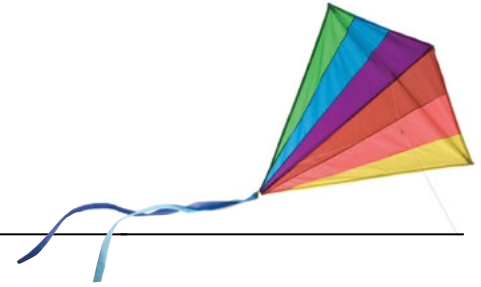




Alignment of



GOLD®

Objectives for Development & Learning:
Birth Through Third Grade



WITH

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

aligned to

Indiana Early Learning Foundations

Ages 3-5; adopted 2015

STANDARD / STRAND	IN.YP.ELA.	English / Language Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	YP.ELA1.1.	Demonstrate receptive communication
EXPECTATION / INDICATOR	YP.ELA1.1.1.	<p>Demonstrate continual growth in understanding increasingly complex and varied vocabulary</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
EXPECTATION / INDICATOR	YP.ELA1.1.2.	<p>Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
EXPECTATION / INDICATOR	YP.ELA1.1.3.	<p>Listen to and follow multi-step directions with adult support</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.5 Emerging to 8b.8 Follows detailed, instructional, multistep directions</p>
STANDARD / STRAND	IN.YP.ELA.	English / Language Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	YP.ELA1.2.	Demonstrate expressive communication

EXPECTATION / INDICATOR	YP.ELA1.2.1.	Demonstrate continual growth in increasingly varied and complex vocabulary <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
EXPECTATION / INDICATOR	YP.ELA1.2.2.	Use complex gestures and actions to communicate <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
EXPECTATION / INDICATOR	YP.ELA1.2.3.	Use expanded sentences <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly
EXPECTATION / INDICATOR	YP.ELA1.2.4.	Describe activities and experiences with detail <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details
STANDARD / STRAND	IN.YP.ELA.	English / Language Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	YP.ELA1.3.	Demonstrate ability to engage in conversations
EXPECTATION / INDICATOR	YP.ELA1.3.1.	Answer questions posed by adults or peers <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

EXPECTATION / INDICATOR	YP.ELA1.3.2.	Ask questions for understanding and clarity <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
EXPECTATION / INDICATOR	YP.ELA1.3.3.	Make on topic comments <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
EXPECTATION / INDICATOR	YP.ELA1.3.4.	Stay on topic in two-way conversation with others <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
STANDARD / STRAND	IN.YP.ELA.	English / Language Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	YP.ELA2.1.	Demonstrate awareness of the alphabet
EXPECTATION / INDICATOR	YP.ELA2.1.1.	Recognize and identify some uppercase and a few lowercase letters <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
STANDARD / STRAND	IN.YP.ELA.	English / Language Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	YP.ELA2.2.	Demonstrate phonological awareness
EXPECTATION / INDICATOR	YP.ELA2.2.1.	Demonstrate basic knowledge of letter-sound correspondence <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.2 Identifies the sounds of a few letters

EXPECTATION / INDICATOR	YP.ELA2.2.2.	Engage in rhyming games and songs; can complete a familiar rhyme <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously
EXPECTATION / INDICATOR	YP.ELA2.2.3.	Identify rhyming words in spoken language <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.6 Decides whether two words rhyme
EXPECTATION / INDICATOR	YP.ELA2.2.4.	Orally blend and segment familiar compound words, with modeling and support <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words
EXPECTATION / INDICATOR	YP.ELA2.2.5.	Demonstrate awareness of sounds as separate units <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words
STANDARD / STRAND	IN.YP.ELA.	English / Language Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	YP.ELA2.3.	Demonstrate awareness and understanding of concepts of print
EXPECTATION / INDICATOR	YP.ELA2.3.1.	Begin to understand that books are comprised of written words <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
EXPECTATION / INDICATOR	YP.ELA2.3.2.	Respond to and interact with read alouds of literary and informational text <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time

EXPECTATION / INDICATOR	YP.ELA2.3.3.	Hold books right side up and turn pages left to right <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
STANDARD / STRAND	IN.YP.ELA.	English / Language Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	YP.ELA2.4.	Demonstrate comprehension
EXPECTATION / INDICATOR	YP.ELA2.4.1.	Respond and interact with stories (fictional and nonfictional) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time
EXPECTATION / INDICATOR	YP.ELA2.4.2.	Answer questions about a story <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
EXPECTATION / INDICATOR	YP.ELA2.4.3.	With adult support, retell familiar stories <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
STANDARD / STRAND	IN.YP.ELA.	English / Language Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.
INDICATOR / STANDARD	YP.ELA3.1.	Demonstrate mechanics of writing
EXPECTATION / INDICATOR	YP.ELA3.1.1.	Recognize that drawings, paintings, and writings are meaningful representations <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message

EXPECTATION / INDICATOR	YP.ELA3.1.2.	Copy simple lines and shapes <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
EXPECTATION / INDICATOR	YP.ELA3.1.3.	Create a simple picture <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
EXPECTATION / INDICATOR	YP.ELA3.1.4.	Use writing tools with adult support <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
STANDARD / STRAND	IN.YP.ELA.	English / Language Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.
INDICATOR / STANDARD	YP.ELA3.2.	Demonstrate ability to communicate a story
EXPECTATION / INDICATOR	YP.ELA3.2.1.	Create writing with the intent of communicating <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
EXPECTATION / INDICATOR	YP.ELA3.2.2.	Dictate a story for an adult to write <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
EXPECTATION / INDICATOR	YP.ELA3.2.3.	Use pictures, letters, and symbols to communicate a story <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message

STANDARD / STRAND	IN.YP.M.	Mathematics (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	YP.M1.1.	Demonstrate strong sense of counting
EXPECTATION / INDICATOR	YP.M1.1.1.	Count the number sequence 1-15 <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.5 Emerging to 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
EXPECTATION / INDICATOR	YP.M1.1.2.	Count backward from 5 with adult support <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.5 Emerging to 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
EXPECTATION / INDICATOR	YP.M1.1.3.	Recognize that the count remains the same regardless of the order or arrangement of the objects <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
EXPECTATION / INDICATOR	YP.M1.1.4.	Apply one-to-one correspondence with objects and people <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
EXPECTATION / INDICATOR	YP.M1.1.5.	Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5 <u>GOLD® Objectives for Development and Learning</u> • 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

EXPECTATION / INDICATOR	YP.M1.1.6.	Identify, without counting, small quantities of items (1-3) presented in an irregular or unfamiliar pattern (subitize) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
STANDARD / STRAND	IN.YP.M.	Mathematics (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	YP.M1.2.	Demonstrate understanding of written numerals
EXPECTATION / INDICATOR	YP.M1.2.1.	Match number symbols with amounts 1-3 <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.2 Recognizes and names a few numerals
STANDARD / STRAND	IN.YP.M.	Mathematics (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	YP.M1.3.	Recognition of number relations
EXPECTATION / INDICATOR	YP.M1.3.1.	Readily identify first and last <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.2 Knows a few ordinal numbers
EXPECTATION / INDICATOR	YP.M1.3.2.	Correctly use the words for comparing quantities <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
EXPECTATION / INDICATOR	YP.M1.3.3.	Separate sets of 6 or fewer objects into equal groups <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.5 Emerging to 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

EXPECTATION / INDICATOR	YP.M1.3.4.	Demonstrate the understanding of the concept of after <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.5 Emerging to 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
STANDARD / STRAND	IN.YP.M.	Mathematics (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematic structure and patterning.
INDICATOR / STANDARD	YP.M2.1.	Exhibit understanding of mathematic structure
EXPECTATION / INDICATOR	YP.M2.1.1.	Begin to understand that numbers can be composed and decomposed to create new numbers <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.1 Emerging to 20f.2 Adds and subtracts whole numbers fluently within five
STANDARD / STRAND	IN.YP.M.	Mathematics (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematic structure and patterning.
INDICATOR / STANDARD	YP.M2.2.	Demonstrate awareness of patterning
EXPECTATION / INDICATOR	YP.M2.2.1.	Physically extend simple ABAB patterns of concrete objects to other concrete objects <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
EXPECTATION / INDICATOR	YP.M2.2.2.	Understand sequence of events when clearly explained <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
STANDARD / STRAND	IN.YP.M.	Mathematics (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.M3.	Data Analysis - Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.
INDICATOR / STANDARD	YP.M3.1.	Demonstrate understanding of classifying

EXPECTATION / INDICATOR	YP.M3.1.1.	Sort, classify, and compare objects <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
STANDARD / STRAND	IN.YP.M.	Mathematics (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	YP.M4.1.	Understanding of spatial relationships
EXPECTATION / INDICATOR	YP.M4.1.1.	Complete lined tangram or pattern block puzzles using basic shapes <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
EXPECTATION / INDICATOR	YP.M4.1.2.	Use position terms such as in, on, and under <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
STANDARD / STRAND	IN.YP.M.	Mathematics (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	YP.M4.2.	Exhibit ability to identify, describe, analyze, compare, and create shapes
EXPECTATION / INDICATOR	YP.M4.2.1.	Match similar shapes when given a variety of three dimensional shapes <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
EXPECTATION / INDICATOR	YP.M4.2.2.	Start to identify the attributes of shapes <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

EXPECTATION / INDICATOR	YP.M4.2.3.	Use names of two- dimensional shapes (e.g., square; triangle; circle) when identifying objects <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
EXPECTATION / INDICATOR	YP.M4.2.4.	Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder) <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
STANDARD / STRAND	IN.YP.M.	Mathematics (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	YP.M5.1.	Understand concept of time
EXPECTATION / INDICATOR	YP.M5.1.1.	Understand time limit cue <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events
EXPECTATION / INDICATOR	YP.M5.1.2.	Understand transition from one activity to the next <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events
EXPECTATION / INDICATOR	YP.M5.1.3.	Tell what activity comes before and after <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events
STANDARD / STRAND	IN.YP.M.	Mathematics (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	YP.M5.2.	Understand measurement through description and comparison

EXPECTATION / INDICATOR	YP.M5.2.1.	Directly compare and describe two objects with a measurable attribute <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
EXPECTATION / INDICATOR	YP.M5.2.2.	Measure length and volume (capacity) using non-standard measurement tools <u>GOLD® Objectives for Development and Learning</u> • 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 / STRAND	IN.YP.SE.	Social Emotional Skills (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SE1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	YP.SE1.1.	Demonstrate self-awareness and confidence
EXPECTATION / INDICATOR	YP.SE1.1.1.	Recognize self as a unique individual <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
EXPECTATION / INDICATOR	YP.SE1.1.2.	Describe personal characteristics <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
EXPECTATION / INDICATOR	YP.SE1.1.3.	Show sense of self satisfaction with own abilities, preferences, and accomplishments <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / STRAND	IN.YP.SE.	Social Emotional Skills (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SE1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	YP.SE1.2.	Demonstrate identification and expression of emotions
EXPECTATION / INDICATOR	YP.SE1.2.1.	Recognize own emotions and the emotions of others <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately

EXPECTATION / INDICATOR	YP.SE1.2.2.	Look to adults for emotional support and guidance <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
EXPECTATION / INDICATOR	YP.SE1.2.3.	Use a combination of words, phrases, and actions to express feelings <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
STANDARD / STRAND	IN.YP.SE.	Social Emotional Skills (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SE2.	Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.
INDICATOR / STANDARD	YP.SE2.1.	Demonstrate self control
EXPECTATION / INDICATOR	YP.SE2.1.1.	Manage transitions and adapt to changes in schedules, routines, and situations with adult support <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION / INDICATOR	YP.SE2.1.2.	Regulate own emotions and behaviors with others with adult support when needed <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification
EXPECTATION / INDICATOR	YP.SE2.1.3.	Regulate a range of impulses with adult support <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification
STANDARD / STRAND	IN.YP.SE.	Social Emotional Skills (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SE3.	Conflict Resolution - Early learners develop foundational skills that support conflict resolution.
INDICATOR / STANDARD	YP.SE3.1.	Demonstrate conflict resolution

EXPECTATION / INDICATOR	YP.SE3.1.1.	Negotiate to resolve social conflicts with peers with modeling and support <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.7 Emerging to 3b.8 Resolves social problems through basic negotiation and compromise
EXPECTATION / INDICATOR	YP.SE3.1.2.	Use words during a conflict instead of physical force <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
STANDARD / STRAND	IN.YP.SE.	Social Emotional Skills (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SE4.	Building Relationships - Early learners develop foundational skills that support social development and engagement with others.
INDICATOR / STANDARD	YP.SE4.1.	Demonstrate relationship skills
EXPECTATION / INDICATOR	YP.SE4.1.1.	Request and accept guidance from familiar adults <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
EXPECTATION / INDICATOR	YP.SE4.1.2.	Accept compromises when suggested by a peer or adult <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.5 Emerging to 3b.6 Suggest solutions to social problems
EXPECTATION / INDICATOR	YP.SE4.1.3.	Gauge response based on the facial expressions of others <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
EXPECTATION / INDICATOR	YP.SE4.1.4.	Exhibit age appropriate friendship skills to engage in effective play and learning experiences <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates

EXPECTATION / INDICATOR	YP.SE4.1.5.	Engage in associative play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
EXPECTATION / INDICATOR	YP.SE4.1.6.	Participate in cooperative play experiences with some adult guidance <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
STANDARD / STRAND	IN.YP.APL.	Approaches to Play and Learning (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	YP.APL1.1.	Demonstrate initiative and self-direction
EXPECTATION / INDICATOR	YP.APL1.1.1.	Initiate new tasks by self <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
EXPECTATION / INDICATOR	YP.APL1.1.2.	With support, use a variety of resources to explore materials and ideas <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
EXPECTATION / INDICATOR	YP.APL1.1.3.	Explore and manipulate familiar objects in new and imaginative ways <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
STANDARD / STRAND	IN.YP.APL.	Approaches to Play and Learning (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	YP.APL1.2.	Demonstrate interest and curiosity as a learner

EXPECTATION / INDICATOR	YP.APL1.2.1.	Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
EXPECTATION / INDICATOR	YP.APL1.2.2.	Communicate a desire to learn new concepts or ideas <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
EXPECTATION / INDICATOR	YP.APL1.2.3.	Exhibit willingness to try new experiences <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
EXPECTATION / INDICATOR	YP.APL1.2.4.	Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STANDARD / STRAND	IN.YP.APL.	Approaches to Play and Learning (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.APL2.	Flexible Thinking - Early learners develop foundational skills that support flexible thinking and social interactions during play.
INDICATOR / STANDARD	YP.APL2.1.	Demonstrate development of flexible thinking skills during play
EXPECTATION / INDICATOR	YP.APL2.1.1.	Find a creative or inventive way of doing a familiar task or solving a problem with adult guidance <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.5 Emerging to 11c.6 Solves problems without having to try every possibility
EXPECTATION / INDICATOR	YP.APL2.1.2.	Begin to demonstrate flexibility in approach to play and learning <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks

EXPECTATION / INDICATOR	YP.APL2.1.3.	Adjust approach to task to resolve difficulties with adult support <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
STANDARD / STRAND	IN.YP.APL.	Approaches to Play and Learning (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.APL3.	Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.
INDICATOR / STANDARD	YP.APL3.1.	Demonstrate development of sustained attention and persistence
EXPECTATION / INDICATOR	YP.APL3.1.1.	Independently attend to a book from beginning to end <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
EXPECTATION / INDICATOR	YP.APL3.1.2.	Demonstrate ability to delay gratification for short periods of time <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
EXPECTATION / INDICATOR	YP.APL3.1.3.	See an activity through to completion <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
STANDARD / STRAND	IN.YP.APL.	Approaches to Play and Learning (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.APL4.	Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.
INDICATOR / STANDARD	YP.APL4.1.	Demonstrate development of social interactions during play
EXPECTATION / INDICATOR	YP.APL4.1.1.	Engage in associative play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	YP.APL4.1.2.	Participate in cooperative play activities with some adult guidance <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups

