

## Alignment of HighScope Assessments and Curriculum With Standards of the National Association for the Education of Young Children (NAEYC)

The following charts illustrate how the HighScope approach meets NAEYC requirements for curriculum standards. The first chart aligns what NAEYC calls *essential curriculum characteristics* to HighScope’s Program Quality Assessment (PQA) tools.

The second chart shows that items from NAEYC’s *curriculum content areas* correspond to items from HighScope’s Child Observation Record (COR) and the HighScope Key Developmental Indicators (KDIs).

The preschool version of the HighScope assessment tool or Key Developmental Indicators is used in both charts, except where items are specifically designated as “infant-toddler.”

NAEYC — Essential Curriculum Characteristics	HighScope’s Preschool Program Quality Assessment (PQA)
<p><b>2.A.01</b> The program has a written statement of philosophy and uses one or more written curricula or curriculum frameworks consistent with its philosophy that address central aspects of child development</p>	<p><b>IV-A.</b> Staff use a comprehensive and documented curriculum model or educational approach to guide teaching practices.</p>
<p><b>2.A.02</b> A clearly stated curriculum or curriculum framework provides a coherent focus for planning children's experiences. It allows for adaptations and modifications to ensure access to the curriculum for all children</p>	<p><b>IV-D.</b> Staff record and discuss anecdotal notes as the basis for planning for individual children.</p>
<p><b>2.A.03</b> The curriculum guides teachers' development and intentional implementation of learning opportunities consistent with the program's goals and objectives</p>	<p><b>VI-F.</b> Instructional staff are regularly observed in the program setting and provided with feedback by someone familiar with the curriculum’s goals, objectives, and methods for working with children.</p> <p><b>VII-C.</b> Staff regularly conduct a program assessment and use the results to improve the program.</p>
<p><b>2.A.04</b> The curriculum can be implemented in a manner that reflects responsiveness to  <b>a.</b> family home values, beliefs, experiences, and  <b>b.</b> language.</p>	<p><b>V-F.</b> Staff and parents exchange information about how to promote and extend children’s learning social development at home.</p> <p><b>V-G.</b> Staff members schedule home visits and formal parent conferences to share information with parents and seek input from parents about the program and their children’s development.</p>
<p><b>2.A.05</b> Curriculum goals and objectives guide teachers' ongoing assessment of children's progress.</p>	<p><b>IV-D.</b> Staff record and discuss anecdotal notes as the basis for planning for individual children.</p>

<p><b>2.A.06</b> The curriculum guides teachers to integrate assessment information with curriculum goals to support individualized learning.</p>	<p><b>IV-E.</b> Staff regularly use a child observation measure of proven reliability and validity to assess children’s developmental progress.</p>
<p><b>2.A.07</b> The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule</p> <ul style="list-style-type: none"> <li>a. provides time and support for transitions.</li> <li>b. includes both indoor and outdoor experiences.</li> <li>c. is responsive to a child's need to rest or be active</li> </ul>	<p><b>II-B.</b> The parts of the daily routine include time for children to do the following: to plan; to carry out their plans; to recall and discuss their activities; to engage in small-group activities; to engage in large group activities; to have snacks or meals; to clean up; to transition to other activities; to play outside; and to nap or rest (if applicable).</p>
<p><b>2.A.08</b> Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society, including</p> <ul style="list-style-type: none"> <li>a. gender,</li> <li>b. age,</li> <li>c. language, and</li> <li>d. abilities.</li> </ul> <p>Materials and equipment</p> <ul style="list-style-type: none"> <li>e. provide for children's safety while being appropriately challenging.</li> <li>f. encourage exploration, experimentation, and discovery.</li> <li>g. promote action and interaction.</li> <li>h. are organized to support independent use.</li> <li>i. are rotated to reflect changing curriculum and accommodate new interests and skill levels.</li> <li>j. are rich in variety.</li> <li>k. accommodate children's special needs.</li> </ul>	<p><b>I-H.</b> Materials reflect human diversity and the positive aspects of children’s homes and community cultures.</p> <p><b>I-A.</b> The classroom provides a safe and healthy environment for children.</p> <p><b>I-B.</b> The space is divided into interest areas that address basic aspects of children’s play and development.</p> <p><b>I-C.</b> The location of the interest areas is carefully planned to provide for adequate space in each area, easy access between areas, and compatible activities in adjacent areas.</p> <p><b>I-E.</b> Classroom areas and materials are systematically arranged, labeled, and accessible to children.</p> <p><b>I-F.</b> Classroom materials are varied, manipulative, open-ended, and authentic and appeal to multiple senses.</p>
<p><b>2.A.09</b> Materials and equipment used to implement the curriculum for infants and toddlers/twos encourage</p> <ul style="list-style-type: none"> <li>a. exploration, experimentation, and discovery.</li> <li>b. sensory and motor learning.</li> <li>c. their practice of developing physical skills through self-initiated movement.</li> </ul>	<p><b>Infant-Toddler PQA</b></p> <p><b>I-C.</b> The care space has equipment arranged in areas for play and movement.</p> <p><b>I-D.</b> Materials for sensory exploration are plentiful and accessible to infants and toddlers.</p>
<p><b>2.A.10</b> The curriculum guides teachers to incorporate content, concepts, and activities that foster</p> <ul style="list-style-type: none"> <li>a. social,</li> <li>b. emotional,</li> <li>c. physical,</li> <li>d. language, and</li> <li>e. cognitive development and</li> <li>f. integrate key areas of content, including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.</li> </ul>	<p><b>II-G.</b> The program has a time each day for small-group activities that reflect and extend children’s interests and development.</p> <p><b>II-H.</b> The program has time each day for large-group activities that reflect and extend children’s interests and development.</p>

