Outcomes/Connections		Indicators of Progress
Outcomes/Connections		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Statement	MA.P.G.A.1.	Name and describe shapes in terms of length of sides, number of sides, and number of angles/corners. Gold Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Statement	MA.P.G.A.2.	Correctly name basic shapes (circle, square, rectangle, triangle) regardless of size and orientation. GOLD® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

Statement	MA.P.G.A.3.	Analyze, compare, and sort two-and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes, such as size and shape. <i>GOLD</i> ® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Statement	MA.P.G.A.4.	Compose simple shapes to form larger shapes. <i>GOLD</i> ® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
Standard	MA.P.4.	Geometry
Key Idea	MA.P.G.B.	Geometry: Explore the positions of objects in space.
Outcomes/Connections		Indicators of Progress
Outcomes/Connections		By the end of the preschool experience (approximately 60 months/5 years old), students may:
Statement	MA.P.G.B.5.	Understand and use language related to directionality, order, and the position of objects, including up/down and in front/behind. <i>GOLD</i> ® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance
Statement	MA.P.G.B.6.	Correctly follow directions involving their own position in space, such as “Stand up” and “Move forward.” <i>GOLD</i> ® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance

Preschool

Science

SUBJECT		Prepared Graduates in Science
EXPECTATION	1	<p>Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding structure, properties and interactions of matter.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION	2	<p>Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding interactions between objects and within systems of objects.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION	3	<p>Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how energy is transferred and conserved.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION	4	<p>Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how waves are used to transfer energy and information.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials

EXPECTATION	5	<p>Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION	6	<p>Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how living systems interact with the biotic and abiotic environment.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION	7	<p>Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how genetic and environmental factors influence variation of organisms across generations.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION	8	<p>Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how natural selection drives biological evolution accounting for the unity and diversity of organisms.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION	9	<p>Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding the universe and Earth's place in it.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION	10	<p>Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how and why Earth is constantly changing.</p> <p><i>GOLD</i>® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment

EXPECTATION	11	Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how human activities and the Earth's surface processes interact. <i>GOLD</i> ® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
SUBJECT	SC.P.1.	Physical Science
EXPECTATION	SC.P.1.1.	Recognize that physical properties of objects and/or materials help us understand the world.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Indicators of Progress
INDICATORS OF PROGRESS		By the end of the preschool experience (approximately 60 months/5 years old), students may:
INDICATORS OF PROGRESS	SC.P.1.1.a.	Use senses to explore the properties of objects and materials (e.g., solids, liquids). <i>GOLD</i> ® Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATORS OF PROGRESS	SC.P.1.1.b.	Make simple observations, predictions, explanations, and generalizations based on real-life experiences. <i>GOLD</i> ® Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills
INDICATORS OF PROGRESS	SC.P.1.1.c.	Collect, describe, predict and record information using words, drawings, maps, graphs and charts. <i>GOLD</i> ® Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills
INDICATORS OF PROGRESS	SC.P.1.1.d.	Observe, describe, and discuss living things and natural processes. <i>GOLD</i> ® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
SUBJECT	SC.P.1.	Physical Science
EXPECTATION	SC.P.1.2.	Recognize there are cause-and-effect relationships related to matter and energy.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Indicators of Progress
INDICATORS OF PROGRESS		By the end of the preschool experience (approximately 60 months/5 years old), students may:

INDICATORS OF PROGRESS	SC.P.1.2.a.	Recognize and investigate cause-and-effect relationships in everyday experiences (pushing, pulling, kicking, rolling or blowing objects). <i>GOLD</i> ® Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATORS OF PROGRESS	SC.P.1.2.b.	Notice change in matter. <i>GOLD</i> ® Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATORS OF PROGRESS	SC.P.1.2.c.	Observe, describe and discuss properties of materials and transformation of substances. <i>GOLD</i> ® Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATORS OF PROGRESS	SC.P.1.2.d.	Seek answers to questions and test predictions using simple experiments. <i>GOLD</i> ® Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills
SUBJECT	SC.P.2.	Life Science
EXPECTATION	SC.P.2.1.	Recognize that living things have unique characteristics and basic needs that can be observed and studied.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Indicators of Progress
INDICATORS OF PROGRESS		By the end of the preschool experience (approximately 60 months/5 years old), students may:
INDICATORS OF PROGRESS	SC.P.2.1.a.	Observe, describe and discuss living things. <i>GOLD</i> ® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATORS OF PROGRESS	SC.P.2.1.b.	Observe similarities and differences in the needs of living things. <i>GOLD</i> ® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATORS OF PROGRESS	SC.P.2.1.c.	Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air and light. <i>GOLD</i> ® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things