EXPECTATION / INDICATOR	YP.APL4.1.3.	Participate in play activities with a small group of children <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
STANDARD / STRAND	IN.YP.SC.	Science (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	YP.SC1.1.	Demonstrate ability to explore objects in the physical world
EXPECTATION / INDICATOR	YP.SC1.1.1.	Use senses to learn about concepts of weight, motion, and force <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION / INDICATOR	YP.SC1.1.2.	Ask questions about physical properties and changes in the physical world <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD / STRAND	IN.YP.SC.	Science (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	YP.SC1.2.	Demonstrate awareness of the physical properties of objects
EXPECTATION / INDICATOR	YP.SC1.2.1.	Identify materials that make up objects <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION / INDICATOR	YP.SC1.2.2.	Investigate and describe observable properties of objects <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION / INDICATOR	YP.SC1.2.3.	Match objects by physical attributes <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD / STRAND	IN.YP.SC.	Science (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	YP.SC2.	Earth and Space Science - Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	YP.SC2.1.	Recognize the characteristics of Earth and sky
EXPECTATION / INDICATOR	YP.SC2.1.1.	Notice the shadows of others and objects <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION / INDICATOR	YP.SC2.1.2.	Describe different objects in the sky <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION / INDICATOR	YP.SC2.1.3.	Describe various earth materials <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	IN.YP.SC.	Science (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SC2.	Earth and Space Science - Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	YP.SC2.2.	Recognize seasonal and weather related changes
EXPECTATION / INDICATOR	YP.SC2.2.1.	Communicate awareness of seasonal changes <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION / INDICATOR	YP.SC2.2.2.	Describe weather conditions using correct terminology <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	IN.YP.SC.	Science (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.
INDICATOR / STANDARD	YP.SC3.1.	Demonstrate awareness of life
EXPECTATION / INDICATOR	YP.SC3.1.1.	Identify the correct names for adult and baby animals <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / INDICATOR	YP.SC3.1.2.	Compare attributes of living organisms <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things

EXPECTATION / INDICATOR	YP.SC3.1.3.	Identify and describe the function of body parts <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD / STRAND	IN.YP.SC.	Science (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SC4.	Engineering - Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.
INDICATOR / STANDARD	YP.SC4.1.	Demonstrate engineering design skills
EXPECTATION / INDICATOR	YP.SC4.1.1.	Identify a problem or need and create a plan to solve <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
EXPECTATION / INDICATOR	YP.SC4.1.2.	Use classroom objects that function as simple machines to enhance play <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
STANDARD / STRAND	IN.YP.SC.	Science (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SC5.	Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.
INDICATOR / STANDARD	YP.SC5.1.	Demonstrate scientific curiosity
EXPECTATION / INDICATOR	YP.SC5.1.1.	Observe with a focus on details <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
EXPECTATION / INDICATOR	YP.SC5.1.2.	Use simple tools to extend investigations <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
EXPECTATION / INDICATOR	YP.SC5.1.3.	Identify self and/or own actions as scientific <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STANDARD / STRAND	IN.YP.SS.	Social Studies (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SS1.	Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.
INDICATOR / STANDARD	YP.SS1.1.	Demonstrate development of self

EXPECTATION / INDICATOR	YP.SS1.1.1.	Participate in and describe own family, community, and cultural celebrations if observed <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	YP.SS1.1.2.	Begin to assimilate family, community, and cultural events in cooperative play <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	YP.SS1.1.3.	Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STANDARD / STRAND	IN.YP.SS.	Social Studies (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	YP.SS2.1.	Demonstrate awareness of chronological thinking
EXPECTATION / INDICATOR	YP.SS2.1.1.	Recognize the sequence of events as part of a daily routine and as it relates to the passage of time <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
STANDARD / STRAND	IN.YP.SS.	Social Studies (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	YP.SS2.2.	Demonstrate awareness of historical knowledge
EXPECTATION / INDICATOR	YP.SS2.2.1.	Begin to communicate concepts of time <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
STANDARD / STRAND	IN.YP.SS.	Social Studies (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	YP.SS2.3.	Demonstrate awareness of the foundations of government
EXPECTATION / INDICATOR	YP.SS2.3.1.	Identify leaders and helpers in the home or classroom environment <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

EXPECTATION / INDICATOR	YP.SS2.3.2.	Recognize familiar aspects of community or cultural symbols <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	IN.YP.SS.	Social Studies (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	YP.SS2.4.	Demonstrate awareness of the functions of government
EXPECTATION / INDICATOR	YP.SS2.4.1.	Begin to demonstrate an understanding of rules in the home, school environment, and the purposes they serve <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	IN.YP.SS.	Social Studies (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	YP.SS3.1.	Demonstrate awareness of the world in spatial terms
EXPECTATION / INDICATOR	YP.SS3.1.1.	Identify location, directionality, and spatial relationships <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
EXPECTATION / INDICATOR	YP.SS3.1.2.	Begin to create simple representations of a familiar physical environment <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
STANDARD / STRAND	IN.YP.SS.	Social Studies (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	YP.SS3.2.	Demonstrate awareness of places and regions
EXPECTATION / INDICATOR	YP.SS3.2.1.	Identify and describe prominent features of the classroom, school, neighborhood, and community <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
EXPECTATION / INDICATOR	YP.SS3.2.2.	Begin to learn knowledge of personal and geographic information <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
STANDARD / STRAND	IN.YP.SS.	Social Studies (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	YP.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	YP.SS3.3.	Demonstrate awareness of environment and society
EXPECTATION / INDICATOR	YP.SS3.3.1.	Begin to understand the relationship between humans and the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	IN.YP.SS.	Social Studies (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SS4.	Economics - Early learners develop foundational skills in learning and understanding the functions of an economy.
INDICATOR / STANDARD	YP.SS4.1.	Demonstrate awareness of economics
EXPECTATION / INDICATOR	YP.SS4.1.1.	Begin to understand the purpose of money and concepts of buying and selling through play <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	YP.SS4.1.2.	Develop an awareness that people work for money in order to provide for basic needs <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	YP.SS4.1.3.	Develop an awareness of the roles of various familiar community helpers/workers <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	YP.SS4.1.4.	Act out adult social roles and occupations <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	IN.YP.SS.	Social Studies (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.SS5.	Citizenship - Early learners develop foundational skills in understanding the expected behavior as a citizen in a democratic society.
INDICATOR / STANDARD	YP.SS5.1.	Demonstrate awareness of citizenship
EXPECTATION / INDICATOR	YP.SS5.1.1.	Assist adults with daily routines and responsibilities <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	YP.SS5.1.2.	Choose simple daily tasks from a list of classroom jobs <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

EXPECTATION / INDICATOR	YP.SS5.1.3.	Begin to initiate helping tasks <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	YP.SS5.1.4.	Demonstrate an understanding of how voting works <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	IN.YP.CA.	Creative Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.CA1.	Music - Early learners develop foundational skills that support creative expression through voice, instruments, and objects.
INDICATOR / STANDARD	YP.CA1.1.	Demonstrate creative music expression
EXPECTATION / INDICATOR	YP.CA1.1.1.	Listen and respond to music <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR	YP.CA1.1.2.	Participate in classroom experiences with musical instruments and singing to express creativity <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR	YP.CA1.1.3.	Sing songs that use the voice in a variety of ways <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR	YP.CA1.1.4.	Respond to rhythmic patterns in music <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR	YP.CA1.1.5.	Describe feelings and reactions in response to diverse musical genres and styles <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD / STRAND	IN.YP.CA.	Creative Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.CA2.	Dance - Early learners develop foundational skills that support creative expression through movement.
INDICATOR / STANDARD	YP.CA2.1.	Demonstrate creative movement expression

EXPECTATION / INDICATOR	YP.CA2.1.1.	Convey ideas and emotions through creative movement expression (with or without music) <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD / STRAND	IN.YP.CA.	Creative Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	YP.CA3.1.	Demonstrate creative expression through the visual art process
EXPECTATION / INDICATOR	YP.CA3.1.1.	Use colors, lines, and shapes to communicate meaning <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	IN.YP.CA.	Creative Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	YP.CA3.2.	Demonstrate creative expression through visual art production
EXPECTATION / INDICATOR	YP.CA3.2.1.	Progress in ability to create drawings, models, and other art using a variety of materials <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
EXPECTATION / INDICATOR	YP.CA3.2.2.	Develop growing ability to plan, work independently, and demonstrate care in a variety of art <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	IN.YP.CA.	Creative Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	YP.CA3.3.	Demonstrate creative expression through art appreciation
EXPECTATION / INDICATOR	YP.CA3.3.1.	Observe and discuss art forms <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
EXPECTATION / INDICATOR	YP.CA3.3.2.	Reflect on differences and preferences when encounters artwork <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts

EXPECTATION / INDICATOR	YP.CA3.3.3.	Share ideas about personal creative work <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	IN.YP.CA.	Creative Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.CA4.	Dramatic Play - Early learners develop foundational skills that support creative expression through dramatic play.
INDICATOR / STANDARD	YP.CA4.1.	Demonstrate creative expression through dramatic play
EXPECTATION / INDICATOR	YP.CA4.1.1.	Engage in associative and cooperative play <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION / INDICATOR	YP.CA4.1.2.	Use a variety of props to demonstrate themes about life experiences, ideas, and feelings <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION / INDICATOR	YP.CA4.1.3.	Participate freely in dramatic play experiences that become of increased duration and complexity <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD / STRAND	IN.YP.PHG.	Physical Health and Growth (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	YP.PHG1.1.	Demonstrate development of healthy practices
EXPECTATION / INDICATOR	YP.PHG1.1.1.	Demonstrate health and hygiene-related behaviors with reminders <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	YP.PHG1.1.2.	Identify the difference between sick and well <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	YP.PHG1.1.3.	Engage in sociodramatic play to demonstrate the roles of medical professionals <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

STANDARD / STRAND	IN.YP.PHG.	Physical Health and Growth (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	YP.PHG1.2.	Demonstrate development of safety practices
EXPECTATION / INDICATOR	YP.PHG1.2.1.	<p>Identify ways to play safely</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION / INDICATOR	YP.PHG1.2.2.	<p>Follow simple safety rules while participating in activities</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STANDARD / STRAND	IN.YP.PHG.	Physical Health and Growth (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	YP.PHG1.3.	Demonstrate development of nutrition awareness
EXPECTATION / INDICATOR	YP.PHG1.3.1.	<p>Respond to physical cues when hungry, full or thirsty</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION / INDICATOR	YP.PHG1.3.2.	<p>Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION / INDICATOR	YP.PHG1.3.3.	<p>Distinguish between nutritious and less nutritious foods</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>

EXPECTATION / INDICATOR	YP.PHG1.3.4.	Independently feeds self <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / STRAND	IN.YP.PHG.	Physical Health and Growth (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	YP.PHG2.1.	Demonstrate how the five senses support processing information
EXPECTATION / INDICATOR	YP.PHG2.1.1.	Take things apart and attempt to put them back together <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STANDARD / STRAND	IN.YP.PHG.	Physical Health and Growth (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	YP.PHG2.2.	Demonstrate development of body awareness
EXPECTATION / INDICATOR	YP.PHG2.2.1.	Identify and describe function of body parts <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
EXPECTATION / INDICATOR	YP.PHG2.2.2.	Demonstrate awareness of own body in relation to other people and objects through play activities <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
EXPECTATION / INDICATOR	YP.PHG2.2.3.	Participate in structured and unstructured active physical play exhibiting strength and stamina <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control

EXPECTATION / INDICATOR	YP.PHG2.2.4.	Demonstrate basic understanding that physical activity helps the body grow and be healthy <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STANDARD / STRAND	IN.YP.PHG.	Physical Health and Growth (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
INDICATOR / STANDARD	YP.PHG3.1.	Demonstrate development of fine and gross motor coordination
EXPECTATION / INDICATOR	YP.PHG3.1.1.	Refine grasp to manipulate tools and objects <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
EXPECTATION / INDICATOR	YP.PHG3.1.2.	Demonstrate coordination and balance <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
EXPECTATION / INDICATOR	YP.PHG3.1.3.	Coordinate movements to perform a task <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
STANDARD / STRAND	IN.YP.PHG.	Physical Health and Growth (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	YP.PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
INDICATOR / STANDARD	YP.PHG3.2.	Demonstrate development of oral motor skills
EXPECTATION / INDICATOR	YP.PHG3.2.1.	Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control <u>No Correlations</u>
STANDARD / STRAND	IN.YP.PHG.	Physical Health and Growth (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	YP.PHG4.	Personal Care - Early learners develop foundational skills that support the independent care of one's self.
INDICATOR / STANDARD	YP.PHG4.1.	Demonstrate increased independence in personal care routines
EXPECTATION / INDICATOR	YP.PHG4.1.1.	Attend to personal body care practices with reminders <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	YP.PHG4.1.2.	Independently dress and undress self <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	YP.PHG4.1.3.	Independently attend to toileting needs <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / STRAND	IN.OP.ELA.	English / Language Arts (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	OP.ELA1.1.	Demonstrate receptive communication
EXPECTATION / INDICATOR	OP.ELA1.1.1.	Demonstrate continual growth in understanding increasingly complex and varied vocabulary <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
EXPECTATION / INDICATOR	OP.ELA1.1.2.	Respond to complex gestures and/or actions to communicate (such as comforting others who are crying) <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

EXPECTATION / INDICATOR	OP.ELA1.1.3.	Listen to and follow multi-step directions <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.8 Follows detailed, instructional, multistep directions
STANDARD / STRAND	IN.OP.ELA.	English / Language Arts (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	OP.ELA1.2.	Demonstrate expressive communication
EXPECTATION / INDICATOR	OP.ELA1.2.1.	Demonstrate continual growth in increasingly varied and complex vocabulary <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
EXPECTATION / INDICATOR	OP.ELA1.2.2.	Use complex gestures and actions to communicate <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
EXPECTATION / INDICATOR	OP.ELA1.2.3.	Use complex sentences <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
EXPECTATION / INDICATOR	OP.ELA1.2.4.	Describe activities, experiences, and stories with expanded detail <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.8 Tells elaborate stories that refer to other times and places
EXPECTATION / INDICATOR	OP.ELA1.2.5.	Change word tense to indicate time <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

STANDARD / STRAND	IN.OP.ELA.	English / Language Arts (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	OP.ELA1.3.	Demonstrate ability to engage in conversations
EXPECTATION / INDICATOR	OP.ELA1.3.1.	Answer questions posed by adults or peers <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
EXPECTATION / INDICATOR	OP.ELA1.3.2.	Ask questions for understanding and clarity <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
EXPECTATION / INDICATOR	OP.ELA1.3.3.	Make on topic comments <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
EXPECTATION / INDICATOR	OP.ELA1.3.4.	Stay on topic in two-way conversation that involves multiple turns <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
EXPECTATION / INDICATOR	OP.ELA1.3.5.	Communicate actively in group activities <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
STANDARD / STRAND	IN.OP.ELA.	English / Language Arts (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.

