



Alignment of



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

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WITH

**Alignment of the *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds*  
With  
*Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten***

This document aligns the standards and indicators in the *Virginia Foundation Blocks for Early Learning Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

**References**

Office of Elementary Instructional Services, Virginia Department of Education. (2007). *Virginia foundation blocks for early learning standards*. Richmond, VA: Virginia Department of Education. Retrieved April 8, 2010 from [http://www.doe.virginia.gov/instruction/early\\_childhood/preschool\\_initiative/foundationblocks.pdf](http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf)

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<i>Virginia's Foundation Blocks for Early Learning: Comprehensive Standards and Indicators for Four-Year-Olds</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
<b>Literacy Foundation Blocks</b>	
<b>Literacy Foundation Block 1: Oral Expression</b> <b>The child will develop listening and speaking skills by communicating experiences and ideas through oral expression.</b>	
a) Listen with increasing attention to spoken language, conversations, and stories read aloud	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
b) Correctly identify characters, objects, and actions in a picture book, as well as stories read aloud, and begin to comment about each	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
c) Make predictions about what might happen in a story	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
d) Use two words to ask and answer questions that include actions	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
e) Use appropriate language for a variety of purposes, e.g., ask questions, express needs, get information	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences  10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
f) Engage in turn taking exchanges and rules of polite conversation with adults and peers	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
g) Listen attentively to stories in a whole-class setting	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>Literacy Foundation Block 2: Vocabulary</b> <b>The child will develop an understanding of words and word meanings through the use of appropriate vocabulary.</b>	
a) Use single words to label objects	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) Listen with increasing understanding to conversations and directions	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
c) Follow simple, one-step oral directions	8. Listens and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
d) Engage in turn taking exchanges with adults and peers	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
e) Use new vocabulary with increasing frequency to express and describe feelings and ideas	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
f) Expose children to a wide-variety of experiences to build vocabulary	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>Literacy Foundation Block 3: Phonological Awareness</b> <b>The child will manipulate the various units of sounds in words.</b>	
a) Discriminate similarities and differences in sounds (environmental, letter)	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously  15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
b) Identify words that rhyme, generate simple rhymes	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously

c) Successfully detect beginning sounds in words	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way
d) Listen to multi-syllable 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
<b>Literacy Foundation Block 4: Letter Knowledge and Early Word Recognition</b> <b>The child will demonstrate basic knowledge of the alphabetic principle.</b>	
a) Correctly identify 10-18 alphabet (uppercase) letters by name in random order	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
b) Select a letter to represent a sound (8-10 letters)	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 3 emerging to 4. Produces the correct sounds for 10–20 letters)
c) Correctly provide the most common sound for 5-8 letters	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 3 emerging to 4. Produces the correct sounds for 10–20 letters)
d) Read simple/familiar high-frequency words, including his or her name	18. Comprehends and responds to books and other text 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
e) Notice letters around him/her in familiar, everyday life, and ask how to spell words, names or titles	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
<b>Literacy Foundation Block 5: Print and Book Awareness</b> <b>The child will demonstrate knowledge of print concepts.</b>	
a) Identify the front of a book	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

b) Identify the location of the title of a book	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
c) Identify where reading begins on a page (first word or group of words)	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
d) Demonstrate directionality of reading left to right on a page	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
e) Identify part of the book that “tells the story” (print as opposed to pictures)	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
f) Turn pages one at a time from the front to the back of a book	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
<b>Literacy Foundation Block 6: Written Expression</b> <b>The child will write using a variety of materials.</b>	
a) Distinguish print from pictures	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
b) Copy or write letters using various materials	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
c) Print first name independently	19. Demonstrates emergent writing skills 19a. Writes name 6. Accurate name
d) Print 5 - 8 letters with a writing tool	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  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings

e) Copy 3 - 5 letter words	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
f) Use inventive spellings to convey messages or tell story	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Early invented spelling
<b>Mathematics Foundation Blocks</b>	
<b>Mathematics Foundation Block 1: Number and Number Sense</b> <b>The child will count with understanding, and use numbers to tell how many, describe order, and compare.</b>	
a) Count objects to 20 or more	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
b) Count a group (set/collection) of three to five objects by touching each object as it is counted and saying the correct number (one-to-one correspondence)	20. Uses number concepts and operations 20b. Quantifies 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
c) Count the items in a collection of one to five items and know the last counting word tells “how many”	20. Uses number concepts and operations 20c. Connects numbers with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
d) Compare two groups (sets/collections) of matched objects (less than five) and describe the groups using the terms more, fewer, or same	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
<b>Mathematics Foundation Block 2: Computation</b> <b>The child will recognize change in groups (sets/collections).</b>	
a) Describe changes in groups (sets/collections) by using more when groups of objects (sets) are combined (added together)	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

b) Describe changes in groups (sets/collections) by using fewer when groups of objects (sets) are separated (taken away)	20. Uses number 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
<b>Mathematics Foundation Block 3: Measurement</b> <b>The child will identify and compare the attributes of length, capacity, weight, time, and temperature.</b>	
a) Recognize attributes of length by using the terms longer or shorter when comparing two objects	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) Know the correct names for the standard tools used for telling time and temperature; and measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales)	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
c) Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items  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
d) Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, night, day	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items  31. Explores change related to familiar people or places



<p><b>Mathematics Foundation Block 4: Geometry</b>  <b>The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their position in relation to him/herself and to other objects.</b></p>	
<p>a) Match and sort shapes (circle, triangle, rectangle, and square)</p>	<p>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</p> <p>21. Explores and describes spatial relationships and shapes  21b. Understands shapes  4. Identifies a few basic shapes (circle, square, triangle)</p>
<p>b) Describe how shapes are similar and different</p>	<p>21. Explores and describes spatial relationships and shapes  21b. Understands shapes  6. Describes basic two- and three dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
<p>c) Recognize shapes (circle, triangle, rectangle, and square) by pointing to the appropriate figure when the teacher names the shape</p>	<p>21. Explores and describes spatial relationships and shapes  21b. Understands shapes  6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
<p>d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom</p>	<p>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</p>
<p><b>Mathematics Foundation Block 5: Data Collection and Statistics</b>  <b>The child will participate in the data gathering process in order to answer questions of interest.</b></p>	
<p>a) Collect information to answer questions of interest to children</p>	<p>11. Demonstrates positive approaches to learning  11d. Shows curiosity and motivation  8. Uses a variety of resources to find answers to questions</p>
<p>b) Use descriptive language to compare data in objects and picture graphs by identifying which is more, fewer, or the same</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>

<b>Mathematics Foundation Block 6: Patterns and Relationships</b> <b>The child will identify simple patterns of concrete objects, and use them to recognize relationships.</b>	
a) Sort and classify objects according to one or two attributes (color, size, shape, and texture)	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
<b>Science Foundation Blocks</b>	
<b>Science Foundation Block 1: Scientific Investigation, Reasoning, and Logic</b> <b>The child will make observations, separate objects into groups based on similar attributes, compare lengths and mass, and develop questions based upon observation using the five senses.</b>	
a) Identify basic properties of objects by direct observation	26. Demonstrates knowledge of the physical properties of objects and materials
b) Describe objects using pictures and words	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
c) Sequence objects according to size	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
d) Separate a set of objects into two groups based on one physical attribute	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
e) Compare the length and mass of different objects	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
f) Identify the body parts that correspond with each of the five senses	25. Demonstrates knowledge of the characteristics of living things
<b>Science Foundation Block 2: Force, Motion and Energy</b> <b>The child will describe and categorize properties of materials using magnets.</b>	
a) Describe the effects magnets have on other objects; they stick to some but not to others. Introduce the words “attracted to” and “not attracted to”	26. Demonstrates knowledge of the physical properties of objects and materials