INDICATORS OF PROGRESS	SC.P.2.1.d.	Ask and pursue questions through simple investigations and observations of living things. GOLD® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATORS OF PROGRESS	SC.P.2.1.e.	Collect, describe, and record information about living things through discussion, drawings, graphs, technology and charts. GOLD® Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills
INDICATORS OF PROGRESS	SC.P.2.1.f.	Identify differences between living and nonliving things. GOLD® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
SUBJECT	SC.P.2.	Life Science
EXPECTATION	SC.P.2.2.	Recognize that living things develop in predictable patterns.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Indicators of Progress
INDICATORS OF PROGRESS		By the end of the preschool experience (approximately 60 months/5 years old), students may:
INDICATORS OF PROGRESS	SC.P.2.2.a.	Identify the common needs such as food, air and water of familiar living things. GOLD® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATORS OF PROGRESS	SC.P.2.2.b.	Predict, explain and infer patterns based on observations and representations of living things, their needs and life cycles. GOLD® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATORS OF PROGRESS	SC.P.2.2.c.	Observe and document changes in living things over time using different modalities such as drawing, dramatization, describing or using technology. GOLD® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATORS OF PROGRESS	SC.P.2.2.d.	Recognize that plants and animals grow and change. GOLD® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
SUBJECT	SC.P.3.	Earth and Space Science

EXPECTATION	SC.P.3.1.	The acquisition of concepts and facts related to the Earth materials and their uses.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Indicators of Progress
INDICATORS OF PROGRESS		By the end of the preschool experience (approximately 60 months/5 years old), students may:
INDICATORS OF PROGRESS	SC.P.3.1.a.	Use senses and tools, including technology, to investigate materials, and observe processes and relationships to gather information and explore the environment. <i>GOLD</i>® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth’s environment
INDICATORS OF PROGRESS	SC.P.3.1.b.	Inquire about the natural and physical environment. <i>GOLD</i>® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth’s environment
INDICATORS OF PROGRESS	SC.P.3.1.c.	Observe and discuss common properties, differences and comparisons among objects. <i>GOLD</i>® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth’s environment
INDICATORS OF PROGRESS	SC.P.3.1.d.	Participate in simple investigations to form hypothesis, gather observations, draw conclusions. <i>GOLD</i>® Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills
INDICATORS OF PROGRESS	SC.P.3.1.e.	Record observations using words, drawings, maps, graphs and charts. <i>GOLD</i>® Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills
SUBJECT	SC.P.3.	Earth and Space Science
EXPECTATION	SC.P.3.2.	The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Indicators of Progress
INDICATORS OF PROGRESS		By the end of the preschool experience (approximately 60 months/5 years old), students may:
INDICATORS OF PROGRESS	SC.P.3.2.a.	Predict, explain and infer patterns based on observations and evidence. <i>GOLD</i>® Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills

INDICATORS OF PROGRESS	SC.P.3.2.b.	Articulate findings through a variety of modalities (e.g., drawings, words, dramatizations). <i>GOLD</i> ® Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills
INDICATORS OF PROGRESS	SC.P.3.2.c.	Recognizes familiar elements of the natural world and demonstrates an understanding that these may change over time (e.g., sun and moon, weather). <i>GOLD</i> ® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth’s environment
INDICATORS OF PROGRESS	SC.P.3.2.d.	Observe and describe patterns observed over the course of a number of days and nights (e.g., differences in the activities or appearance of plants and animals). <i>GOLD</i> ® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth’s environment