INDICATOR / STANDARD	OP.ELA2.1.	Demonstrate awareness of the alphabet
EXPECTATION / INDICATOR	OP.ELA2.1.1.	Recognize and identify most uppercase and some lowercase letters <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.5 Emerging to 16a.6 Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
EXPECTATION / INDICATOR	OP.ELA2.1.2.	Recognize own name in print <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
STANDARD / STRAND	IN.OP.ELA.	English / Language Arts (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	OP.ELA2.2.	Demonstrate phonological awareness
EXPECTATION / INDICATOR	OP.ELA2.2.1.	Demonstrate basic knowledge of letter-sound correspondence <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.2 Identifies the sounds of a few letters
EXPECTATION / INDICATOR	OP.ELA2.2.2.	Engage in rhyming games and songs; can complete a familiar rhyme <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously
EXPECTATION / INDICATOR	OP.ELA2.2.3.	Make rhymes to simple words <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously

EXPECTATION / INDICATOR	OP.ELA2.2.4.	Identify, blend, and segment syllables in spoken words with modeling and support <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words
EXPECTATION / INDICATOR	OP.ELA2.2.5.	Isolate the initial sound in some words <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.7 Emerging to 15b.8 Isolates and identifies the beginning sound of a word
STANDARD / STRAND	IN.OP.ELA.	English / Language Arts (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	OP.ELA2.3.	Demonstrate awareness and understanding of concepts of print
EXPECTATION / INDICATOR	OP.ELA2.3.1.	Know features of books such as title, author, and illustrator <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
EXPECTATION / INDICATOR	OP.ELA2.3.2.	Understand that print carries meaning <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
EXPECTATION / INDICATOR	OP.ELA2.3.3.	Track words in a book from left to right, top to bottom, and page to page with adult support <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.7 Emerging to 17b.8 Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line
STANDARD / STRAND	IN.OP.ELA.	English / Language Arts (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	OP.ELA2.4.	Demonstrate comprehension

EXPECTATION / INDICATOR	OP.ELA2.4.1.	Respond and interact with stories (fictional and nonfictional) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
EXPECTATION / INDICATOR	OP.ELA2.4.2.	Answer questions about a story <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
EXPECTATION / INDICATOR	OP.ELA2.4.3.	Retell familiar stories <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
STANDARD / STRAND	IN.OP.ELA.	English / Language Arts (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.
INDICATOR / STANDARD	OP.ELA3.1.	Demonstrate mechanics of writing
EXPECTATION / INDICATOR	OP.ELA3.1.1.	Create letter like shapes, symbols, letters, and words with modeling and support <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
EXPECTATION / INDICATOR	OP.ELA3.1.2.	Copy more complex lines, shapes, and some letters <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
EXPECTATION / INDICATOR	OP.ELA3.1.3.	Use writing tools <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

STANDARD / STRAND	IN.OP.ELA.	English / Language Arts (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.
INDICATOR / STANDARD	OP.ELA3.2.	Demonstrate ability to communicate a story
EXPECTATION / INDICATOR	OP.ELA3.2.1.	Create writing with the intent of communicating <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
EXPECTATION / INDICATOR	OP.ELA3.2.2.	Dictate a story that demonstrates simple details and narrative structure <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
EXPECTATION / INDICATOR	OP.ELA3.2.3.	Use letters, symbols, and words to share an idea with someone <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
EXPECTATION / INDICATOR	OP.ELA3.2.4.	Use writing to label drawings <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
STANDARD / STRAND	IN.OP.M.	Mathematics (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	OP.M1.1.	Demonstrate strong sense of counting
EXPECTATION / INDICATOR	OP.M1.1.1.	Count the number sequence 1-20 <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

EXPECTATION / INDICATOR	OP.M1.1.2.	Count backward from 10 <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
EXPECTATION / INDICATOR	OP.M1.1.3.	Recognize the last number name said tells the number of objects counted <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
EXPECTATION / INDICATOR	OP.M1.1.4.	Draw pictures, symbols, or use manipulatives to represent spoken number 0-10 <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
EXPECTATION / INDICATOR	OP.M1.1.5.	Identify, without counting, small quantities of items (1-4) presented in an irregular or unfamiliar pattern (subitize) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
STANDARD / STRAND	IN.OP.M.	Mathematics (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	OP.M1.2.	Demonstrate understanding of written numerals
EXPECTATION / INDICATOR	OP.M1.2.1.	Match number symbols with amounts 1-10 <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
EXPECTATION / INDICATOR	OP.M1.2.2.	Name written numerals from 0-10 <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects

EXPECTATION / INDICATOR	OP.M1.2.3.	Write numerals 1-10 <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
STANDARD / STRAND	IN.OP.M.	Mathematics (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	OP.M1.3.	Recognition of number relations
EXPECTATION / INDICATOR	OP.M1.3.1.	Identify when 2 sets are equal using matching and counting strategies <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
EXPECTATION / INDICATOR	OP.M1.3.2.	Correctly use the words for position <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
EXPECTATION / INDICATOR	OP.M1.3.3.	Compare the values of two numbers from 1 to 10 presented as written numerals <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
EXPECTATION / INDICATOR	OP.M1.3.4.	Demonstrate the understanding of the concept of before <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
STANDARD / STRAND	IN.OP.M.	Mathematics (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematic structure and patterning.
INDICATOR / STANDARD	OP.M2.1.	Exhibit understanding of mathematic structure

EXPECTATION / INDICATOR	OP.M2.1.1.	Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.2 Adds and subtracts whole numbers fluently within five
STANDARD / STRAND	IN.OP.M.	Mathematics (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematic structure and patterning.
INDICATOR / STANDARD	OP.M2.2.	Demonstrate awareness of patterning
EXPECTATION / INDICATOR	OP.M2.2.1.	Begin to create and extend a new simple pattern <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
EXPECTATION / INDICATOR	OP.M2.2.2.	Understand sequence of events when clearly explained <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
STANDARD / STRAND	IN.OP.M.	Mathematics (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.M3.	Data Analysis - Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.
INDICATOR / STANDARD	OP.M3.1.	Demonstrate understanding of classifying
EXPECTATION / INDICATOR	OP.M3.1.1.	Explain simple sorting or classifying strategies <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
EXPECTATION / INDICATOR	OP.M3.1.2.	Sort a group of objects in multiple ways <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

EXPECTATION / INDICATOR	OP.M3.1.3.	Create and describe simple graphs <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
STANDARD / STRAND	IN.OP.M.	Mathematics (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	OP.M4.1.	Understanding of spatial relationships
EXPECTATION / INDICATOR	OP.M4.1.1.	Complete lined tangram or pattern block puzzles using basic shapes <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
EXPECTATION / INDICATOR	OP.M4.1.2.	Use position terms such as above, below, beside, and between <u>GOLD® Objectives for Development and Learning</u> • 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
STANDARD / STRAND	IN.OP.M.	Mathematics (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	OP.M4.2.	Exhibit ability to identify, describe, analyze, compare, and create shapes
EXPECTATION / INDICATOR	OP.M4.2.1.	Use the attributes of shapes to distinguish between shapes <u>GOLD® Objectives for Development and Learning</u> • 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
EXPECTATION / INDICATOR	OP.M4.2.2.	Differentiate two- and three-dimensional shapes (e.g., squares from cubes) <u>GOLD® Objectives for Development and Learning</u> • 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

STANDARD / STRAND	IN.OP.M.	Mathematics (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	OP.M5.1.	Understand concept of time
EXPECTATION / INDICATOR	OP.M5.1.1.	Know daily concepts of earlier and later, morning and afternoon <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.4 Relates time to daily routines and schedule
STANDARD / STRAND	IN.OP.M.	Mathematics (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	OP.M5.2.	Understand measurement through description and comparison
EXPECTATION / INDICATOR	OP.M5.2.1.	Directly compare and describe two or more objects with a measurable attribute <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
EXPECTATION / INDICATOR	OP.M5.2.2.	Measure length and volume (capacity) using a standard measurement tool <u>GOLD® Objectives for Development and Learning</u> • 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 / STRAND	IN.OP.SE.	Social Emotional Skills (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SE1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	OP.SE1.1.	Demonstrate self-awareness and confidence
EXPECTATION / INDICATOR	OP.SE1.1.1.	Identify self as a unique member of a group that fits into a larger world picture <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
EXPECTATION / INDICATOR	OP.SE1.1.2.	Show confidence in a range of abilities and the capacity to take on and accomplish new tasks <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being

EXPECTATION / INDICATOR	OP.SE1.1.3.	Show independence in own choices <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STANDARD / STRAND	IN.OP.SE.	Social Emotional Skills (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SE1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	OP.SE1.2.	Demonstrate identification and expression of emotions
EXPECTATION / INDICATOR	OP.SE1.2.1.	Identify own emotions and the emotions of others <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
EXPECTATION / INDICATOR	OP.SE1.2.2.	Express and accurately respond to emotions of self and others <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
EXPECTATION / INDICATOR	OP.SE1.2.3.	Predict reactions from others <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
EXPECTATION / INDICATOR	OP.SE1.2.4.	Effectively use sentences and actions to express feelings <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
STANDARD / STRAND	IN.OP.SE.	Social Emotional Skills (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SE2.	Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.
INDICATOR / STANDARD	OP.SE2.1.	Demonstrate self control

EXPECTATION / INDICATOR	OP.SE2.1.1.	Manage transitions and adapt to changes in schedules, routines, and situations independently <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION / INDICATOR	OP.SE2.1.2.	Regulate own emotions and behaviors with others with adult support when needed <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
EXPECTATION / INDICATOR	OP.SE2.1.3.	Regulate a range of impulses <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
STANDARD / STRAND	IN.OP.SE.	Social Emotional Skills (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SE3.	Conflict Resolution - Early learners develop foundational skills that support conflict resolution.
INDICATOR / STANDARD	OP.SE3.1.	Demonstrate conflict resolution
EXPECTATION / INDICATOR	OP.SE3.1.1.	Independently initiate conflict resolution strategies with peers and seek adult support when necessary <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
STANDARD / STRAND	IN.OP.SE.	Social Emotional Skills (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SE4.	Building Relationships - Early learners develop foundational skills that support social development and engagement with others.
INDICATOR / STANDARD	OP.SE4.1.	Demonstrate relationship skills
EXPECTATION / INDICATOR	OP.SE4.1.1.	Show affection to familiar adults and peers using more complex words and actions <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests • 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

EXPECTATION / INDICATOR	OP.SE4.1.2.	Accept compromises when suggested by a peer or adult <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.7 Emerging to 3b.8 Resolves social problems through basic negotiation and compromise
EXPECTATION / INDICATOR	OP.SE4.1.3.	Gauge response based on the facial expressions of others <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
EXPECTATION / INDICATOR	OP.SE4.1.4.	Maintain consistent friendships <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
EXPECTATION / INDICATOR	OP.SE4.1.5.	Engage in cooperative play experiences for sustained periods of time <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
STANDARD / STRAND	IN.OP.APL.	Approaches to Play and Learning (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	OP.APL1.1.	Demonstrate initiative and self-direction
EXPECTATION / INDICATOR	OP.APL1.1.1.	Take initiative to learn new concepts and try new experiences <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
EXPECTATION / INDICATOR	OP.APL1.1.2.	Seek and gather new information to plan for projects and activities <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

STANDARD / STRAND	IN.OP.APL.	Approaches to Play and Learning (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	OP.APL1.2.	Demonstrate interest and curiosity as a learner
EXPECTATION / INDICATOR	OP.APL1.2.1.	Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
EXPECTATION / INDICATOR	OP.APL1.2.2.	Communicate a desire to learn new concepts or ideas <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
EXPECTATION / INDICATOR	OP.APL1.2.3.	Exhibit willingness to try new experiences <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
EXPECTATION / INDICATOR	OP.APL1.2.4.	Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STANDARD / STRAND	IN.OP.APL.	Approaches to Play and Learning (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.APL2.	Flexible Thinking - Early learners develop foundational skills that support flexible thinking and social interactions during play.
INDICATOR / STANDARD	OP.APL2.1.	Demonstrate development of flexible thinking skills during play
EXPECTATION / INDICATOR	OP.APL2.1.1.	Demonstrate inventiveness, imagination, and creativity to solve a problem <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility

EXPECTATION / INDICATOR	OP.APL2.1.2.	Develop recovery skills from setbacks and differences in opinion in a group setting <u>GOLD® Objectives for Development and Learning</u> • 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
STANDARD / STRAND	IN.OP.APL.	Approaches to Play and Learning (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.APL3.	Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.
INDICATOR / STANDARD	OP.APL3.1.	Demonstrate development of sustained attention and persistence
EXPECTATION / INDICATOR	OP.APL3.1.1.	Independently attend to a book from beginning to end <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
EXPECTATION / INDICATOR	OP.APL3.1.2.	Focus on an activity with deliberate concentration despite distractions and/or temptations <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
EXPECTATION / INDICATOR	OP.APL3.1.3.	Carry out tasks, activity, project, or transition, even when frustrated or challenged, with minimal distress <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
EXPECTATION / INDICATOR	OP.APL3.1.4.	Persist in trying to complete a task after previous attempts have failed <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
STANDARD / STRAND	IN.OP.APL.	Approaches to Play and Learning (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.APL4.	Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.
INDICATOR / STANDARD	OP.APL4.1.	Demonstrate development of social interactions during play

EXPECTATION / INDICATOR	OP.APL4.1.1.	Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
EXPECTATION / INDICATOR	OP.APL4.1.2.	Demonstrate cooperative behavior in interactions with others <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
EXPECTATION / INDICATOR	OP.APL4.1.3.	Begin to accept and share leadership <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
STANDARD / STRAND	IN.OP.SC.	Science (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	OP.SC1.1.	Demonstrate ability to explore objects in the physical world
EXPECTATION / INDICATOR	OP.SC1.1.1.	Use senses to describe concepts of weight, motion, and force <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION / INDICATOR	OP.SC1.1.2.	Ask questions and draw conclusions about physical properties and the physical world <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD / STRAND	IN.OP.SC.	Science (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	OP.SC1.2.	Demonstrate awareness of the physical properties of objects

EXPECTATION / INDICATOR	OP.SC1.2.1.	Identify materials that make up objects <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION / INDICATOR	OP.SC1.2.2.	Use evidence from investigations to describe observable properties of objects <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION / INDICATOR	OP.SC1.2.3.	Sort objects into categories based on physical attributes and explain reasoning <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD / STRAND	IN.OP.SC.	Science (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SC2.	Earth and Space Science - Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	OP.SC2.1.	Recognize the characteristics of Earth and sky
EXPECTATION / INDICATOR	OP.SC2.1.1.	Describe how shadows change through the day <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION / INDICATOR	OP.SC2.1.2.	Describe typical day and night activities <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION / INDICATOR	OP.SC2.1.3.	Classify various earth materials <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION / INDICATOR	OP.SC2.1.4.	Describe how the Earth's surface is made up of different materials <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	IN.OP.SC.	Science (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SC2.	Earth and Space Science - Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	OP.SC2.2.	Recognize seasonal and weather related changes

EXPECTATION / INDICATOR	OP.SC2.2.1.	Communicate awareness of seasonal changes <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION / INDICATOR	OP.SC2.2.2.	Describe how weather changes <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	IN.OP.SC.	Science (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.
INDICATOR / STANDARD	OP.SC3.1.	Demonstrate awareness of life
EXPECTATION / INDICATOR	OP.SC3.1.1.	Differentiate animals from plants <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / INDICATOR	OP.SC3.1.2.	Discriminate between living organisms and non-living objects <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / INDICATOR	OP.SC3.1.3.	Ask questions and conduct investigations to understand life science <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / INDICATOR	OP.SC3.1.4.	Identify and describe the function of body parts <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD / STRAND	IN.OP.SC.	Science (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SC4.	Engineering - Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.
INDICATOR / STANDARD	OP.SC4.1.	Demonstrate engineering design skills
EXPECTATION / INDICATOR	OP.SC4.1.1.	Select materials and implement a designated plan <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

EXPECTATION / INDICATOR	OP.SC4.1.2.	Evaluate and communicate solution outcomes <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
EXPECTATION / INDICATOR	OP.SC4.1.3.	Use classroom objects to create simple machines to enhance play <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
STANDARD / STRAND	IN.OP.SC.	Science (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SC5.	Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.
INDICATOR / STANDARD	OP.SC5.1.	Demonstrate scientific curiosity
EXPECTATION / INDICATOR	OP.SC5.1.1.	Discuss ways that people can affect the environment in positive and negative ways <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION / INDICATOR	OP.SC5.1.2.	Independently use simple tools to conduct an investigation to increase understanding <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
EXPECTATION / INDICATOR	OP.SC5.1.3.	Engage in a scientific experiment with peers <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
EXPECTATION / INDICATOR	OP.SC5.1.4.	Communicate results of an investigation <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STANDARD / STRAND	IN.OP.SS.	Social Studies (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SS1.	Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.
INDICATOR / STANDARD	OP.SS1.1.	Demonstrate development of self
EXPECTATION / INDICATOR	OP.SS1.1.1.	Participate in and describe local, state, and national events and celebrations if observed <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

EXPECTATION / INDICATOR	OP.SS1.1.2.	Identify/honor key people in history <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	OP.SS1.1.3.	Assimilate family, community, and cultural cooperative play <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	OP.SS1.1.4.	Build awareness, respect, and acceptance for differences in people and acknowledge connections <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	IN.OP.SS.	Social Studies (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	OP.SS2.1.	Demonstrate awareness of chronological thinking
EXPECTATION / INDICATOR	OP.SS2.1.1.	Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
EXPECTATION / INDICATOR	OP.SS2.1.2.	Begin to understand how time is measured <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
STANDARD / STRAND	IN.OP.SS.	Social Studies (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	OP.SS2.2.	Demonstrate awareness of historical knowledge
EXPECTATION / INDICATOR	OP.SS2.2.1.	Demonstrate the awareness of change over time <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
STANDARD / STRAND	IN.OP.SS.	Social Studies (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	OP.SS2.3.	Demonstrate awareness of the foundations of government

