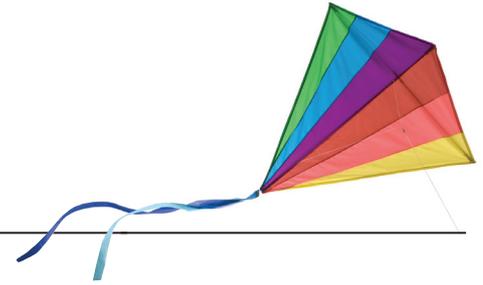




Alignment of



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Teaching Strategies GOLD®  
Objectives for Development & Learning:  
Birth *Through* Kindergarten

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WITH

**Alignment of the *Teaching Strategies GOLD*<sup>®</sup> Objectives for Development & Learning: Birth Through Kindergarten  
With  
Georgia's Pre-K Program Content Standards**

This document aligns the content in the *Georgia's Pre-K Program Content Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*<sup>®</sup> assessment system.

**References**

Georgia Department of Early Care and Learning. (2001). *Georgia's pre-k program content standards*. Atlanta, GA: Author. Retrieved April 30, 2013 from [http://dec.al.ga.gov/documents/attachments/content\\_standards\\_full.pdf](http://dec.al.ga.gov/documents/attachments/content_standards_full.pdf)

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD<sup>®</sup> objectives for development & learning: Birth through kindergarten*. Bethesda, MD: Teaching Strategies, LLC.

Language and Literacy Development	
<b>LD 1. Children will develop skills in listening for the purpose of comprehension</b>	
LD 1 a. Listens to and follows spoken directions	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
LD 1 b. Responds to questions	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
LD 1 c. Listens to recordings and shows understanding through body language or by interacting appropriately.	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
LD 1 d. Listens to stories read aloud and shows understanding through body language or by interacting appropriately	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
LD 1 e. Begins to distinguish fact from fiction in a read aloud text	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
LD 1 f. Makes predictions from pictures and titles	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
LD 1 g. Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story)	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult

<b>LD 2. Children will learn to discriminate the sounds of language (phonological awareness)</b>	
LD 2 a. Differentiates sounds that are the same and different	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way
LD 2 b. Repeats rhymes, poems and finger plays	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games  15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds
LD 2 c. Recognizes the same beginning sounds in different words (alliteration)	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
LD 2 d. Shows growing ability to hear and discriminate separate syllables in words	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
LD 2 e. Creates and invents words by substituting one sound for another	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 7 emerging to 8. Generates a group of rhyming words when given a word
<b>LD 3. Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books</b>	
LD 3 a. Increases vocabulary through everyday communication	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
LD 3 b. Uses new vocabulary words correctly within the context of play or other classroom experiences	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

LD 3 c. Connects new vocabulary with prior educational experiences	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
<b>LD 4. Children will develop and expand expressive language skills (speaking)</b>	
LD 4 a. Uses language for a variety of purposes	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
LD 4 b. Engages in conversations with adults and children	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
LD 4 c. Uses complete sentences of increasing length in conversation	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
LD 4 d. Uses language to pretend or create	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
<b>LD 5. Children will begin to develop age-appropriate strategies that will assist in reading</b>	
LD 5 a. Demonstrates an interest in books or stories	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
LD 5 b. Discusses books or stories read aloud	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
LD 5 c. Exhibits book-handling skills	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

<p>LD 5 d. Associates symbols with objects, concepts and functions</p>	<p>14. Uses symbols and images to represent something not present                      14a. Thinks symbolically                      6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
<p>LD 5 e. Recognizes that print represents spoken words</p>	<p>17. Demonstrates knowledge of print and its uses                      17b. Uses print concepts                      6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p>LD 5 f. Dramatizes, tells and retells poems and stories</p>	<p>18. Comprehends and responds to books and other texts                      18c. Retells stories                      4. Retells familiar stories using pictures or props as prompts                       36. Explores drama through actions and language</p>
<p>LD 5 g. Identifies some individual letters of the alphabet</p>	<p>16. Demonstrates knowledge of the alphabet                      16a. Identifies and names letters                      4. Recognizes as many as 10 letters, especially those in own name</p>
<p>LD 5 h. Shares books and engages in pretend-reading with other children</p>	<p>18. Comprehends and responds to books and other texts                      18b. Uses emergent reading skills                      6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p>
<p>LD 5 i. Recognizes books as a source of information</p>	<p>17. Demonstrates knowledge of print and its uses                      17a. Uses and appreciates books                      6. Knows some features of a book (title, author, illustrator); connects specific books to authors</p>
<p>LD 5 j. Connects information and events in books to real-life experiences</p>	<p>12. Remembers and connects experiences                      12b. Makes connections                      6. Draws on everyday experiences and applies this knowledge to a similar situation</p>