Preschool

Social Studies

STANDARD		Prepared Graduates in Social Studies
GRADE LEVEL EXPECTATION	1	Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted. <i>GOLD</i> ® Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	2	Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies. <i>GOLD</i> ® Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	3	Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them. <i>GOLD</i> ® Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge

GRADE LEVEL EXPECTATION	4	Examine the characteristics of places and regions, and the changing nature among geographic and human interactions. GOLD® Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	5	Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy. GOLD® Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	6	Apply economic reasoning skills to make informed personal financial decisions (PFL). GOLD® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	7	Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen. GOLD® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	8	Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society. GOLD® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STANDARD		History
GRADE LEVEL EXPECTATION	SS.P.1.1.	Recognize change and sequence over time.
ACC/EO		Indicators of Progress
SKILLS		By the end of the preschool experience (approximately 60 months/5 years old), students may:
INDICATOR	SS.P.1.1.a.	Differentiate between past, present, and future. GOLD® Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places
INDICATOR	SS.P.1.1.b.	Recognize family or personal events that happened in the past. GOLD® Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places

INDICATOR	SS.P.1.1.c.	Understand that how people live and what they do changes over time. GOLD® Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places
STANDARD		Geography
GRADE LEVEL EXPECTATION	SS.P.2.1.	Develop spatial understanding, perspectives, and connections to the world.
ACC/EO		Indicators of Progress
SKILLS		By the end of the preschool experience (approximately 60 months/5 years old), students may:
INDICATOR	SS.P.2.1.a.	Identify aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, and land formations. GOLD® Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge
INDICATOR	SS.P.2.1.b.	Develop an awareness of the school, neighborhood, and community. GOLD® Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge
STANDARD		Economics
GRADE LEVEL EXPECTATION	SS.P.3.1.	Individuals have many wants and have to make choices.
ACC/EO		Indicators of Progress
SKILLS		By the end of the preschool experience (approximately 60 months/5 years old), students may:
INDICATOR	SS.P.3.1.a.	Identify choices that individuals can make. GOLD® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.P.3.1.b.	Explain how individuals earn money and use it to make choices among their various wants. GOLD® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STANDARD		Economics
GRADE LEVEL EXPECTATION	SS.P.3.2.	Identify money and its purpose (PFL).
ACC/EO		Indicators of Progress
SKILLS		By the end of the preschool experience (approximately 60 months/5 years old), students may:

INDICATOR	SS.P.3.2.a.	Recognize coins and currency as money. <i>GOLD</i> ® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.P.3.2.b.	Identify how money is used. <i>GOLD</i> ® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.P.3.2.c.	Discuss why we need money. <i>GOLD</i> ® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.P.3.2.d.	Sort coins by physical attributes such as color or size. <i>GOLD</i> ® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STANDARD		Civics
GRADE LEVEL EXPECTATION	SS.P.4.1.	Understand one’s relationship to the family and community and respect differences in others.
ACC/EO		Indicators of Progress
SKILLS		By the end of the preschool experience (approximately 60 months/5 years old), students may:
INDICATOR	SS.P.4.1.a.	Recognize membership in family, neighborhood, school, team, and various other groups and organizations. <i>GOLD</i> ® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.P.4.1.b.	Understand similarities and respect differences among people within their classroom and community. <i>GOLD</i> ® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STANDARD		Civics
GRADE LEVEL EXPECTATION	SS.P.4.2.	Rules allow groups to work effectively.
ACC/EO		Indicators of Progress
SKILLS		By the end of the preschool experience (approximately 60 months/5 years old), students may:

INDICATOR	SS.P.4.2.a.	Understand the reasons for rules in the home and classroom and for laws in the community. <i>GOLD® Objectives for Development and Learning</i> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.P.4.2.b.	Show interest in interacting with and developing relationships with others. <i>GOLD® Objectives for Development and Learning</i> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.P.4.2.c.	Recognize that everyone has rights and responsibilities within a group. <i>GOLD® Objectives for Development and Learning</i> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SS.P.4.2.d.	Demonstrate self-regulated behaviors and fairness in resolving conflicts. <i>GOLD® Objectives for Development and Learning</i> • Objective 30 Shows basic understanding of people and how they live