EXPECTATION / INDICATOR	OP.SS2.3.1.	Identify leaders and community helpers at home, school, and in environments <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	OP.SS2.3.2.	Identify symbolic objects and pictures of local, state, and/or national symbols <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	IN.OP.SS.	Social Studies (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	OP.SS2.4.	Demonstrate awareness of the functions of government
EXPECTATION / INDICATOR	OP.SS2.4.1.	Demonstrate an understanding of rules in the home, school environment, and the purposes they serve <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	IN.OP.SS.	Social Studies (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	OP.SS3.1.	Demonstrate awareness of the world in spatial terms
EXPECTATION / INDICATOR	OP.SS3.1.1.	Develop concepts and describe location, directionality, and spatial relationships <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
EXPECTATION / INDICATOR	OP.SS3.1.2.	Engage in play where one item represents another <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STANDARD / STRAND	IN.OP.SS.	Social Studies (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	OP.SS3.2.	Demonstrate awareness of places and regions

EXPECTATION / INDICATOR	OP.SS3.2.1.	Use words to describe natural and man-made features of locations <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
EXPECTATION / INDICATOR	OP.SS3.2.2.	Become familiar with information about where they live and understand what an address is <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
STANDARD / STRAND	IN.OP.SS.	Social Studies (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	OP.SS3.3.	Demonstrate awareness of environment and society
EXPECTATION / INDICATOR	OP.SS3.3.1.	Begin to describe the reciprocal relationship between humans and the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	IN.OP.SS.	Social Studies (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.SS4.	Economics - Early learners develop foundational skills in learning and understanding the functions of an economy.
INDICATOR / STANDARD	OP.SS4.1.	Demonstrate awareness of economics
EXPECTATION / INDICATOR	OP.SS4.1.1.	Begin to understand the purpose of money and concepts of buying and selling through play <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	OP.SS4.1.2.	Develop an awareness that people work for money in order to provide for basic needs <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	OP.SS4.1.3.	Describe community helpers/workers in terms of tools/equipment they use and services/products they provide <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	OP.SS4.1.4.	Act out adult social roles and occupations <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	IN.OP.SS.	Social Studies (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	OP.SS5.	Citizenship - Early learners develop foundational skills in understanding the expected behavior as a citizen in a democratic society.
INDICATOR / STANDARD	OP.SS5.1.	Demonstrate awareness of citizenship
EXPECTATION / INDICATOR	OP.SS5.1.1.	Demonstrate willingness to work together to accomplish tasks <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	OP.SS5.1.2.	Identify simple tasks within the home, early childhood setting, or community <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	OP.SS5.1.3.	Provide leadership in completing daily tasks <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	OP.SS5.1.4.	Demonstrate an understanding of the outcome of a vote <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	IN.OP.CA.	Creative Arts (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.CA1.	Music - Early learners develop foundational skills that support creative expression through voice, instruments, and objects.
INDICATOR / STANDARD	OP.CA1.1.	Demonstrate creative music expression
EXPECTATION / INDICATOR	OP.CA1.1.1.	Respond to changes heard in music <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR	OP.CA1.1.2.	Use familiar rhymes, songs, chants, and musical instruments to express creativity <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR	OP.CA1.1.3.	Sing songs that use the voice in a variety of ways <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR	OP.CA1.1.4.	Respond to rhythmic patterns in music <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression

EXPECTATION / INDICATOR	OP.CA1.1.5.	Describe feelings and reactions in response to diverse musical genres and styles <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD / STRAND	IN.OP.CA.	Creative Arts (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.CA2.	Dance - Early learners develop foundational skills that support creative expression through movement.
INDICATOR / STANDARD	OP.CA2.1.	Demonstrate creative movement expression
EXPECTATION / INDICATOR	OP.CA2.1.1.	Convey ideas and emotions through creative movement expression (with or without music) <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
EXPECTATION / INDICATOR	OP.CA2.1.2.	Purposefully select movements that communicate ideas, thoughts, and feelings <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD / STRAND	IN.OP.CA.	Creative Arts (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	OP.CA3.1.	Demonstrate creative expression through the visual art process
EXPECTATION / INDICATOR	OP.CA3.1.1.	Identify and use colors, lines, and shapes found in the environment and in works of art <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	IN.OP.CA.	Creative Arts (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	OP.CA3.2.	Demonstrate creative expression through visual art production
EXPECTATION / INDICATOR	OP.CA3.2.1.	Progress in ability to create drawings, models, and other art using a variety of materials <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
EXPECTATION / INDICATOR	OP.CA3.2.2.	Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	IN.OP.CA.	Creative Arts (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	OP.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	OP.CA3.3.	Demonstrate creative expression through art appreciation
EXPECTATION / INDICATOR	OP.CA3.3.1.	Observe and discuss art forms <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
EXPECTATION / INDICATOR	OP.CA3.3.2.	Reflect on differences and preferences when encounters artwork <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
EXPECTATION / INDICATOR	OP.CA3.3.3.	Share ideas about personal creative work <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	IN.OP.CA.	Creative Arts (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.CA4.	Dramatic Play - Early learners develop foundational skills that support creative expression through dramatic play.
INDICATOR / STANDARD	OP.CA4.1.	Demonstrate creative expression through dramatic play
EXPECTATION / INDICATOR	OP.CA4.1.1.	Engage in associative and cooperative play <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION / INDICATOR	OP.CA4.1.2.	Role-play imaginary events and characters <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION / INDICATOR	OP.CA4.1.3.	Participate freely in dramatic play experiences that become of increased duration and complexity <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD / STRAND	IN.OP.PHG.	Physical Health and Growth (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	OP.PHG1.1.	Demonstrate development of healthy practices

EXPECTATION / INDICATOR	OP.PHG1.1.1.	Demonstrate health and hygiene-related behaviors with minimal prompting <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	OP.PHG1.1.2.	Communicate practices that promote healthy living and prevent illness for self and family members <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	OP.PHG1.1.3.	Engage in sociodramatic play to demonstrate the roles of medical professionals <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	IN.OP.PHG.	Physical Health and Growth (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	OP.PHG1.2.	Demonstrate development of safety practices
EXPECTATION / INDICATOR	OP.PHG1.2.1.	Demonstrate basic safety knowledge <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	OP.PHG1.2.2.	Participate, with adult support, to develop safety rules for an activity <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / STRAND	IN.OP.PHG.	Physical Health and Growth (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	OP.PHG1.3.	Demonstrate development of nutrition awareness

EXPECTATION / INDICATOR	OP.PHG1.3.1.	Respond to physical cues when hungry, full or thirsty <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	OP.PHG1.3.2.	Communicate about variety and amount of foods needed to be healthy <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	OP.PHG1.3.3.	Name food and beverages that help to build healthy bodies <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	OP.PHG1.3.4.	Independently feeds self using utensils <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / STRAND	IN.OP.PHG.	Physical Health and Growth (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	OP.PHG2.1.	Demonstrate how the five senses support processing information
EXPECTATION / INDICATOR	OP.PHG2.1.1.	Take things apart and invent new structures using the parts <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STANDARD / STRAND	IN.OP.PHG.	Physical Health and Growth (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	OP.PHG2.2.	Demonstrate development of body awareness

EXPECTATION / INDICATOR	OP.PHG2.2.1.	Identify and describe function of body parts <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
EXPECTATION / INDICATOR	OP.PHG2.2.2.	Demonstrate awareness of own body in relation to other people and objects through play activities <u>GOLD® Objectives for Development and Learning</u> • 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
EXPECTATION / INDICATOR	OP.PHG2.2.3.	Participate in structured and unstructured active physical play exhibiting strength and stamina <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
EXPECTATION / INDICATOR	OP.PHG2.2.4.	Demonstrate basic understanding that physical activity helps the body grow and be healthy <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / STRAND	IN.OP.PHG.	Physical Health and Growth (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
INDICATOR / STANDARD	OP.PHG3.1.	Demonstrate development of fine and gross motor coordination
EXPECTATION / INDICATOR	OP.PHG3.1.1.	Perform fine-motor tasks that require small-muscle strength and control <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
EXPECTATION / INDICATOR	OP.PHG3.1.2.	Demonstrate coordination and balance in a variety of activities <u>GOLD® Objectives for Development and Learning</u> • 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

EXPECTATION / INDICATOR	OP.PHG3.1.3.	<p>Coordinate movements to perform a complex task</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction</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 / STRAND	IN.OP.PHG.	Physical Health and Growth (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
INDICATOR / STANDARD	OP.PHG3.2.	Demonstrate development of oral motor skills
EXPECTATION / INDICATOR	OP.PHG3.2.1.	<p>[Not included in this age range]</p> <p>No Correlations</p>
STANDARD / STRAND	IN.OP.PHG.	Physical Health and Growth (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	OP.PHG4.	Personal Care - Early learners develop foundational skills that support the independent care of one's self.
INDICATOR / STANDARD	OP.PHG4.1.	Demonstrate increased independence in personal care routines
EXPECTATION / INDICATOR	OP.PHG4.1.1.	<p>Attend to personal body care practices with minimal adult support</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION / INDICATOR	OP.PHG4.1.2.	<p>Independently dress and undress self</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION / INDICATOR	OP.PHG4.1.3.	<p>Independently attend to toileting needs</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>

Indiana Early Learning Foundations
Ages birth to 12 months; adopted 2015

STANDARD / STRAND	IN.IN.ELA.	English / Language Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	IN.ELA1.1.	Demonstrate receptive communication
EXPECTATION / INDICATOR	IN.ELA1.1.1.	Demonstrate continual growth in understanding increasingly complex and varied vocabulary <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
EXPECTATION / INDICATOR	IN.ELA1.1.2.	Respond to words or gestures <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others14a.2
EXPECTATION / INDICATOR	IN.ELA1.1.3.	Recognize familiar objects, people, and voices <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
EXPECTATION / INDICATOR	IN.ELA1.1.4.	Orient to sounds in the environment <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD / STRAND	IN.IN.ELA.	English / Language Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	IN.ELA1.2.	Demonstrate expressive communication

EXPECTATION / INDICATOR	IN.ELA1.2.1.	Use facial expressions to communicate <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
EXPECTATION / INDICATOR	IN.ELA1.2.2.	Use simple vocalizations to communicate <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
EXPECTATION / INDICATOR	IN.ELA1.2.3.	Express sounds and patterns of home language <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
STANDARD / STRAND	IN.IN.ELA.	English / Language Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	IN.ELA1.3.	Demonstrate ability to engage in conversations
EXPECTATION / INDICATOR	IN.ELA1.3.1.	Jointly attend to an object, event, or person <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD / STRAND	IN.IN.ELA.	English / Language Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	IN.ELA2.1.	Demonstrate awareness of the alphabet
EXPECTATION / INDICATOR	IN.ELA2.1.1.	[Not included in this age range] No Correlations
STANDARD / STRAND	IN.IN.ELA.	English / Language Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	IN.ELA2.2.	Demonstrate phonological awareness

EXPECTATION / INDICATOR	IN.ELA2.2.1.	Orient to sounds in the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
EXPECTATION / INDICATOR	IN.ELA2.2.2.	Discriminate sounds in the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD / STRAND	IN.IN.ELA.	English / Language Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	IN.ELA2.3.	Demonstrate awareness and understanding of concepts of print
EXPECTATION / INDICATOR	IN.ELA2.3.1.	Look at books <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
EXPECTATION / INDICATOR	IN.ELA2.3.2.	Respond to songs <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
EXPECTATION / INDICATOR	IN.ELA2.3.3.	Listen to repetition of familiar words, songs, signs, rhymes, and stories <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.1 Emerging to 15a.2 Joins in rhyming songs and games
STANDARD / STRAND	IN.IN.ELA.	English / Language Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	IN.ELA2.4.	Demonstrate comprehension

EXPECTATION / INDICATOR	IN.ELA2.4.1.	Demonstrate interest in hearing a familiar story or book <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
EXPECTATION / INDICATOR	IN.ELA2.4.2.	Attend to caregiver’s voice while being held and/or read to <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STANDARD / STRAND	IN.IN.ELA.	English / Language Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.
INDICATOR / STANDARD	IN.ELA3.1.	Demonstrate mechanics of writing
EXPECTATION / INDICATOR	IN.ELA3.1.1.	Use objects such as a crayon to make marks <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
STANDARD / STRAND	IN.IN.ELA.	English / Language Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.
INDICATOR / STANDARD	IN.ELA3.2.	Demonstrate ability to communicate a story
EXPECTATION / INDICATOR	IN.ELA3.2.1.	See expressive communication skills <u>No Correlations</u>
STANDARD / STRAND	IN.IN.M.	Mathematics (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	IN.M1.1.	Demonstrate strong sense of counting
EXPECTATION / INDICATOR	IN.M1.1.1.	Repeat a movement like a clap <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.1 Emerging to 20b.2 Demonstrates understanding of the concepts of one, two, and more
STANDARD / STRAND	IN.IN.M.	Mathematics (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	IN.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	IN.M1.3.	Recognition of number relations
EXPECTATION / INDICATOR	IN.M1.3.1.	Explore objects one at a time <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.1 Emerging to 20b.2 Demonstrates understanding of the concepts of one, two, and more
EXPECTATION / INDICATOR	IN.M1.3.2.	Indicate a desire for more <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
EXPECTATION / INDICATOR	IN.M1.3.3.	Give more when asked <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
STANDARD / STRAND	IN.IN.M.	Mathematics (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematic structure and patterning.
INDICATOR / STANDARD	IN.M2.1.	Exhibit understanding of mathematic structure
EXPECTATION / INDICATOR	IN.M2.1.1.	[Not included in this age range] No Correlations
STANDARD / STRAND	IN.IN.M.	Mathematics (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematic structure and patterning.
INDICATOR / STANDARD	IN.M2.2.	Demonstrate awareness of patterning
EXPECTATION / INDICATOR	IN.M2.2.1.	Show interest in visual, auditory, and tactile patterns <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
EXPECTATION / INDICATOR	IN.M2.2.2.	Recognize daily routines <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life

STANDARD / STRAND	IN.IN.M.	Mathematics (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.M3.	Data Analysis - Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.
INDICATOR / STANDARD	IN.M3.1.	Demonstrate understanding of classifying
EXPECTATION / INDICATOR	IN.M3.1.1.	[Not included in this age range] No Correlations
STANDARD / STRAND	IN.IN.M.	Mathematics (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	IN.M4.1.	Understanding of spatial relationships
EXPECTATION / INDICATOR	IN.M4.1.1.	Explore how things fit and move <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.1 Emerging to 21a.2 Follows simple directions related to position (in, on, under, up, down)
EXPECTATION / INDICATOR	IN.M4.1.2.	Put object in, out, on, and off of other things <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.1 Emerging to 21a.2 Follows simple directions related to position (in, on, under, up, down)
STANDARD / STRAND	IN.IN.M.	Mathematics (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	IN.M4.2.	Exhibit ability to identify, describe, analyze, compare, and create shapes
EXPECTATION / INDICATOR	IN.M4.2.1.	[Not included in this age range] No Correlations
STANDARD / STRAND	IN.IN.M.	Mathematics (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	IN.M5.1.	Understand concept of time

EXPECTATION / INDICATOR	IN.M5.1.1.	Cooperate with a routine <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
STANDARD / STRAND	IN.IN.M.	Mathematics (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	IN.M5.2.	Understand measurement through description and comparison
EXPECTATION / INDICATOR	IN.M5.2.1.	Explore objects with different shapes and sizes <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.1 Emerging to 21b.2 Matches two identical shapes
EXPECTATION / INDICATOR	IN.M5.2.2.	Begin to understand that different size containers hold more or less <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.1 Emerging to 22a.2 Makes simple comparisons between two objects
STANDARD / STRAND	IN.IN.SE.	Social Emotional Skills (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SE1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	IN.SE1.1.	Demonstrate self-awareness and confidence
EXPECTATION / INDICATOR	IN.SE1.1.1.	Respond to own name <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
EXPECTATION / INDICATOR	IN.SE1.1.2.	Show interest in environmental choices <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