<p>LD 5 k. Participates in oral reading activities</p>	<p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                          6. Identifies story-related problems, events, and resolutions during conversations with an adult</p> <p>18. Comprehends and responds to books and other texts                      18b. Uses emergent reading skills                          6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p>
<p>LD 5 l. Recognizes that sentences are composed of separate words</p>	<p>17. Demonstrates knowledge of print and its uses                      17b. Uses print concepts                          6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p>LD 5 m. Uses pictures or symbols to identify concepts</p>	<p>18. Comprehends and responds to books and other texts                      18c. Retells stories                          4. Retells familiar stories using pictures or props as prompts</p>
<p><b>LD 6. Children will begin to develop age-appropriate writing skills</b></p>	
<p>LD 6 a. Experiments with a variety of writing tools, materials and surfaces</p>	<p>7. Demonstrates fine-motor strength and coordination                      7b. Uses writing and drawing tools                          6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>
<p>LD 6 b. Uses scribbles, shapes, pictures and letters, or other forms of writing                      Stages of writing:</p> <ul style="list-style-type: none"> <li>• Pictures</li> <li>• Scribbles (squiggle lines and shapes)</li> <li>• Letter-like forms</li> <li>• Copies letters/words from the environment</li> <li>• Uses letters to represent sounds in words</li> <li>• Labels objects in drawings</li> <li>• Connects words to form sentences</li> <li>• Creates a story with beginning, middle, and end</li> </ul>	<p>16. Demonstrates knowledge of the alphabet                      16b. Uses letter-sound knowledge                          4. Produces the correct sounds for 10–20 letters</p> <p>19. Demonstrates emergent writing skills                      19a. Writes name                          5. Partially accurate name</p> <p>19. Demonstrates emergent writing skills                      19b. Writes to convey meaning                          5. Early invented spelling</p>

LD 6 c. Understands that print is used to communicate ideas and information (writing for a purpose)	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
LD 6 d. Begins to dictate words, phrases, and sentences to an adult recording on paper	9. Uses language to express thoughts and needs 9d. Tells about another time or place 3 emerging to 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3 emerging to 4. Letter strings
LD 6 e. Uses left-to-right patterns	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
<b>Mathematics Development</b>	
<b>MD 1. Children will begin to develop an understanding of numbers</b>	
MD 1 a. Counts by rote	20. Uses number concepts and operations 20a. Counts 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
MD 1 b. Arranges sets of objects in one- to-one correspondence	20. Uses number concepts and operations 20b. Quantifies 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
MD 1 c. Counts objects using one-to-one correspondence	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object

<p>MD 1 d. Compares sets of objects using language</p>	<p>20. Uses number concepts and operations                  20b. Quantifies                      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</p> <p>22. Compares and measures                      4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>MD 1 e. Begins to understand concept of part and whole using real objects</p>	<p>20. Uses number concepts and operations                  20b. Quantifies                      5 emerging to 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</p>
<p>MD 1 f. Begins to identify ordinal numbers</p>	<p>22. Compares and measures                      3 emerging to 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>MD 1 g. Associates numeral name with set of objects</p>	<p>20. Uses number concepts and operations                  20c. Connects numerals with their quantities                      6. Identifies numerals to 10 by name and connects each to counted objects</p>
<p>MD 1 h. Begins to understand the concept of currency as a means of exchange</p>	<p>30. Shows basic understanding of people and how they live</p>
<p>MD 1 i. Begins to understand the concept of estimation</p>	<p>20. Uses number concepts and operations                  20b. Quantifies                      3 emerging to 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>
<p>MD 1 j. Begins to recognize numbers</p>	<p>20. Uses number concepts and operations                  20c. Connects numerals with their quantities                      5 emerging to 6. Identifies numerals to 10 by name and connects each to counted objects</p>