b) Describe the effects magnets have on other magnets; they stick together or push apart	26. Demonstrates knowledge of the physical properties of objects and materials
<b>Science Foundation Block 3: Matter</b> <b>The child will develop language to describe an object's position, movement and physical properties. The child will also describe properties of water.</b>	
a) Identify colors (red, orange, yellow, green, blue, purple) and white and black	26. Demonstrates knowledge of the physical properties of objects and materials
b) Identify shapes (circle, triangle, square, and rectangle) of an object	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  21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
c) Identify textures (rough/smooth) and feel (hard/soft)	26. Demonstrates knowledge of the physical properties of objects and materials
d) Describe relative size and weight (big/ little, large/small, heavy/light, wide/thin, long/short)	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
e) Describe position (over/under, in/out, above/below) and speed (fast/slow)	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
f) Recognize water in its three forms (solid, liquid, gas)	26. Demonstrates knowledge of the physical properties of objects and materials
<b>Science Foundation Block 4: Life Processes</b> <b>The child will compare the growth of a person to the growth of a plant and an animal and be able to describe basic life processes and basic needs of each.</b>	
a) Describe what living things need to live and grow (food, water, and air)	25. Demonstrates knowledge of the characteristics of living things
b) Recognize that "baby" plants and animals are similar but not identical to their parents and to one another	25. Demonstrates knowledge of the characteristics of living things
<b>Science Foundation Block 5: Interrelationships in Earth/Space Systems</b> <b>The child will be able to create a shadow.</b>	
a) Create a shadow and describe how it was created	24. Uses scientific inquiry skills

<b>Science Foundation Block 6: Earth Patterns, Cycles and Change</b>	
<b>The child will identify simple patterns in his/her daily life. The child will identify things that change over time.</b>	
a) Make daily weather observations	27. Demonstrates knowledge of Earth's environment
b) Observe and classify the shapes and forms of many common natural objects including seeds, cones, and leaves	27. Demonstrates knowledge of Earth's environment
c) Recognize the order or stages of animal and plant growth	25. Demonstrates knowledge of the characteristics of living things
d) Describe home and school routines	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
<b>Science Foundation Block 7: Resources</b>	
<b>The child will practice reusing, recycling and conserving energy on a daily basis.</b>	
a) Recognize that some objects can be recycled	27. Demonstrates knowledge of Earth's environment
b) Recognize that some objects can be reused	27. Demonstrates knowledge of Earth's environment
c) Identify ways that energy can be conserved	27. Demonstrates knowledge of Earth's environment
<b>History and Social Science Foundation Blocks</b>	
<b>History and Social Science Foundation Block 1: History/Similarities and Differences</b>	
<b>The child will identify ways in which people are alike and different.</b>	
a) Recognize ways in which people are alike and different	30. Shows basic understanding of people and how they live
b) Describe his/her own unique characteristics and those of others	30. Shows basic understanding of people and how they live
c) Make the connection that he/she is both a member of a family and a member of a classroom community	29. Demonstrates knowledge about self
d) Engage in pretend play to understand self and others	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 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  30. Shows basic understanding of people and how they live
e) Participate in activities and traditions associated with different cultural heritages	30. Shows basic understanding of people and how they live

<b>History and Social Science Foundation Block 2: History/Change Over Time</b> <b>The child will develop an awareness of change over time.</b>	
a) Describe ways children have changed since they were babies	31. Explores change related to familiar people or places
b) Express the difference between past and present using words such as before, after, now, and then	31. Explores change related to familiar people or places
c) Order/sequence events and objects	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
d) Ask questions about artifacts from everyday life in the past	11. Demonstrates positive approaches to learning 11b. Shows curiosity and motivation 6. shows eagerness to learn about a variety of topics and ideas
e) Recount episodes from stories about the past	9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details
f) Take on a role from a specific time, use symbols and props, and act out a story/narrative	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
g) Describe past times based on stories, pictures, visits, songs and music	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts
<b>History and Social Science Foundation Block 3: Geography/Location</b> <b>The child will develop an increased awareness of the physical relationship between and among people and places.</b>	
a) Identify and describe prominent features of the classroom, school, neighborhood and community	32. Demonstrates simple geographic knowledge
b) Engage in play where one item represents another – miniature vehicles, people, blocks	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
c) Make and walk on paths between objects-ex., from the door to the window	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control

d) Represent objects in the order in which they occur in the environment	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  32. Demonstrates simple geographic knowledge
e) Experience seeing things from different elevations	32. Demonstrates simple geographic knowledge
<b>History and Social Science Foundation Block 4: Geography/Descriptive Words</b> <b>The child will use words to indicate relative location of objects and people including direction words, comparison words, and attribute words.</b>	
a) Use words to indicate relative location	21. Explores and describes spatial relationships 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
b) Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences	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  32. Demonstrates simple geographic knowledge
c) Develop control in using direction words - on, under, over, behind, near, far, above, below, toward, and away - one direction at a time	21. Explores and describes spatial relationship and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
d) Develop control in using comparison words – closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside	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
e) Develop fluency using attribute words -hard, soft, rough, smooth	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations
f) Use labels and symbols for what the child has seen	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is