EXPECTATION / INDICATOR	IN.SE1.1.3.	Communicate to indicate physical and emotional needs <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STANDARD / STRAND	IN.IN.SE.	Social Emotional Skills (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SE1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	IN.SE1.2.	Demonstrate identification and expression of emotions
EXPECTATION / INDICATOR	IN.SE1.2.1.	Communicate to express pleasure or displeasure <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
EXPECTATION / INDICATOR	IN.SE1.2.2.	Use cues to signal overstimulation <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
EXPECTATION / INDICATOR	IN.SE1.2.3.	Respond positively to adults who provide comfort <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
EXPECTATION / INDICATOR	IN.SE1.2.4.	Use sounds and body to express feelings <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
STANDARD / STRAND	IN.IN.SE.	Social Emotional Skills (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SE2.	Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.
INDICATOR / STANDARD	IN.SE2.1.	Demonstrate self control
EXPECTATION / INDICATOR	IN.SE2.1.1.	Develop an awareness of transitions, schedules, and routines with adult prompts <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult's tone of voice and expression

EXPECTATION / INDICATOR	IN.SE2.1.2.	Develop self-soothing when an adult provides comfort techniques <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
EXPECTATION / INDICATOR	IN.SE2.1.3.	Express desires and feelings by using gestures and actions <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
STANDARD / STRAND	IN.IN.SE.	Social Emotional Skills (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SE3.	Conflict Resolution - Early learners develop foundational skills that support conflict resolution.
INDICATOR / STANDARD	IN.SE3.1.	Demonstrate conflict resolution
EXPECTATION / INDICATOR	IN.SE3.1.1.	Show awareness of possible conflict by demonstrating distress <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.1 Emerging to 3b.2 Expresses feelings during a conflict
STANDARD / STRAND	IN.IN.SE.	Social Emotional Skills (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SE4.	Building Relationships - Early learners develop foundational skills that support social development and engagement with others.
INDICATOR / STANDARD	IN.SE4.1.	Demonstrate relationship skills
EXPECTATION / INDICATOR	IN.SE4.1.1.	Engage in simple social interactions with adults <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
EXPECTATION / INDICATOR	IN.SE4.1.2.	Exhibit caution of unfamiliar adults <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults

EXPECTATION / INDICATOR	IN.SE4.1.3.	Use key adults as a secure base when exploring the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXPECTATION / INDICATOR	IN.SE4.1.4.	Notice other children in their environment <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	IN.SE4.1.5.	Engage in onlooker play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	IN.SE4.1.6.	Begin to exhibit skills in solitary play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
STANDARD / STRAND	IN.IN.APL.	Approaches to Play and Learning (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	IN.APL1.1.	Demonstrate initiative and self-direction
EXPECTATION / INDICATOR	IN.APL1.1.1.	Respond to a stimulating environment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
EXPECTATION / INDICATOR	IN.APL1.1.2.	Show curiosity/interest in surroundings <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds

EXPECTATION / INDICATOR	IN.APL1.1.3.	Show eagerness and delight in self, others, and surroundings <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / STRAND	IN.IN.APL.	Approaches to Play and Learning (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	IN.APL1.2.	Demonstrate interest and curiosity as a learner
EXPECTATION / INDICATOR	IN.APL1.2.1.	Show budding interest in how objects work <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
EXPECTATION / INDICATOR	IN.APL1.2.2.	Try a variety of approaches to get desired outcomes <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
EXPECTATION / INDICATOR	IN.APL1.2.3.	Physically explore new ways to use objects and observe results <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STANDARD / STRAND	IN.IN.APL.	Approaches to Play and Learning (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.APL2.	Flexible Thinking - Early learners develop foundational skills that support flexible thinking and social interactions during play.
INDICATOR / STANDARD	IN.APL2.1.	Demonstrate development of flexible thinking skills during play
EXPECTATION / INDICATOR	IN.APL2.1.1.	Manipulate objects <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

EXPECTATION / INDICATOR	IN.APL2.1.2.	Imitate actions <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
STANDARD / STRAND	IN.IN.APL.	Approaches to Play and Learning (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.APL3.	Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.
INDICATOR / STANDARD	IN.APL3.1.	Demonstrate development of sustained attention and persistence
EXPECTATION / INDICATOR	IN.APL3.1.1.	Examine objects for brief periods of time <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
EXPECTATION / INDICATOR	IN.APL3.1.2.	Express discomfort when needs are not met <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
EXPECTATION / INDICATOR	IN.APL3.1.3.	Repeat actions to make something happen again <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STANDARD / STRAND	IN.IN.APL.	Approaches to Play and Learning (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.APL4.	Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.
INDICATOR / STANDARD	IN.APL4.1.	Demonstrate development of social interactions during play
EXPECTATION / INDICATOR	IN.APL4.1.1.	Engage in onlooker play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions

EXPECTATION / INDICATOR	IN.APL4.1.2.	Begin to exhibit skills in solitary play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	IN.APL4.1.3.	Show interest in children who are playing nearby <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
STANDARD / STRAND	IN.IN.SC.	Science (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	IN.SC1.1.	Demonstrate ability to explore objects in the physical world
EXPECTATION / INDICATOR	IN.SC1.1.1.	Observe and experience the environment using all five senses <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
EXPECTATION / INDICATOR	IN.SC1.1.2.	React to changes in light <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
EXPECTATION / INDICATOR	IN.SC1.1.3.	Focus attention on sounds, movement, and objects <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD / STRAND	IN.IN.SC.	Science (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	IN.SC1.2.	Demonstrate awareness of the physical properties of objects

EXPECTATION / INDICATOR	IN.SC1.2.1.	Notice cause and effect within the physical environment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
EXPECTATION / INDICATOR	IN.SC1.2.2.	Perform actions with objects and observe results <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STANDARD / STRAND	IN.IN.SC.	Science (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SC2.	Earth and Space Science - Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	IN.SC2.1.	Recognize the characteristics of Earth and sky
EXPECTATION / INDICATOR	IN.SC2.1.1.	Establish activity patterns based on day and night No Correlations
EXPECTATION / INDICATOR	IN.SC2.1.2.	Explore and react to different indoor and outdoor surfaces <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / STRAND	IN.IN.SC.	Science (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SC2.	Earth and Space Science - Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	IN.SC2.2.	Recognize seasonal and weather related changes
EXPECTATION / INDICATOR	IN.SC2.2.1.	Observe and experience the difference in climate/weather <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / STRAND	IN.IN.SC.	Science (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.
INDICATOR / STANDARD	IN.SC3.1.	Demonstrate awareness of life

EXPECTATION / INDICATOR	IN.SC3.1.1.	Demonstrate interest in and interact with plants, animals, and people <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
EXPECTATION / INDICATOR	IN.SC3.1.2.	Discover body parts <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / STRAND	IN.IN.SC.	Science (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SC4.	Engineering - Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.
INDICATOR / STANDARD	IN.SC4.1.	Demonstrate engineering design skills
EXPECTATION / INDICATOR	IN.SC4.1.1.	Demonstrate an interest in human made objects <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
EXPECTATION / INDICATOR	IN.SC4.1.2.	Explore and manipulate human made objects <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / STRAND	IN.IN.SC.	Science (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SC5.	Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.
INDICATOR / STANDARD	IN.SC5.1.	Demonstrate scientific curiosity
EXPECTATION / INDICATOR	IN.SC5.1.1.	Observe and show interest in objects, organisms, and events in the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

EXPECTATION / INDICATOR	IN.SC5.1.2.	Actively explore the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
EXPECTATION / INDICATOR	IN.SC5.1.3.	Repeat actions that causes an interesting effect <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STANDARD / STRAND	IN.IN.SS.	Social Studies (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SS1.	Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.
INDICATOR / STANDARD	IN.SS1.1.	Demonstrate development of self
EXPECTATION / INDICATOR	IN.SS1.1.1.	Respond to celebrations and other cultural events if observed <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
EXPECTATION / INDICATOR	IN.SS1.1.2.	Engage in onlooker play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	IN.SS1.1.3.	Begin to separate self from others <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
EXPECTATION / INDICATOR	IN.SS1.1.4.	Show affection and bonds with familiar adults <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
STANDARD / STRAND	IN.IN.SS.	Social Studies (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.

INDICATOR / STANDARD	IN.SS2.1.	Demonstrate awareness of chronological thinking
EXPECTATION / INDICATOR	IN.SS2.1.1.	[Not included in this age range] No Correlations
STANDARD / STRAND	IN.IN.SS.	Social Studies (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	IN.SS2.2.	Demonstrate awareness of historical knowledge
EXPECTATION / INDICATOR	IN.SS2.2.1.	[Not included in this age range] No Correlations
STANDARD / STRAND	IN.IN.SS.	Social Studies (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	IN.SS2.3.	Demonstrate awareness of the foundations of government
EXPECTATION / INDICATOR	IN.SS2.3.1.	[Not included in this age range] No Correlations
STANDARD / STRAND	IN.IN.SS.	Social Studies (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	IN.SS2.4.	Demonstrate awareness of the functions of government
EXPECTATION / INDICATOR	IN.SS2.4.1.	Demonstrate comfort in familiar routines, objects, and materials <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
EXPECTATION / INDICATOR	IN.SS2.4.2.	Respond to adult guidance about behavior <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult's tone of voice and expression
STANDARD / STRAND	IN.IN.SS.	Social Studies (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	IN.SS3.1.	Demonstrate awareness of the world in spatial terms

EXPECTATION / INDICATOR	IN.SS3.1.1.	Begin to discover use of body and objects in the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / STRAND	IN.IN.SS.	Social Studies (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	IN.SS3.2.	Demonstrate awareness of places and regions
EXPECTATION / INDICATOR	IN.SS3.2.1.	Explore the immediate environment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / STRAND	IN.IN.SS.	Social Studies (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	IN.SS3.3.	Demonstrate awareness of environment and society
EXPECTATION / INDICATOR	IN.SS3.3.1.	[Not included in this age range] No Correlations
STANDARD / STRAND	IN.IN.SS.	Social Studies (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SS4.	Economics - Early learners develop foundational skills in learning and understanding the functions of an economy.
INDICATOR / STANDARD	IN.SS4.1.	Demonstrate awareness of economics
EXPECTATION / INDICATOR	IN.SS4.1.1.	Demonstrate preference for specific objects and people <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STANDARD / STRAND	IN.IN.SS.	Social Studies (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SS5.	Citizenship - Early learners develop foundational skills in understanding the expected behavior as a citizen in a democratic society.
INDICATOR / STANDARD	IN.SS5.1.	Demonstrate awareness of citizenship

EXPECTATION / INDICATOR	IN.SS5.1.1.	Interact with the environment to make needs known <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STANDARD / STRAND	IN.IN.CA.	Creative Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.CA1.	Music - Early learners develop foundational skills that support creative expression through voice, instruments, and objects.
INDICATOR / STANDARD	IN.CA1.1.	Demonstrate creative music expression
EXPECTATION / INDICATOR	IN.CA1.1.1.	Respond to music by moving own body <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
EXPECTATION / INDICATOR	IN.CA1.1.2.	Experiment with vocalizations and sounds <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
EXPECTATION / INDICATOR	IN.CA1.1.3.	React to familiar songs or music <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
EXPECTATION / INDICATOR	IN.CA1.1.4.	Participate in diverse musical genres and styles <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
STANDARD / STRAND	IN.IN.CA.	Creative Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.CA2.	Dance - Early learners develop foundational skills that support creative expression through movement.
INDICATOR / STANDARD	IN.CA2.1.	Demonstrate creative movement expression

EXPECTATION / INDICATOR	IN.CA2.1.1.	Respond to music with body movements <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
STANDARD / STRAND	IN.IN.CA.	Creative Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	IN.CA3.1.	Demonstrate creative expression through the visual art process
EXPECTATION / INDICATOR	IN.CA3.1.1.	Explore simple art materials <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / STRAND	IN.IN.CA.	Creative Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	IN.CA3.2.	Demonstrate creative expression through visual art production
EXPECTATION / INDICATOR	IN.CA3.2.1.	Respond to various textures and sensory materials <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / STRAND	IN.IN.CA.	Creative Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	IN.CA3.3.	Demonstrate creative expression through art appreciation
EXPECTATION / INDICATOR	IN.CA3.3.1.	Show preference for particular visual stimuli <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / STRAND	IN.IN.CA.	Creative Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.CA4.	Dramatic Play - Early learners develop foundational skills that support creative expression through dramatic play.
INDICATOR / STANDARD	IN.CA4.1.	Demonstrate creative expression through dramatic play

EXPECTATION / INDICATOR	IN.CA4.1.1.	Engage in onlooker play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	IN.CA4.1.2.	Begin to exhibit skills in solitary play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	IN.CA4.1.3.	Begin to imitate the actions and expressions of caregivers <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
EXPECTATION / INDICATOR	IN.CA4.1.4.	Begin to recognize that certain actions will draw responses <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STANDARD / STRAND	IN.IN.PHG.	Physical Health and Growth (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	IN.PHG1.1.	Demonstrate development of healthy practices
EXPECTATION / INDICATOR	IN.PHG1.1.1.	Passively participate in health and hygiene-related behaviors initiated by an adult <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STANDARD / STRAND	IN.IN.PHG.	Physical Health and Growth (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	IN.PHG1.2.	Demonstrate development of safety practices

EXPECTATION / INDICATOR	IN.PHG1.2.1.	Use key adults as a secure base when exploring the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXPECTATION / INDICATOR	IN.PHG1.2.2.	Seek reassurance from a trusted caregiver when encountering an unfamiliar person or object <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STANDARD / STRAND	IN.IN.PHG.	Physical Health and Growth (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	IN.PHG1.3.	Demonstrate development of nutrition awareness
EXPECTATION / INDICATOR	IN.PHG1.3.1.	Express when hungry or full <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
EXPECTATION / INDICATOR	IN.PHG1.3.2.	Show food preferences <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
EXPECTATION / INDICATOR	IN.PHG1.3.3.	Begin following a regular eating routine <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
EXPECTATION / INDICATOR	IN.PHG1.3.4.	Demonstrate awareness of different textures of food <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

EXPECTATION / INDICATOR	IN.PHG1.3.5.	<p>Help with self-feeding</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
STANDARD / STRAND	IN.IN.PHG.	Physical Health and Growth (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	IN.PHG2.1.	Demonstrate how the five senses support processing information
EXPECTATION / INDICATOR	IN.PHG2.1.1.	<p>Manipulate objects to see what will happen</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.2 Reaches for, touches, and holds objects purposefully</p>
STANDARD / STRAND	IN.IN.PHG.	Physical Health and Growth (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	IN.PHG2.2.	Demonstrate development of body awareness
EXPECTATION / INDICATOR	IN.PHG2.2.1.	<p>Show awareness of own body and start to move intentionally</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.2 Moves to explore immediate environment</p>
EXPECTATION / INDICATOR	IN.PHG2.2.2.	<p>Interact with adults in physical activities</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.2 Moves to explore immediate environment</p>
STANDARD / STRAND	IN.IN.PHG.	Physical Health and Growth (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
INDICATOR / STANDARD	IN.PHG3.1.	Demonstrate development of fine and gross motor coordination

EXPECTATION / INDICATOR	IN.PHG3.1.1.	Demonstrate hand-eye coordination and participate in a variety of activities to enhance coordination <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
EXPECTATION / INDICATOR	IN.PHG3.1.2.	Begin to develop coordination and balance, often with support <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
EXPECTATION / INDICATOR	IN.PHG3.1.3.	Develop control of head and back, progressing to arms and legs <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
STANDARD / STRAND	IN.IN.PHG.	Physical Health and Growth (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
INDICATOR / STANDARD	IN.PHG3.2.	Demonstrate development of oral motor skills
EXPECTATION / INDICATOR	IN.PHG3.2.1.	Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control No Correlations
STANDARD / STRAND	IN.IN.PHG.	Physical Health and Growth (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.PHG4.	Personal Care - Early learners develop foundational skills that support the independent care of one's self.
INDICATOR / STANDARD	IN.PHG4.1.	Demonstrate increased independence in personal care routines
EXPECTATION / INDICATOR	IN.PHG4.1.1.	Participate passively in dressing and undressing self <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

Indiana Early Learning Foundations

Ages 13 to 24 months; adopted 2015

STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	YT.ELA1.1.	Demonstrate receptive communication
EXPECTATION / INDICATOR	YT.ELA1.1.1.	<p>Demonstrate continual growth in understanding increasingly complex and varied vocabulary</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
EXPECTATION / INDICATOR	YT.ELA1.1.2.	<p>Respond to simple statements, requests, and/or gestures</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	YT.ELA1.2.	Demonstrate expressive communication
EXPECTATION / INDICATOR	YT.ELA1.2.1.	<p>Demonstrate continual growth in increasingly varied and complex vocabulary</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects</p>
EXPECTATION / INDICATOR	YT.ELA1.2.2.	<p>Use gestures to clarify communication</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects</p>