<b>MD 2. Children will create and duplicate simple patterns</b>	
MD 2 a. Copies a pattern using sounds or physical movements	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
MD 2 b. Recognizes and reproduces simple patterns of objects	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
MD 2 c. Reproduces and extends a pattern using objects	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
MD 2 d. Independently creates patterns using objects	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
MD 2 e. Spontaneously recognizes and identifies patterns in the environment	23. Demonstrates knowledge of patterns 5 emerging to 6. Extends and creates simple repeating patterns
<b>MD 3. Children will sort and classify objects</b>	
MD 3 a. Matches like objects	13. Uses classification skills 2. Matches similar objects
MD 3 b. Sorts objects using one characteristic	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
MD 3 c. Classifies objects using more than one characteristic	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
MD 3 d. Sorts and classifies objects using self-selected criteria	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
MD 3 e. Explains sorting or classifying strategy	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
MD 3 f. Participates in creating and using real and pictorial graphs or other simple representations of data	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols

<b>MD 4. Children will develop a sense of space and an understanding of basic geometric shapes</b>	
MD 4 a. Recognizes, describes and compares basic geometric shapes	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
MD 4 b. Uses classroom materials to create shapes	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 7 emerging to 8. Uses and makes simple sketches, models, or pictorial maps to locate objects
MD 4 c. Uses language to indicate where things are in space: positions, directions, distances, order	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
<b>MD 5. Children will learn how to use a variety of non-standard and standard means of measurement</b>	
MD 5 a. Associates and describes the passage of time with actual events	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
MD 5 b. Uses mathematical language to describe experiences involving measurement	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
MD 5 c. Measures the passage of time using non-standard or standard measures	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
MD 5 d. Measures the length of objects using non-standard or standard measures	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
MD 5 e. Measures the volume (capacity) of objects using non-standard or standard measures	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

MD 5 f. Measures and compares the weight of objects using non- standard or standard measures	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
MD 5 g. Orders two or more objects by size (seriation)	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
<b>Science Development</b>	
<b>SD 1. Children will use processes of science to actively explore and increase understanding of the environment</b>	
SD 1 a. Asks questions about objects, organisms, or events in environment	24. Uses scientific inquiry skills
SD 1 b. Uses senses to observe, classify, and learn about objects	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape  24. Uses scientific inquiry skills  26. Demonstrates knowledge of the physical properties of objects and materials
SD 1 c. Uses language to describe observation	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
SD 1 d. Uses simple equipment to experiment, observe, and increase understanding	28. Uses tools and other technology to perform tasks

SD 1 e. Records observations through dictating to an adult, drawing pictures, or using other forms of writing	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning 4. Letter strings</p> <p>24. Uses scientific inquiry skills</p> <p>27. Demonstrates knowledge of Earth's environment</p>
SD 1 f. Predicts what will happen next based on previous experience	<p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p> <p>12. Remembers and connects experiences</p> <p>12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
<b>SD 2. Children will acquire scientific knowledge related to life science</b>	
SD 2 a. Observes, explores, and describes a wide variety of animals and plants	25. Demonstrates knowledge of the characteristics of living things
SD 2 b. Recognizes there are basic requirements for all common life forms	25. Demonstrates knowledge of the characteristics of living things
SD 2 c. Observes, explores, and describes a variety of living and non-living objects	<p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
SD 2 d. Understands that plants and animals have varying life cycles	25. Demonstrates knowledge of the characteristics of living things
SD 2 e. Participates in activities related to preserving the environment	27. Demonstrates knowledge of Earth's environment