Preschool

World Languages

LEVEL		Prepared Graduates in World Languages
STANDARD	Preschool 1.	Interact in spoken or gesture-enhanced speech to share information, reactions, feelings and opinions. No Correlations
STANDARD	Preschool 2.	Demonstrate an understanding of the products, practices and perspectives of the cultures studied. No Correlations
STANDARD	Preschool 3.	Build their knowledge of other content areas through experiences in the target language. No Correlations

STANDARD	Preschool 4.	Explore the nature of language through comparisons of the target language and their own. No Correlations
LEVEL	WL.P.1.	Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
STANDARD	WL.P.1+	Communicate effectively in the target language using gestures, pointing or facial expressions to augment oral language.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Indicators of Progress
N/A		By the end of the preschool experience (approximately 60 months/5 years old), students may:
INDICATORS OF PROGRESS	WL.P.1+.a.	Understand and answer a few simple questions on very familiar topics, using practiced or memorized words. No Correlations
INDICATORS OF PROGRESS	WL.P.1+.b.	Express some basic needs using practiced or memorized words. No Correlations
INDICATORS OF PROGRESS	WL.P.1+.c.	Express basic preferences or feelings using practiced or memorized words. No Correlations
INDICATORS OF PROGRESS	WL.P.1+.d.	Identify memorized or familiar words when they are supported by visuals or gestures. No Correlations
INDICATORS OF PROGRESS	WL.P.1+.e.	Understand memorized or familiar words in conversations, especially when they are supported by visuals or gestures. No Correlations
INDICATORS OF PROGRESS	WL.P.1+.f.	Introduce self, using practiced or memorized words and phrases, and with the help of visuals. No Correlations
INDICATORS OF PROGRESS	WL.P.1+.g.	Name very familiar people, places and objects, using practiced or memorized words and phrases, and with the help of visuals. No Correlations
LEVEL	WL.P.2.	Cultures/Intercultural Communication: Interact with cultural competence and understanding.

STANDARD	WL.P.2+	Develop cultural competence and understanding.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Indicators of Progress
N/A		By the end of the preschool experience (approximately 60 months/5 years old), students may:
INDICATORS OF PROGRESS	WL.P.2+.a.	Identify some practices of cultures and basic cultural beliefs especially those related to the children in the classroom and the community. No Correlations
INDICATORS OF PROGRESS	WL.P.2+.b.	Imitate some simple patterns of behavior in familiar settings across cultures. No Correlations
INDICATORS OF PROGRESS	WL.P.2+.c.	Use very basic knowledge of cultural practices to accomplish simple, routine tasks. No Correlations
INDICATORS OF PROGRESS	WL.P.2+.d.	Identify some products of cultures, especially those related to the children in the classroom and the community. No Correlations
INDICATORS OF PROGRESS	WL.P.2+.e.	Use basic cultural knowledge to interact with others when using the target language. No Correlations
LEVEL	WL.P.3.	Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
STANDARD	WL.P.3+	Connect with other content areas in order to build academic awareness through experiences in the target language.
EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Indicators of Progress
N/A		By the end of the preschool experience (approximately 60 months/5 years old), students may:
INDICATORS OF PROGRESS	WL.P.3+.a.	Identify information from other content areas related to the target language and its cultures. No Correlations
LEVEL	WL.P.4.	Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
STANDARD	WL.P.4+	Develop insight into the nature of language and culture in order to develop cultural competence.

EVIDENCE OUTCOMES/INDICATORS OF PROGRESS		Indicators of Progress
N/A		By the end of the preschool experience (approximately 60 months/5 years old), students may:
INDICATORS OF PROGRESS	WL.P.4+.a.	Recognize similarities and differences between the target language and their own language. No Correlations
INDICATORS OF PROGRESS	WL.P.4+.b.	Recognize similarities and differences between the target culture and their own culture. No Correlations

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