EXPECTATION / INDICATOR	YT.ELA1.2.3.	Use single words or simple phrases <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases
STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	YT.ELA1.3.	Demonstrate ability to engage in conversations
EXPECTATION / INDICATOR	YT.ELA1.3.1.	Demonstrate intent of communicating with others <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	YT.ELA2.1.	Demonstrate awareness of the alphabet
EXPECTATION / INDICATOR	YT.ELA2.1.1.	Distinguish words from pictures <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.1 Emerging to 17b.2 Shows understanding that text is meaningful and can be read
STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	YT.ELA2.2.	Demonstrate phonological awareness
EXPECTATION / INDICATOR	YT.ELA2.2.1.	Begin to engage in word and sound play with adults <u>GOLD® Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games
EXPECTATION / INDICATOR	YT.ELA2.2.2.	Distinguish between words that contain similar-sounding phonemes (pig-jig, cat-mat) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds

STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	YT.ELA2.3.	Demonstrate awareness and understanding of concepts of print
EXPECTATION / INDICATOR	YT.ELA2.3.1.	Bring a book to adult to read <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
EXPECTATION / INDICATOR	YT.ELA2.3.2.	Look at a book independently <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.1 Emerging to 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
EXPECTATION / INDICATOR	YT.ELA2.3.3.	Pretend to read familiar books <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
EXPECTATION / INDICATOR	YT.ELA2.3.4.	Attend to pictures and text for several minutes <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	YT.ELA2.4.	Demonstrate comprehension

EXPECTATION / INDICATOR	YT.ELA2.4.1.	Show preference for familiar stories <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time
EXPECTATION / INDICATOR	YT.ELA2.4.2.	With adult support, respond to simple questions about a story <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures
STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.
INDICATOR / STANDARD	YT.ELA3.1.	Demonstrate mechanics of writing
EXPECTATION / INDICATOR	YT.ELA3.1.1.	Explore drawing, painting, and writing as a way of communicating <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.
INDICATOR / STANDARD	YT.ELA3.2.	Demonstrate ability to communicate a story
EXPECTATION / INDICATOR	YT.ELA3.2.1.	Imitate drawing marks or scribbling <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
STANDARD / STRAND	IN.YT.M.	Mathematics (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	YT.M1.1.	Demonstrate strong sense of counting
EXPECTATION / INDICATOR	YT.M1.1.1.	Imitate verbal counting sequence not necessarily in order <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.1 Emerging to .2 Verbally counts (not always in the correct order)

EXPECTATION / INDICATOR	YT.M1.1.2.	Line up or organize objects <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
STANDARD / STRAND	IN.YT.M.	Mathematics (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	YT.M1.2.	Demonstrate understanding of written numerals
EXPECTATION / INDICATOR	YT.M1.2.1.	Identify numerals as different from letters or other symbols <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.1 Emerging to 20c.2 Recognizes and names a few numerals
STANDARD / STRAND	IN.YT.M.	Mathematics (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	YT.M1.3.	Recognition of number relations
EXPECTATION / INDICATOR	YT.M1.3.1.	Identify which is more <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
EXPECTATION / INDICATOR	YT.M1.3.2.	Begin to develop the concepts of more and less <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
EXPECTATION / INDICATOR	YT.M1.3.3.	Give all objects when asked <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

EXPECTATION / INDICATOR	YT.M1.3.4.	Separate a whole quantity of something into parts <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
STANDARD / STRAND	IN.YT.M.	Mathematics (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematic structure and patterning.
INDICATOR / STANDARD	YT.M2.1.	Exhibit understanding of mathematic structure
EXPECTATION / INDICATOR	YT.M2.1.1.	Take away objects or combine groups when asked <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
EXPECTATION / INDICATOR	YT.M2.1.2.	Attend to a new object in a group of objects <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
STANDARD / STRAND	IN.YT.M.	Mathematics (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematic structure and patterning.
INDICATOR / STANDARD	YT.M2.2.	Demonstrate awareness of patterning
EXPECTATION / INDICATOR	YT.M2.2.1.	Follow along and imitate patterns of sounds and movement <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
EXPECTATION / INDICATOR	YT.M2.2.2.	Clap or move to a beat <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
STANDARD / STRAND	IN.YT.M.	Mathematics (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	YT.M3.	Data Analysis - Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.
INDICATOR / STANDARD	YT.M3.1.	Demonstrate understanding of classifying
EXPECTATION / INDICATOR	YT.M3.1.1.	Identify attributes of objects with adult support <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
STANDARD / STRAND	IN.YT.M.	Mathematics (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	YT.M4.1.	Understanding of spatial relationships
EXPECTATION / INDICATOR	YT.M4.1.1.	Begin to combine shapes to make new shapes <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
EXPECTATION / INDICATOR	YT.M4.1.2.	Hide behind or between objects for play <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
STANDARD / STRAND	IN.YT.M.	Mathematics (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	YT.M4.2.	Exhibit ability to identify, describe, analyze, compare, and create shapes
EXPECTATION / INDICATOR	YT.M4.2.1.	Match identical simple shapes <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
STANDARD / STRAND	IN.YT.M.	Mathematics (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	YT.M5.1.	Understand concept of time

EXPECTATION / INDICATOR	YT.M5.1.1.	Follow a daily schedule <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.1 Emerging to 22b.2 Knows usual sequence of basic daily events
STANDARD / STRAND	IN.YT.M.	Mathematics (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	YT.M5.2.	Understand measurement through description and comparison
EXPECTATION / INDICATOR	YT.M5.2.1.	Use any basic measurement word or gesture to express measurable attributes, such as big/little, hot/cold <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
STANDARD / STRAND	IN.YT.SE.	Social Emotional Skills (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SE1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	YT.SE1.1.	Demonstrate self-awareness and confidence
EXPECTATION / INDICATOR	YT.SE1.1.1.	Identify image of self <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs
EXPECTATION / INDICATOR	YT.SE1.1.2.	Say own name <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
EXPECTATION / INDICATOR	YT.SE1.1.3.	Show knowledge of own abilities <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STANDARD / STRAND	IN.YT.SE.	Social Emotional Skills (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SE1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	YT.SE1.2.	Demonstrate identification and expression of emotions

EXPECTATION / INDICATOR	YT.SE1.2.1.	Communicate feelings and emotions <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict
EXPECTATION / INDICATOR	YT.SE1.2.2.	Express emotion toward a familiar person <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXPECTATION / INDICATOR	YT.SE1.2.3.	Imitate comforting behaviors of caregivers <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.3 Emerging to 2b.4 Demonstrates concern about the feelings of others
EXPECTATION / INDICATOR	YT.SE1.2.4.	Use sounds, gestures, and actions to express feelings <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STANDARD / STRAND	IN.YT.SE.	Social Emotional Skills (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SE2.	Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.
INDICATOR / STANDARD	YT.SE2.1.	Demonstrate self control
EXPECTATION / INDICATOR	YT.SE2.1.1.	Follow simple routines with adult support <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
EXPECTATION / INDICATOR	YT.SE2.1.2.	Self-soothe with minimal adult support <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person

EXPECTATION / INDICATOR	YT.SE2.1.3.	Demonstrate the beginnings of impulse control with adult support <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STANDARD / STRAND	IN.YT.SE.	Social Emotional Skills (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SE3.	Conflict Resolution - Early learners develop foundational skills that support conflict resolution.
INDICATOR / STANDARD	YT.SE3.1.	Demonstrate conflict resolution
EXPECTATION / INDICATOR	YT.SE3.1.1.	Engage in conflict with peers regarding possession of items <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict
EXPECTATION / INDICATOR	YT.SE3.1.2.	Imitate how others solve conflicts <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.3 Emerging to 3b.4 Seeks adult help to resolve social problems
EXPECTATION / INDICATOR	YT.SE3.1.3.	Experiment with trial and error approaches to solve simple problems and conflicts <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.3 Emerging to 3b.4 Seeks adult help to resolve social problems
STANDARD / STRAND	IN.YT.SE.	Social Emotional Skills (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SE4.	Building Relationships - Early learners develop foundational skills that support social development and engagement with others.
INDICATOR / STANDARD	YT.SE4.1.	Demonstrate relationship skills
EXPECTATION / INDICATOR	YT.SE4.1.1.	Engage in social interactions with familiar adults <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

EXPECTATION / INDICATOR	YT.SE4.1.2.	Show feelings of security with familiar adults <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXPECTATION / INDICATOR	YT.SE4.1.3.	Seek adult assistance with challenges, but may refuse help and may say no <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXPECTATION / INDICATOR	YT.SE4.1.4.	Use social referencing when encountering new experiences <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXPECTATION / INDICATOR	YT.SE4.1.5.	Observe friendship skills in the environments <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.1 Emerging to 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
EXPECTATION / INDICATOR	YT.SE4.1.6.	Engage in solitary play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	YT.SE4.1.7.	Begin to exhibit skills in parallel play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STANDARD / STRAND	IN.YT.APL.	Approaches to Play and Learning (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	YT.APL1.1.	Demonstrate initiative and self-direction

EXPECTATION / INDICATOR	YT.APL1.1.1.	Show interest in what others are doing <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	YT.APL1.1.2.	Select desired object from several options No Correlations
EXPECTATION / INDICATOR	YT.APL1.1.3.	Begin to show curiosity/interest in new objects, experiences, and people <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
STANDARD / STRAND	IN.YT.APL.	Approaches to Play and Learning (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	YT.APL1.2.	Demonstrate interest and curiosity as a learner
EXPECTATION / INDICATOR	YT.APL1.2.1.	Ask questions about familiar objects, people, and experiences <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
EXPECTATION / INDICATOR	YT.APL1.2.2.	Begin to show curiosity and interest in new objects, experiences, and people <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
EXPECTATION / INDICATOR	YT.APL1.2.3.	Explore and manipulate familiar objects in the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
STANDARD / STRAND	IN.YT.APL.	Approaches to Play and Learning (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	YT.APL2.	Flexible Thinking - Early learners develop foundational skills that support flexible thinking and social interactions during play.
INDICATOR / STANDARD	YT.APL2.1.	Demonstrate development of flexible thinking skills during play
EXPECTATION / INDICATOR	YT.APL2.1.1.	Use objects for real or imagined purposes <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
STANDARD / STRAND	IN.YT.APL.	Approaches to Play and Learning (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.APL3.	Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.
INDICATOR / STANDARD	YT.APL3.1.	Demonstrate development of sustained attention and persistence
EXPECTATION / INDICATOR	YT.APL3.1.1.	Jointly attend to books for several minutes <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
EXPECTATION / INDICATOR	YT.APL3.1.2.	Engage and persist with an activity, toy, or object, but is easily distracted <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
EXPECTATION / INDICATOR	YT.APL3.1.3.	Engage for longer periods of time when trying to work through tasks <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
STANDARD / STRAND	IN.YT.APL.	Approaches to Play and Learning (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.APL4.	Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.
INDICATOR / STANDARD	YT.APL4.1.	Demonstrate development of social interactions during play
EXPECTATION / INDICATOR	YT.APL4.1.1.	Engage in solitary play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions

EXPECTATION / INDICATOR	YT.APL4.1.2.	Begin to exhibit skills in parallel play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	YT.APL4.1.3.	Show preference for certain peers over time although these preferences may shift <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.1 Emerging to 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
STANDARD / STRAND	IN.YT.SC.	Science (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	YT.SC1.1.	Demonstrate ability to explore objects in the physical world
EXPECTATION / INDICATOR	YT.SC1.1.1.	Notice and react to cause and effect within the physical environment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
EXPECTATION / INDICATOR	YT.SC1.1.2.	Use tools to explore the physical environment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STANDARD / STRAND	IN.YT.SC.	Science (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	YT.SC1.2.	Demonstrate awareness of the physical properties of objects
EXPECTATION / INDICATOR	YT.SC1.2.1.	Begin to identify physical attributes of objects <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen

EXPECTATION / INDICATOR	YT.SC1.2.2.	Imitate the actions of others as they explore objects <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
EXPECTATION / INDICATOR	YT.SC1.2.3.	Copy patterns and rhythms with objects <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
STANDARD / STRAND	IN.YT.SC.	Science (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SC2.	Earth and Space Science - Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	YT.SC2.1.	Recognize the characteristics of Earth and sky
EXPECTATION / INDICATOR	YT.SC2.1.1.	Notice and gesture to different objects in the sky <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION / INDICATOR	YT.SC2.1.2.	Explore the natural environment <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	IN.YT.SC.	Science (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SC2.	Earth and Space Science - Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	YT.SC2.2.	Recognize seasonal and weather related changes
EXPECTATION / INDICATOR	YT.SC2.2.1.	Observe and investigate environment, nature, and climate/weather <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	IN.YT.SC.	Science (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.
INDICATOR / STANDARD	YT.SC3.1.	Demonstrate awareness of life

EXPECTATION / INDICATOR	YT.SC3.1.1.	Identify living organisms by name <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
EXPECTATION / INDICATOR	YT.SC3.1.2.	Name basic body parts <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
STANDARD / STRAND	IN.YT.SC.	Science (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SC4.	Engineering - Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.
INDICATOR / STANDARD	YT.SC4.1.	Demonstrate engineering design skills
EXPECTATION / INDICATOR	YT.SC4.1.1.	Test limits of the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
EXPECTATION / INDICATOR	YT.SC4.1.2.	Begin to construct and deconstruct using readily available materials <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
STANDARD / STRAND	IN.YT.SC.	Science (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SC5.	Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.
INDICATOR / STANDARD	YT.SC5.1.	Demonstrate scientific curiosity
EXPECTATION / INDICATOR	YT.SC5.1.1.	Demonstrate curiosity <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen

EXPECTATION / INDICATOR	YT.SC5.1.2.	Actively explore the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
EXPECTATION / INDICATOR	YT.SC5.1.3.	Solve problems using trial and error <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
STANDARD / STRAND	IN.YT.SS.	Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SS1.	Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.
INDICATOR / STANDARD	YT.SS1.1.	Demonstrate development of self
EXPECTATION / INDICATOR	YT.SS1.1.1.	Participate in celebrations and other cultural events if observed <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	YT.SS1.1.2.	Begin to demonstrate a sense of belonging to a group by engaging in parallel play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	YT.SS1.1.3.	Begin to notice differences in others <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	YT.SS1.1.4.	Use simple words to show recognition of family members and familiar adults <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
STANDARD / STRAND	IN.YT.SS.	Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	YT.SS2.1.	Demonstrate awareness of chronological thinking

EXPECTATION / INDICATOR	YT.SS2.1.1.	Adapt to changes in routine and/or schedule <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
EXPECTATION / INDICATOR	YT.SS2.1.2.	Anticipate events <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
STANDARD / STRAND	IN.YT.SS.	Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	YT.SS2.2.	Demonstrate awareness of historical knowledge
EXPECTATION / INDICATOR	YT.SS2.2.1.	Respond to stories about time and age <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
STANDARD / STRAND	IN.YT.SS.	Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	YT.SS2.3.	Demonstrate awareness of the foundations of government
EXPECTATION / INDICATOR	YT.SS2.3.1.	[Not included in this age range] No Correlations
STANDARD / STRAND	IN.YT.SS.	Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	YT.SS2.4.	Demonstrate awareness of the functions of government
EXPECTATION / INDICATOR	YT.SS2.4.1.	Begin to understand and follow basic guidance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
STANDARD / STRAND	IN.YT.SS.	Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	YT.SS3.1.	Demonstrate awareness of the world in spatial terms