<b>SD 3. Children will acquire scientific knowledge related to physical science</b>	
SD 3 a. Investigates and describes the states of matter	26. Demonstrates knowledge of the physical properties of objects and materials
SD 3 b. Describes objects by their physical properties	26. Demonstrates knowledge of the physical properties of objects and materials
SD 3 c. Explores simple machines	28. Uses tools and other technology to perform tasks
SD 3 d. Investigates different types/speeds of motion	26. Demonstrates knowledge of the physical properties of objects and materials
<b>SD 4. Children will acquire scientific knowledge related to earth science</b>	
SD 4 a. Investigates, compares, and contrasts seasonal changes in the immediate environment	27. Demonstrates knowledge of Earth's environment
SD 4 b. Discovers through observations that weather can change from day to day	27. Demonstrates knowledge of Earth's environment
SD 4 c. Participates in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars)	27. Demonstrates knowledge of Earth's environment

<b>Social Studies Development</b>	
<b>SS 1. Children will develop an appreciation of his/her role as a member of the family, the classroom, and the community</b>	
SS 1 a. Begins to understand family structures and roles	29. Demonstrates knowledge about self
SS 1 b. Participates in classroom jobs and contributes to the classroom community	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
SS 1 c. Becomes aware of the roles, responsibilities and services provided by community workers	30. Shows basic understanding of people and how they live
SS 1 d. Becomes aware of family and community celebrations and events	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
<b>SS 2. Children will develop a respect for differences in people</b>	
SS 2 a. Identifies similarities and differences among people	30. Shows basic understanding of people and how they live
SS 2 b. Demonstrates an emerging awareness and respect for culture and ethnicity	30. Shows basic understanding of people and how they live
SS 2 c. Demonstrates emerging awareness and respect for abilities	30. Shows basic understanding of people and how they live
<b>SS 3. Children will express beginning geographic thinking</b>	
SS 3 a. Identifies common features in the home and school environment	32. Demonstrates simple geographic knowledge
SS 3 b. Creates simple representations of home, school, or community	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

SS 3 c. Uses and responds to words to indicate directionality, position, and size	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance  32. Demonstrates simple geographic knowledge
SS 3 d. Develops awareness of the community, city, and state in which he/she lives	29. Demonstrates knowledge about self  32. Demonstrates simple geographic knowledge
SS 3 e. Recognizes characteristics of other geographic regions and cultures	32. Demonstrates simple geographic knowledge
<b>Social and Emotional Development</b>	
<b>SE 1. Children will develop confidence and positive self-awareness</b>	
SE 1 a. Demonstrates knowledge of personal information	29. Demonstrates knowledge about self
SE 1 b. Recognizes self as a unique individual and becomes aware of the uniqueness of others	29. Demonstrates knowledge about self  30. Shows basic understanding of people and how they live
SE 1 c. Demonstrates confidence in his/her range of abilities and expresses pride in accomplishments	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
SE 1 d. Develops personal preferences	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs  29. Demonstrates knowledge about self
<b>SE 2. Children will develop curiosity, initiative, self-direction and persistence</b>	
SE 2 a. Shows interest in learning new concepts and trying new experiences	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

SE 2 b. Initiates interaction with others	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
SE 2 c. Demonstrates self-direction in use of materials	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
SE 2 d. Develops independence during activities, routines, play	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
SE 2 e. Sustains attention to a task or activity appropriate for age	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
<b>SE 3. Children will increase the capacity for self-control</b>	
SE 3 a. Helps to establish classroom rules and routines	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
SE 3 b. Follows rules and routines within the learning environment	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
SE 3 c. Uses classroom materials purposefully and respectfully	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
SE 3 d. Manages transitions and adapts to changes in routine	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

SE 3 e. Expresses feelings through appropriate gestures, actions and language	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
<b>SE 4. Children will develop interpersonal and social skills for relating with other members of the learning community</b>	
SE 4 a. Interacts appropriately with peers and familiar adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults  2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
SE 4 b. Begins to recognize the needs and rights of others	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
SE 4 c. Shows empathy and understanding to others	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
SE 4 d. Participates successfully as a member of a group	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
SE 4 e. Participates in resolving conflicts and disagreements with others	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems

<b>Health and Physical Development</b>	
<b>HPD 1. Children will participate in a variety of gross-motor activities to develop control, balance, strength and coordination</b>	
HPD 1 a. Develops coordination and balance	<ul style="list-style-type: none"> <li>5. Demonstrates balancing skills</li> <li>8. Sustains balance during complex movement experiences</li> </ul>
HPD 1 b. Coordinates movements to perform tasks	<ul style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>6. Moves purposefully from place to place with control</li> <li>5. Demonstrates balancing skills</li> <li>6. Sustains balance during simple movement experiences</li> <li>6. Demonstrates gross-motor manipulative skills</li> <li>6. Manipulates balls or similar objects with flexible body movements</li> </ul>
HPD 1 c. Participates in a variety of indoor and outdoor activities that increase strength, endurance, and flexibility	<ul style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>8. Coordinates complex movements in play and games</li> <li>5. Demonstrates balancing skills</li> <li>6. Sustains balance during simple movement experiences</li> <li>6. Demonstrates gross-motor manipulative skills</li> <li>6. Manipulates balls or similar objects with flexible body movements</li> </ul>
<b>HPD 2. Children will participate in activities that foster fine motor development</b>	
HPD 2 a. Performs fine-motor tasks that require small-muscle strength and control	<ul style="list-style-type: none"> <li>7. Demonstrates fine-motor strength and coordination</li> <li>7a. Uses fingers and hands</li> <li>6. Uses refined wrist and finger movements</li> <li>7. Demonstrates fine-motor strength and coordination</li> <li>7b. Uses writing and drawing tools</li> <li>6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</li> </ul>

<p>HPD 2 b. Uses eye-hand coordination to perform fine-motor tasks</p>	<p>7. Demonstrates fine-motor strength and coordination                      7a. Uses fingers and hands                      6. Uses refined wrist and finger movements</p>
<p>HPD 2 c. Exhibits manual coordination</p>	<p>7. Demonstrates fine-motor strength and coordination                      7a. Uses fingers and hands                      6. Uses refined wrist and finger movements</p>
<p><b>HPD 3. Children understand healthy and safe living practices</b></p>	
<p>HPD 3 a. Participates in activities related to health and personal care routine</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      6. Demonstrates confidence in meeting own needs</p>
<p>HPD 3 b. Participates in activities related to nutrition</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      8. Takes responsibility for own well-being</p>
<p>HPD 3 c. Discusses and utilizes appropriate safety procedures</p>	<p>1. Regulates own emotions and behaviors                      1b. Follows limits and expectations                      6. Manages classroom rules, routines, and transitions with occasional reminders</p>

Creative Development	
<b>CD 1. Children will explore and use a variety of materials to develop artistic expression</b>	
CD 1 a. Experiments with a variety of materials and activities for sensory experience and exploration	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
CD 1 b. Uses materials to create original work and for self-expression	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 33. Explores the visual arts
CD 1 c. Shares details about personal creations (paintings, drawings, 3-D sculptures, block structures)	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 33. Explores the visual arts
CD 1 d. Expresses interest in and shows appreciation for the creative work of others	30. Shows basic understanding of people and how they live 33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts

<b>CD 2. Children will participate in music and movement activities</b>	
CD 2 a. Uses music and movement to express thoughts, feelings, and energy	34. Explores musical concepts and expression 35. Explores dance and movement concepts
CD 2 b. Participates in group singing or other musical activities	34. Explores musical concepts and expression
CD 2 c. Participates in creative movement and dance	35. Explores dance and movement concepts
CD 2 d. Explores various music types, musical instruments, and music from various cultures	34. Explores musical concepts and expression
<b>CD 3. Children will use drama to express individuality</b>	
CD 3 a. Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else 36. Explores drama through actions and language
CD 3 b. Recreates a story or poem through drama	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters 36. Explores drama through actions and language
CD 3 c. Participates in activities using symbolic materials and gestures to represent real objects and situations	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else 36. Explores drama through actions and language