<b>History and Social Science Foundation Block 5: Economics/World of Work</b> <b>The child will develop an increased awareness of the kinds of work people do and the variety of tools people use in their jobs.</b>	
a) Identify pictures of work and name the jobs people do	30. Shows basic understanding of people and how they live
b) Describe what people do in their community job	30. Shows basic understanding of people and how they live
c) Match tools to jobs	30. Shows basic understanding of people and how they live
d) Match job sites to work done	30. Shows basic understanding of people and how they live
e) Role-play the job of workers	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 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
<b>History and Social Science Foundation Block 6: Economics/Making Choices</b> <b>The child will identify that people have wants and make choices.</b>	
a) Identify choices	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) Recognize that everyone has wants	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
c) Choose daily tasks	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
d) Role-play purchasing situations where choices are made	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 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
<b>History and Social Science Foundation Block 7: Civics/Citizenship</b> <b>The child will participate as a member/citizen of a classroom community.</b>	
a) Cooperate with others in a joint activity	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

b) Recognize the need for rules to help get along with others	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines and transitions with occasional reminders
c) Participate in creating rules for the classroom	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems  30. Shows basic understanding of people and how they live
d) State personal plans for learning center activities	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
e) Participate in discussing and generating solutions to a class problem	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
f) Share thoughts and opinions in group settings	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
g) Demonstrate responsible behaviors in caring for classroom materials	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
h) Identify the needs of other people by helping them	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
<b>Physical and Motor Development Foundation Blocks</b>	
<b>Physical and Motor Development Foundation Block 1: Skilled Movement</b> <b>The child will build body awareness, strength and coordination through locomotor activities, non-locomotor (stability) activities and manipulative skills.</b>	
<b>Locomotor Activities</b>	
a) Demonstrate progress in performing the mature level of selected locomotor skills.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
b) Demonstrate initial, elementary and mature forms of walking and running.	4. Demonstrates traveling skills 8. Contributes complex movements in play and games



<b>Non-locomotive Skills</b>	
a) Maintain a stable static position while practicing specific balances.	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
b) Maintain balance while performing a controlled spin.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
c) Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
d) Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
e) Perform criss-cross pattern activities that will stimulate the brain.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
<b>Manipulative Skills</b>	
a) Manipulate a variety of objects during structured and unstructured physical activity settings.	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
<b>Physical and Motor Development Foundation Block 2: Movement Principles and Concepts</b> <b>The child will demonstrate the use of the movement concepts of directions, levels, pathways, and effort.</b>	
a) Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward and backward), levels (high, medium, and low), pathways (straight, curved, and zig-zag), and effort (fast, slow, hard, and soft).	4. Demonstrates traveling skills 8. Contributes complex movements in play and games  5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences  35. Explores dance and movement concepts
b) Identify fundamental movement patterns.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
c) Begin and expand movement vocabulary.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

d) Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signal.	35. Explores dance and movement concepts
<b>Physical and Motor Development Foundation Block 3: Personal Fitness</b> <b>The child will participate in structured and unstructured physical activities designed to increase heart rate and breathing while improving muscular strength and flexibility.</b>	
a) Participate in activities that allow the child to experience a rise in the heart rate and breathing rate.	4. Demonstrates traveling skills 8. Contributes complex movements in play and games  5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences  6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
b) Demonstrate the ability to determine if the heart is beating faster after activity.	29. Demonstrates knowledge about self
c) Participate in activities designed to strengthen major muscle groups.	4. Demonstrates traveling skills 8. Contributes complex movements in play and games  5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences  6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
d) Participate in activities that enhance flexibility.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
<b>Physical and Motor Development Foundation Block 4: Responsible Behaviors</b> <b>The child will demonstrate good listening skills and cooperative behaviors.</b>	
a) Demonstrate safe behaviors by applying rules regarding behaviors in a physical activity setting.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