EXPECTATION / INDICATOR	YT.SS3.1.1.	<p>Begin to respond to simple location terms</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)</p>
EXPECTATION / INDICATOR	YT.SS3.1.2.	<p>Use a variety of materials to represent familiar objects</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
STANDARD / STRAND	IN.YT.SS.	Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	YT.SS3.2.	Demonstrate awareness of places and regions
EXPECTATION / INDICATOR	YT.SS3.2.1.	<p>Recognize parts of surroundings</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
EXPECTATION / INDICATOR	YT.SS3.2.2.	<p>Look toward location where familiar objects are stored with the expectation of finding them</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
STANDARD / STRAND	IN.YT.SS.	Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	YT.SS3.3.	Demonstrate awareness of environment and society
EXPECTATION / INDICATOR	YT.SS3.3.1.	<p>Show interest in various aspects of the environment</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
STANDARD / STRAND	IN.YT.SS.	Social Studies (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	YT.SS4.	Economics - Early learners develop foundational skills in learning and understanding the functions of an economy.
INDICATOR / STANDARD	YT.SS4.1.	Demonstrate awareness of economics
EXPECTATION / INDICATOR	YT.SS4.1.1.	Communicate desire for objects and/or persons that are in the classroom or home <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
EXPECTATION / INDICATOR	YT.SS4.1.2.	Imitate familiar roles and routines <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
STANDARD / STRAND	IN.YT.SS.	Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SS5.	Citizenship - Early learners develop foundational skills in understanding the expected behavior as a citizen in a democratic society.
INDICATOR / STANDARD	YT.SS5.1.	Demonstrate awareness of citizenship
EXPECTATION / INDICATOR	YT.SS5.1.1.	Observe others carrying out routines and responsibilities and begin to imitate <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
EXPECTATION / INDICATOR	YT.SS5.1.2.	Make choices known <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STANDARD / STRAND	IN.YT.CA.	Creative Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.CA1.	Music - Early learners develop foundational skills that support creative expression through voice, instruments, and objects.
INDICATOR / STANDARD	YT.CA1.1.	Demonstrate creative music expression
EXPECTATION / INDICATOR	YT.CA1.1.1.	Respond to music by moving own body <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression

EXPECTATION / INDICATOR	YT.CA1.1.2.	Imitate sounds using voice or objects <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR	YT.CA1.1.3.	Sing along to familiar songs <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR	YT.CA1.1.4.	Make rhythmic patterns with objects <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
EXPECTATION / INDICATOR	YT.CA1.1.5.	Participate in diverse musical genres and styles <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD / STRAND	IN.YT.CA.	Creative Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.CA2.	Dance - Early learners develop foundational skills that support creative expression through movement.
INDICATOR / STANDARD	YT.CA2.1.	Demonstrate creative movement expression
EXPECTATION / INDICATOR	YT.CA2.1.1.	Use whole body to respond to music <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD / STRAND	IN.YT.CA.	Creative Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	YT.CA3.1.	Demonstrate creative expression through the visual art process
EXPECTATION / INDICATOR	YT.CA3.1.1.	Use simple art materials <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
EXPECTATION / INDICATOR	YT.CA3.1.2.	Express preferences for certain art materials <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	IN.YT.CA.	Creative Arts (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	YT.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	YT.CA3.2.	Demonstrate creative expression through visual art production
EXPECTATION / INDICATOR	YT.CA3.2.1.	Explore a variety of media <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	IN.YT.CA.	Creative Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	YT.CA3.3.	Demonstrate creative expression through art appreciation
EXPECTATION / INDICATOR	YT.CA3.3.1.	Express likes or dislikes of certain colors or patterns <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
EXPECTATION / INDICATOR	YT.CA3.3.2.	Look at pictures, photographs, and illustrations <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs
STANDARD / STRAND	IN.YT.CA.	Creative Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.CA4.	Dramatic Play - Early learners develop foundational skills that support creative expression through dramatic play.
INDICATOR / STANDARD	YT.CA4.1.	Demonstrate creative expression through dramatic play
EXPECTATION / INDICATOR	YT.CA4.1.1.	Engage in solitary play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	YT.CA4.1.2.	Begin to exhibit skills in parallel play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions

EXPECTATION / INDICATOR	YT.CA4.1.3.	Use objects as symbols for other things <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
EXPECTATION / INDICATOR	YT.CA4.1.4.	Demonstrate simple character/animal sounds with motions <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
STANDARD / STRAND	IN.YT.PHG.	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	YT.PHG1.1.	Demonstrate development of healthy practices
EXPECTATION / INDICATOR	YT.PHG1.1.1.	Participate with adult support in health and hygiene-related behaviors <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
EXPECTATION / INDICATOR	YT.PHG1.1.2.	Imitate personal health practices <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STANDARD / STRAND	IN.YT.PHG.	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	YT.PHG1.2.	Demonstrate development of safety practices
EXPECTATION / INDICATOR	YT.PHG1.2.1.	Demonstrate awareness of danger <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self

EXPECTATION / INDICATOR	YT.PHG1.2.2.	Respond to adult direction to change behavior in order to avoid danger or prevent injuries <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
STANDARD / STRAND	IN.YT.PHG.	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	YT.PHG1.3.	Demonstrate development of nutrition awareness
EXPECTATION / INDICATOR	YT.PHG1.3.1.	Express when hungry or full <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
EXPECTATION / INDICATOR	YT.PHG1.3.2.	Try new foods <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
EXPECTATION / INDICATOR	YT.PHG1.3.3.	Follow a regular eating routine <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
EXPECTATION / INDICATOR	YT.PHG1.3.4.	Feed self with some assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STANDARD / STRAND	IN.YT.PHG.	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	YT.PHG2.1.	Demonstrate how the five senses support processing information

EXPECTATION / INDICATOR	YT.PHG2.1.1.	Try a new action with a familiar object <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
STANDARD / STRAND	IN.YT.PHG.	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	YT.PHG2.2.	Demonstrate development of body awareness
EXPECTATION / INDICATOR	YT.PHG2.2.1.	Identify basic body parts <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
EXPECTATION / INDICATOR	YT.PHG2.2.2.	Use trial and error to discover how the body and objects move through space <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
EXPECTATION / INDICATOR	YT.PHG2.2.3.	Use simple movement skills to participate in active physical play <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STANDARD / STRAND	IN.YT.PHG.	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
INDICATOR / STANDARD	YT.PHG3.1.	Demonstrate development of fine and gross motor coordination
EXPECTATION / INDICATOR	YT.PHG3.1.1.	Gain control of hands and fingers <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects

EXPECTATION / INDICATOR	YT.PHG3.1.2.	<p>Begin to develop coordination and balance, requiring less support</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.4 Experiments with different ways of</p>
STANDARD / STRAND	IN.YT.PHG.	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
INDICATOR / STANDARD	YT.PHG3.2.	Demonstrate development of oral motor skills
EXPECTATION / INDICATOR	YT.PHG3.2.1.	<p>Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control</p> <p><u>No Correlations</u></p>
STANDARD / STRAND	IN.YT.PHG.	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.PHG4.	Personal Care - Early learners develop foundational skills that support the independent care of one's self.
INDICATOR / STANDARD	YT.PHG4.1.	Demonstrate increased independence in personal care routines
EXPECTATION / INDICATOR	YT.PHG4.1.1.	<p>Show interest in assisting with personal body care practices</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>
EXPECTATION / INDICATOR	YT.PHG4.1.2.	<p>Show interest in assisting with dressing and undressing self</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>
EXPECTATION / INDICATOR	YT.PHG4.1.3.	<p>Exhibit beginning awareness of toileting needs</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>

Indiana Early Learning Foundations

Ages 25 to 36 months; adopted 2015

STANDARD / STRAND	IN.OT.ELA.	English / Language Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	OT.ELA1.1.	Demonstrate receptive communication
EXPECTATION / INDICATOR	OT.ELA1.1.1.	<p>Demonstrate continual growth in understanding increasingly complex and varied vocabulary</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
EXPECTATION / INDICATOR	OT.ELA1.1.2.	<p>Respond to simple sentences, phrases, gestures and/or actions</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
EXPECTATION / INDICATOR	OT.ELA1.1.3.	<p>Follow simple one-step directions</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.4 Follows simple requests not accompanied by gestures</p>
STANDARD / STRAND	IN.OT.ELA.	English / Language Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	OT.ELA1.2.	Demonstrate expressive communication
EXPECTATION / INDICATOR	OT.ELA1.2.1.	<p>Demonstrate continual growth in increasingly varied and complex vocabulary</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects</p>

EXPECTATION / INDICATOR	OT.ELA1.2.2.	Use gestures and actions to communicate <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
EXPECTATION / INDICATOR	OT.ELA1.2.3.	Use simple phrases or simple sentences <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases
EXPECTATION / INDICATOR	OT.ELA1.2.4.	Talk about past, present, and future events <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.2 Makes simple statements about recent events and familiar people and objects that are not present
STANDARD / STRAND	IN.OT.ELA.	English / Language Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	OT.ELA1.3.	Demonstrate ability to engage in conversations
EXPECTATION / INDICATOR	OT.ELA1.3.1.	Take turns in a conversation <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
EXPECTATION / INDICATOR	OT.ELA1.3.2.	Respond to a request for clarification <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
STANDARD / STRAND	IN.OT.ELA.	English / Language Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	OT.ELA2.1.	Demonstrate awareness of the alphabet

EXPECTATION / INDICATOR	OT.ELA2.1.1.	Recognize and identify some frequently occurring letters in context <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name
EXPECTATION / INDICATOR	OT.ELA2.1.2.	Recognize symbols have meaning <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name
STANDARD / STRAND	IN.OT.ELA.	English / Language Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	OT.ELA2.2.	Demonstrate phonological awareness
EXPECTATION / INDICATOR	OT.ELA2.2.1.	Begin to engage in word and sound play with adults <u>GOLD® Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games
EXPECTATION / INDICATOR	OT.ELA2.2.2.	Distinguish between words that contain similar-sounding phonemes (pig-jig, cat-mat) <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.6 Decides whether two words rhyme
STANDARD / STRAND	IN.OT.ELA.	English / Language Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	OT.ELA2.3.	Demonstrate awareness and understanding of concepts of print
EXPECTATION / INDICATOR	OT.ELA2.3.1.	Recognize familiar books by cover <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

EXPECTATION / INDICATOR	OT.ELA2.3.2.	Recite parts of well-known stories, rhymes, and songs <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time
EXPECTATION / INDICATOR	OT.ELA2.3.3.	Hold books with two hands and turns pages <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
STANDARD / STRAND	IN.OT.ELA.	English / Language Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	OT.ELA2.4.	Demonstrate comprehension
EXPECTATION / INDICATOR	OT.ELA2.4.1.	Show preference for familiar stories and report phrases of the story <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time
EXPECTATION / INDICATOR	OT.ELA2.4.2.	Answer simple questions about a story <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
EXPECTATION / INDICATOR	OT.ELA2.4.3.	Tell a story from pictures in the book <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
STANDARD / STRAND	IN.OT.ELA.	English / Language Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.
INDICATOR / STANDARD	OT.ELA3.1.	Demonstrate mechanics of writing

EXPECTATION / INDICATOR	OT.ELA3.1.1.	Explore drawing, painting, and writing as a way of communicating <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
EXPECTATION / INDICATOR	OT.ELA3.1.2.	Make scribbles or shapes to convey meaning <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
EXPECTATION / INDICATOR	OT.ELA3.1.3.	Imitate simple lines and shapes <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
EXPECTATION / INDICATOR	OT.ELA3.1.4.	Experiment with a variety of writing tools, materials, and surfaces <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
STANDARD / STRAND	IN.OT.ELA.	English / Language Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.
INDICATOR / STANDARD	OT.ELA3.2.	Demonstrate ability to communicate a story
EXPECTATION / INDICATOR	OT.ELA3.2.1.	Draw pictures and scribble to generate and express ideas <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
EXPECTATION / INDICATOR	OT.ELA3.2.2.	Dictate a story for an adult to write <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message

STANDARD / STRAND	IN.OT.M.	Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	OT.M1.1.	Demonstrate strong sense of counting
EXPECTATION / INDICATOR	OT.M1.1.1.	Count the number sequence 1-5 <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
EXPECTATION / INDICATOR	OT.M1.1.2.	Begin to apply verbal counting sequence to objects in order to develop one-to-one correspondence <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
STANDARD / STRAND	IN.OT.M.	Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	OT.M1.2.	Demonstrate understanding of written numerals
EXPECTATION / INDICATOR	OT.M1.2.1.	Begin to recognize that number symbols indicate quantity <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.3 Emerging to 20c.4 Identifies numerals to 5 by name and connects each to counted objects
EXPECTATION / INDICATOR	OT.M1.2.2.	Begin to recognize different number symbols indicate different quantities <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.3 Emerging to 20c.4 Identifies numerals to 5 by name and connects each to counted objects
STANDARD / STRAND	IN.OT.M.	Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	OT.M1.3.	Recognition of number relations

EXPECTATION / INDICATOR	OT.M1.3.1.	<p>Visually identify sets of quantities of large differences (using terms more and/or fewer)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
EXPECTATION / INDICATOR	OT.M1.3.2.	<p>Begin to identify first and last</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
EXPECTATION / INDICATOR	OT.M1.3.3.	<p>Give some when asked</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
EXPECTATION / INDICATOR	OT.M1.3.4.	<p>Give the rest when asked</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
EXPECTATION / INDICATOR	OT.M1.3.5.	<p>Communicate that something is split in half</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
EXPECTATION / INDICATOR	OT.M1.3.6.	<p>Understand the basic concept of none</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>

STANDARD / STRAND	IN.OT.M.	Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematic structure and patterning.
INDICATOR / STANDARD	OT.M2.1.	Exhibit understanding of mathematic structure
EXPECTATION / INDICATOR	OT.M2.1.1.	Describe that something was taken away <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
EXPECTATION / INDICATOR	OT.M2.1.2.	Identify that an object has been added to a group <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
EXPECTATION / INDICATOR	OT.M2.1.3.	Begin to make reasonable estimates related to quantity <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
STANDARD / STRAND	IN.OT.M.	Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematic structure and patterning.
INDICATOR / STANDARD	OT.M2.2.	Demonstrate awareness of patterning
EXPECTATION / INDICATOR	OT.M2.2.1.	Recognize natural patterns in the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
EXPECTATION / INDICATOR	OT.M2.2.2.	Verbally or non-verbally predict what comes next when shown a simple ABAB pattern of concrete objects <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.3 Emerging to 23.4 Copies simple repeating patterns

EXPECTATION / INDICATOR	OT.M2.2.3.	Show greater recognition of daily routines <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events
STANDARD / STRAND	IN.OT.M.	Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.M3.	Data Analysis - Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.
INDICATOR / STANDARD	OT.M3.1.	Demonstrate understanding of classifying
EXPECTATION / INDICATOR	OT.M3.1.1.	Identify similarities and differences in objects <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
STANDARD / STRAND	IN.OT.M.	Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	OT.M4.1.	Understanding of spatial relationships
EXPECTATION / INDICATOR	OT.M4.1.1.	Complete basic shape interlocking puzzle with most pieces accurately in place with some assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
STANDARD / STRAND	IN.OT.M.	Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	OT.M4.2.	Exhibit ability to identify, describe, analyze, compare, and create shapes
EXPECTATION / INDICATOR	OT.M4.2.1.	Match similar shapes that are different sizes, and different orientation with a variety of two-dimensional shapes <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
STANDARD / STRAND	IN.OT.M.	Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	OT.M5.1.	Understand concept of time

EXPECTATION / INDICATOR	OT.M5.1.1.	Follow steps in a simple routine <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events
STANDARD / STRAND	IN.OT.M.	Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	OT.M5.2.	Understand measurement through description and comparison
EXPECTATION / INDICATOR	OT.M5.2.1.	Sort objects into two categories based on attributes <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
EXPECTATION / INDICATOR	OT.M5.2.2.	Explore measurement using non-standard tools <u>GOLD® Objectives for Development and Learning</u> • 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 / STRAND	IN.OT.SE.	Social Emotional Skills (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SE1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	OT.SE1.1.	Demonstrate self-awareness and confidence
EXPECTATION / INDICATOR	OT.SE1.1.1.	Use gestures and actions to reference self in conversation <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
EXPECTATION / INDICATOR	OT.SE1.1.2.	Demonstrate use of personal pronouns <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects

EXPECTATION / INDICATOR	OT.SE1.1.3.	Show sense of self satisfaction with own abilities and preferences <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	OT.SE1.1.4.	Begin to show independence by occasionally resisting adult control <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / STRAND	IN.OT.SE.	Social Emotional Skills (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SE1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	OT.SE1.2.	Demonstrate identification and expression of emotions
EXPECTATION / INDICATOR	OT.SE1.2.1.	Express both positive and negative feelings about participating in activities <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict
EXPECTATION / INDICATOR	OT.SE1.2.2.	Observe a peer’s emotion and approach a familiar adult to communicate concern <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
EXPECTATION / INDICATOR	OT.SE1.2.3.	Demonstrate empathy to another child <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
EXPECTATION / INDICATOR	OT.SE1.2.4.	Begin to use words to express feelings <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STANDARD / STRAND	IN.OT.SE.	Social Emotional Skills (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	OT.SE2.	Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.
INDICATOR / STANDARD	OT.SE2.1.	Demonstrate self control
EXPECTATION / INDICATOR	OT.SE2.1.1.	Follow simple routines with adult support <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION / INDICATOR	OT.SE2.1.2.	Self-soothe independently <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
EXPECTATION / INDICATOR	OT.SE2.1.3.	Regulate some impulses with adult support <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STANDARD / STRAND	IN.OT.SE.	Social Emotional Skills (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SE3.	Conflict Resolution - Early learners develop foundational skills that support conflict resolution.
INDICATOR / STANDARD	OT.SE3.1.	Demonstrate conflict resolution
EXPECTATION / INDICATOR	OT.SE3.1.1.	Engage in simple conflict resolution strategies with adult support <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
EXPECTATION / INDICATOR	OT.SE3.1.2.	Begin to use language skills instead of physical force to resolve conflicts <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
STANDARD / STRAND	IN.OT.SE.	Social Emotional Skills (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SE4.	Building Relationships - Early learners develop foundational skills that support social development and engagement with others.
INDICATOR / STANDARD	OT.SE4.1.	Demonstrate relationship skills

EXPECTATION / INDICATOR	OT.SE4.1.1.	Stay connected with familiar adults <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
EXPECTATION / INDICATOR	OT.SE4.1.2.	Separate from familiar adults in a familiar setting with minimal distress <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
EXPECTATION / INDICATOR	OT.SE4.1.3.	Ask for adult assistance when having difficulty in a social situation <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
EXPECTATION / INDICATOR	OT.SE4.1.4.	Imitate and model friendship skills <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
EXPECTATION / INDICATOR	OT.SE4.1.5.	Engage in parallel play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	OT.SE4.1.6.	Begin to exhibit skills in associative play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STANDARD / STRAND	IN.OT.APL.	Approaches to Play and Learning (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	OT.APL1.1.	Demonstrate initiative and self-direction

EXPECTATION / INDICATOR	OT.APL1.1.1.	At times, initiate a new task <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
EXPECTATION / INDICATOR	OT.APL1.1.2.	Verbally express a desire to complete task by self <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	OT.APL1.1.3.	Independently select and use materials <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / STRAND	IN.OT.APL.	Approaches to Play and Learning (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	OT.APL1.2.	Demonstrate interest and curiosity as a learner
EXPECTATION / INDICATOR	OT.APL1.2.1.	Ask questions about novel objects, people, and experiences <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
EXPECTATION / INDICATOR	OT.APL1.2.2.	Demonstrate enthusiasm for new learning (may be within familiar contexts) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
EXPECTATION / INDICATOR	OT.APL1.2.3.	Use active exploration to solve a problem <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
STANDARD / STRAND	IN.OT.APL.	Approaches to Play and Learning (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	OT.APL2.	Flexible Thinking - Early learners develop foundational skills that support flexible thinking and social interactions during play.
INDICATOR / STANDARD	OT.APL2.1.	Demonstrate development of flexible thinking skills during play
EXPECTATION / INDICATOR	OT.APL2.1.1.	Substitute one object for another in pretend play or pretend with objects that may or may not be present <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
EXPECTATION / INDICATOR	OT.APL2.1.2.	Show creativity, inventiveness, and flexibility in approach to play with adult guidance <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.3 Emerging to 11e.4 Uses creativity and imagination during play and routine tasks
STANDARD / STRAND	IN.OT.APL.	Approaches to Play and Learning (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.APL3.	Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.
INDICATOR / STANDARD	OT.APL3.1.	Demonstrate development of sustained attention and persistence
EXPECTATION / INDICATOR	OT.APL3.1.1.	Attend to a book for longer periods of time (jointly or independently) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
EXPECTATION / INDICATOR	OT.APL3.1.2.	Focus on an activity for short periods of time despite distractions <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
EXPECTATION / INDICATOR	OT.APL3.1.3.	Repeat an activity many times in order to master it, even if setbacks occur <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
STANDARD / STRAND	IN.OT.APL.	Approaches to Play and Learning (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	OT.APL4.	Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.
INDICATOR / STANDARD	OT.APL4.1.	Demonstrate development of social interactions during play
EXPECTATION / INDICATOR	OT.APL4.1.1.	Engage in parallel play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	OT.APL4.1.2.	Begin to exhibit skills in associative play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	OT.APL4.1.3.	Participate in play activities with a small group of children for short periods of time <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
STANDARD / STRAND	IN.OT.SC.	Science (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	OT.SC1.1.	Demonstrate ability to explore objects in the physical world
EXPECTATION / INDICATOR	OT.SC1.1.1.	Use simple words to describe sensory experiences, objects, and how objects move <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
EXPECTATION / INDICATOR	OT.SC1.1.2.	Identify and solve problems in the environment through active exploration <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STANDARD / STRAND	IN.OT.SC.	Science (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	OT.SC1.2.	Demonstrate awareness of the physical properties of objects

EXPECTATION / INDICATOR	OT.SC1.2.1.	Describe physical properties using simple words <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
STANDARD / STRAND	IN.OT.SC.	Science (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SC2.	Earth and Space Science - Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	OT.SC2.1.	Recognize the characteristics of Earth and sky
EXPECTATION / INDICATOR	OT.SC2.1.1.	Notice own shadow <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION / INDICATOR	OT.SC2.1.2.	Name objects in the sky <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION / INDICATOR	OT.SC2.1.3.	Use tools to explore various earth materials <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
STANDARD / STRAND	IN.OT.SC.	Science (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SC2.	Earth and Space Science - Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	OT.SC2.2.	Recognize seasonal and weather related changes
EXPECTATION / INDICATOR	OT.SC2.2.1.	Communicate awareness that the environment, weather, and seasons change <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION / INDICATOR	OT.SC2.2.2.	Name different kinds of weather <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	IN.OT.SC.	Science (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.
INDICATOR / STANDARD	OT.SC3.1.	Demonstrate awareness of life

EXPECTATION / INDICATOR	OT.SC3.1.1.	Name characteristics of living organisms <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / INDICATOR	OT.SC3.1.2.	Name more complex body parts <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living
STANDARD / STRAND	IN.OT.SC.	Science (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SC4.	Engineering - Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.
INDICATOR / STANDARD	OT.SC4.1.	Demonstrate engineering design skills
EXPECTATION / INDICATOR	OT.SC4.1.1.	Use tools to serve a purpose or solve a problem <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
EXPECTATION / INDICATOR	OT.SC4.1.2.	Notice whether the solution was successful <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
EXPECTATION / INDICATOR	OT.SC4.1.3.	Use complex motions to play with simple machines <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STANDARD / STRAND	IN.OT.SC.	Science (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SC5.	Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.
INDICATOR / STANDARD	OT.SC5.1.	Demonstrate scientific curiosity
EXPECTATION / INDICATOR	OT.SC5.1.1.	Demonstrate curiosity and ask for more information <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.5 Emerging to 11d.6 Shows eagerness to learn about a variety of topics and ideas

EXPECTATION / INDICATOR	OT.SC5.1.2.	Use tools to explore the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
STANDARD / STRAND	IN.OT.SS.	Social Studies (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SS1.	Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.
INDICATOR / STANDARD	OT.SS1.1.	Demonstrate development of self
EXPECTATION / INDICATOR	OT.SS1.1.1.	Participate in and imitate celebrations and other cultural events for family, peers, and community if observed <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	OT.SS1.1.2.	Begin to demonstrate a sense of belonging to a group by engaging in associative play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	OT.SS1.1.3.	Begin to gesture and ask simple questions regarding differences and/or similarities between self and others <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STANDARD / STRAND	IN.OT.SS.	Social Studies (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	OT.SS2.1.	Demonstrate awareness of chronological thinking
EXPECTATION / INDICATOR	OT.SS2.1.1.	Begin to recognize the sequence of events as part of a daily routine <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
STANDARD / STRAND	IN.OT.SS.	Social Studies (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	OT.SS2.2.	Demonstrate awareness of historical knowledge

EXPECTATION / INDICATOR	OT.SS2.2.1.	Begin to recall information from recent experiences <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
STANDARD / STRAND	IN.OT.SS.	Social Studies (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	OT.SS2.3.	Demonstrate awareness of the foundations of government
EXPECTATION / INDICATOR	OT.SS2.3.1.	Begin to recognize familiar aspects of community or cultural symbols <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	IN.OT.SS.	Social Studies (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	OT.SS2.4.	Demonstrate awareness of the functions of government
EXPECTATION / INDICATOR	OT.SS2.4.1.	Begin to demonstrate an understanding of rules <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	IN.OT.SS.	Social Studies (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	OT.SS3.1.	Demonstrate awareness of the world in spatial terms
EXPECTATION / INDICATOR	OT.SS3.1.1.	Begin to use simple location terms <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic
EXPECTATION / INDICATOR	OT.SS3.1.2.	Experiment with materials to represent objects in play <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
STANDARD / STRAND	IN.OT.SS.	Social Studies (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	OT.SS3.2.	Demonstrate awareness of places and regions

EXPECTATION / INDICATOR	OT.SS3.2.1.	Describe the characteristics of home and surroundings <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic
EXPECTATION / INDICATOR	OT.SS3.2.2.	Know the location of objects and places in familiar environments <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic
STANDARD / STRAND	IN.OT.SS.	Social Studies (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	OT.SS3.3.	Demonstrate awareness of environment and society
EXPECTATION / INDICATOR	OT.SS3.3.1.	Explore characteristics and ask questions about aspects of the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	IN.OT.SS.	Social Studies (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SS4.	Economics - Early learners develop foundational skills in learning and understanding the functions of an economy.
INDICATOR / STANDARD	OT.SS4.1.	Demonstrate awareness of economics
EXPECTATION / INDICATOR	OT.SS4.1.1.	Use props related to buying and selling items during play <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	OT.SS4.1.2.	Communicate wants and needs <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	OT.SS4.1.3.	Recognize various familiar workers in the community <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	OT.SS4.1.4.	Begin to role play different jobs <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	IN.OT.SS.	Social Studies (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	OT.SS5.	Citizenship - Early learners develop foundational skills in understanding the expected behavior as a citizen in a democratic society.
INDICATOR / STANDARD	OT.SS5.1.	Demonstrate awareness of citizenship
EXPECTATION / INDICATOR	OT.SS5.1.1.	Participate in simple routines with adult support <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION / INDICATOR	OT.SS5.1.2.	Identify preferences <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / STRAND	IN.OT.CA.	Creative Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.CA1.	Music - Early learners develop foundational skills that support creative expression through voice, instruments, and objects.
INDICATOR / STANDARD	OT.CA1.1.	Demonstrate creative music expression
EXPECTATION / INDICATOR	OT.CA1.1.1.	Respond to music by moving own body <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR	OT.CA1.1.2.	Experiment with vocalizations, sounds, and musical instruments <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR	OT.CA1.1.3.	Initiate singing a song repeatedly <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR	OT.CA1.1.4.	Produce rhythmic patterns to familiar songs <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR	OT.CA1.1.5.	Participate in diverse musical genres and styles <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD / STRAND	IN.OT.CA.	Creative Arts (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	OT.CA2.	Dance - Early learners develop foundational skills that support creative expression through movement.
INDICATOR / STANDARD	OT.CA2.1.	Demonstrate creative movement expression
EXPECTATION / INDICATOR	OT.CA2.1.1.	Use dance for self-expression <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD / STRAND	IN.OT.CA.	Creative Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	OT.CA3.1.	Demonstrate creative expression through the visual art process
EXPECTATION / INDICATOR	OT.CA3.1.1.	Enjoy repetition of materials and experiences <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	IN.OT.CA.	Creative Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	OT.CA3.2.	Demonstrate creative expression through visual art production
EXPECTATION / INDICATOR	OT.CA3.2.1.	Use a variety of media <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	IN.OT.CA.	Creative Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	OT.CA3.3.	Demonstrate creative expression through art appreciation
EXPECTATION / INDICATOR	OT.CA3.3.1.	Communicate preferences while looking at pictures, photographs, and illustrations <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
EXPECTATION / INDICATOR	OT.CA3.3.2.	Compare and contrast own creations and those of others <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	IN.OT.CA.	Creative Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.CA4.	Dramatic Play - Early learners develop foundational skills that support creative expression through dramatic play.
INDICATOR / STANDARD	OT.CA4.1.	Demonstrate creative expression through dramatic play

EXPECTATION / INDICATOR	OT.CA4.1.1.	Engage in parallel play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	OT.CA4.1.2.	Begin to exhibit skills in associative play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	OT.CA4.1.3.	Spontaneously pretend to take on the characteristics of a person, character, or animal <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION / INDICATOR	OT.CA4.1.4.	Express self through dramatic play <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD / STRAND	IN.OT.PHG.	Physical Health and Growth (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	OT.PHG1.1.	Demonstrate development of healthy practices
EXPECTATION / INDICATOR	OT.PHG1.1.1.	Practice health and hygiene-related behaviors with reminders <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	OT.PHG1.1.2.	Imitate an experience of participating in a doctor or dentist visit <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / STRAND	IN.OT.PHG.	Physical Health and Growth (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	OT.PHG1.2.	Demonstrate development of safety practices

EXPECTATION / INDICATOR	OT.PHG1.2.1.	Demonstrate awareness of danger <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	OT.PHG1.2.2.	Recall behaviors that prevent injuries <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	OT.PHG1.2.3.	Respond to adult guidance and direction regarding safety <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / STRAND	IN.OT.PHG.	Physical Health and Growth (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	OT.PHG1.3.	Demonstrate development of nutrition awareness
EXPECTATION / INDICATOR	OT.PHG1.3.1.	Express when hungry or full <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	OT.PHG1.3.2.	Make simple food choices depending on personal and cultural preference <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / INDICATOR	OT.PHG1.3.3.	Communicate about various characteristics of food <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

EXPECTATION / INDICATOR	OT.PHG1.3.4.	Feed self with minimal assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / STRAND	IN.OT.PHG.	Physical Health and Growth (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	OT.PHG2.1.	Demonstrate how the five senses support processing information
EXPECTATION / INDICATOR	OT.PHG2.1.1.	Test objects to determine their purpose <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STANDARD / STRAND	IN.OT.PHG.	Physical Health and Growth (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	OT.PHG2.2.	Demonstrate development of body awareness
EXPECTATION / INDICATOR	OT.PHG2.2.1.	Identify basic body parts <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / INDICATOR	OT.PHG2.2.2.	Demonstrate awareness of own body in space and in relationship to objects <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
EXPECTATION / INDICATOR	OT.PHG2.2.3.	Participate in active physical play and structured activities requiring spontaneous and instructed body movements <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STANDARD / STRAND	IN.OT.PHG.	Physical Health and Growth (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.

INDICATOR / STANDARD	OT.PHG3.1.	Demonstrate development of fine and gross motor coordination
EXPECTATION / INDICATOR	OT.PHG3.1.1.	Use hand-eye coordination to manipulate smaller objects with increasing control <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
EXPECTATION / INDICATOR	OT.PHG3.1.2.	Develop coordination and balance <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
EXPECTATION / INDICATOR	OT.PHG3.1.3.	Develop gross motor control for a range of physical activities <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
STANDARD / STRAND	IN.OT.PHG.	Physical Health and Growth (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
INDICATOR / STANDARD	OT.PHG3.2.	Demonstrate development of oral motor skills
EXPECTATION / INDICATOR	OT.PHG3.2.1.	Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control <u>No Correlations</u>
STANDARD / STRAND	IN.OT.PHG.	Physical Health and Growth (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.PHG4.	Personal Care - Early learners develop foundational skills that support the independent care of one's self.
INDICATOR / STANDARD	OT.PHG4.1.	Demonstrate increased independence in personal care routines
EXPECTATION / INDICATOR	OT.PHG4.1.1.	Participate with adult support in personal body care practices <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

EXPECTATION / INDICATOR	OT.PHG4.1.2.	<p>Participate with adult support in dressing and undressing self</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION / INDICATOR	OT.PHG4.1.3.	<p>Communicate toileting needs</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>

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