b) Share equipment and space, and take turns with help from the teacher.	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
c) Work well with all children.	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
d) Listen to and follow simple 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
<b>Physical and Motor Development Foundation Block 5: Physically Active Lifestyle</b> <b>The child will participate in physical activity and explain why physical activity is good for health.</b>	
a) Identify the activities that they like and dislike.	29. Demonstrates knowledge about self
b) Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described.	29. Demonstrates knowledge about self
c) Participate in structured and unstructured physical activity every day.	11. Demonstrates a positive approach to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
d) Participate in activities geared toward different levels of proficiency.	11. Demonstrates a positive approach to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
e) Identify places at home, in the neighborhood and in the communities where children can play safely and be physically active.	32. Demonstrates simple geographic knowledge
<b>Personal and Social Development Foundation Blocks</b>	
<b>Personal and Social Development Foundation Block 1: Self-Concept</b> <b>The child will demonstrate self-confidence and self-reflection.</b>	
a) Demonstrate knowledge of personal information including first and last name, gender, age, and birthday.	29. Demonstrates knowledge about self
b) Begin to recognize and express own emotions using words rather than actions.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time

c) Recognize self as a unique individual and respect differences of others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
d) Develop personal preferences regarding activities and materials.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
e) Demonstrate self-direction in use of materials.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
f) Develop increased independence in school activities throughout the day.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
<b>Personal and Social Development Foundation Block 2: Self-Control</b> <b>The child will show self-direction and responsibility.</b>	
a) Contribute ideas for classroom rules and routines.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
b) Follow 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
c) Use classroom materials purposefully and respectfully.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
d) Manage transitions and adapt 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
e) Develop positive responses to challenges.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks

<b>Personal and Social Development Foundation Block 3: Approaches to Learning</b> <b>The child will show eagerness and persistence as a learner.</b>	
a) Show interest and curiosity in learning new concepts and trying new activities and experiences.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
b) Demonstrate ability to learn from experiences.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
c) Increase attention to a task or activity over time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
d) Seek and accept help when needed.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
<b>Personal and Social Development Foundation Block 4: Interaction with Others</b> <b>The child will interact easily with one or more children and with familiar adults.</b>	
a) Initiate and sustain interactions with other children.	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
b) Demonstrate verbal strategies for making a new friend.	2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while

c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p>8. Engages with trusted adults as resources and to share mutual interests</p> <p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p>6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
d) Participate successfully in group settings.	<p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others</p> <p>6. Initiates the sharing of materials in the classroom and outdoors</p>
e) Demonstrate respectful and polite vocabulary.	<p>10. Uses appropriate conversational and other communication skills</p> <p>10b. Uses social rules of language</p> <p>6. Uses acceptable language and social rules while communicating with others; may need reminders</p>
f) Begin to recognize and respond to the needs, rights, and emotions of others.	<p>2. Establishes and sustains positive relationships</p> <p>2b. Responds to emotional cues</p> <p>6. Identifies basic emotional reactions of others and their causes accurately</p> <p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others</p> <p>6. Initiates the sharing of materials in the classroom and outdoors</p>
<b>Personal and Social Development Foundation Block 5: Social Problem-Solving</b>	
<b>The child will learn and use non-physical ways to resolve conflicts.</b>	
a) Express feelings through appropriate gestures, actions, and words.	<p>1. Regulates own emotions and behaviors</p> <p>1a. Manages feelings</p> <p>8. Controls strong emotions in an appropriate manner most of the time</p>
b) Recognize conflicts and seek possible solutions.	<p>3. Participates cooperatively and constructively in group situations</p> <p>3b. Solves social problems</p> <p>6. Suggests solutions to social problems</p>
c) Allow others to take turns.	<p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others</p> <p>4. Takes turns</p>

d) Increase the ability to share materials and toys with others over time.	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
e) Include others in play activities.	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