<p><b>2.A.11</b> The schedule</p> <ul style="list-style-type: none"> <li>a. provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for</li> <li>b. play,</li> <li>c. creative expression,</li> <li>d. large-group,</li> <li>e. small-group, and</li> <li>f. child-initiated activity.</li> </ul>	<p><b>II-E.</b> The program has time each day during which children initiate activities and carry out their intentions.</p> <p><b>II-G.</b> The program has a time each day for small-group activities that reflect and extend children’s interests and development.</p> <p><b>II-H.</b> The program has time each day for large-group activities that reflect and extend children’s interests and development.</p> <p><b>III-G.</b> Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors).</p>
<p><b>2.A.12</b> The curriculum guides teachers to plan for children's engagement in play (including dramatic play and blocks) that is integrated into classroom topics of study</p>	<p><b>IV-D.</b> Staff record and discuss anecdotal notes as the basis for planning for individual children.</p>

NAEYC Curriculum Content Area	HighScope Key Developmental Indicator (KDI)	HighScope's Child Observation Record (COR) Item
<b>2.B - Areas of Development: Social-Emotional Development</b>		
<b>2.B.01</b> Children have varied opportunities to engage throughout the day with teaching staff who <ol style="list-style-type: none"> <li>a. are attentive and responsive to them.</li> <li>b. facilitate their social competence.</li> <li>c. facilitate their ability to learn through interacting with others.</li> </ol>	<b>11. Community:</b> Children participate in the community of the classroom.  <b>12. Building relationships:</b> Children build relationships with other children and adults.  <b>13. Cooperative play:</b> Children engage in cooperative play.	<b>II. Social Relations</b> E. Relating to adults F. Relating to other children G. Resolving interpersonal conflict
<b>2.B.02</b> Children have varied opportunities to recognize and name <ol style="list-style-type: none"> <li>a. their own and</li> <li>b. others' feelings</li> </ol>	<b>9. Emotions:</b> Children recognize, label, and regulate their feelings.  <b>10. Empathy:</b> Children demonstrate empathy toward others.	<b>II. Social Relations</b> H. Understanding and expressing feelings
<b>2.B.03</b> Children have varied opportunities to learn the skills needed to regulate their emotions, behavior, and attention.	<b>3. Engagement:</b> Children focus on activities that interest them.  <b>7. Self-identity:</b> Children have a positive self-identity.  <b>8. Sense of competence:</b> Children feel they are competent.  <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.  <b>15. Conflict resolution:</b> Children resolve social conflicts.	<b>II. Social Relations</b> G. Resolving interpersonal conflict H. Understanding and expressing feelings
<b>2.B.04</b> Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.	<b>1. Initiative:</b> Children demonstrate initiative as they explore their world.  <b>2. Planning:</b> Children make plans and follow through on their intentions.  <b>3. Engagement:</b> Children focus on activities that interest them.  <b>4. Problem solving:</b> Children solve problems encountered in play.  <b>5. Use of resources:</b> Children gather information and formulate ideas about their world.	<b>I. Initiative</b> A. Making choices and plans B. Solving problems with materials C. Initiating play

	<p><b>6. Reflection:</b> Children reflect on their experiences.</p> <p><b>8. Sense of competence:</b> Children feel they are competent.</p>	
<p><b>2.B.05</b> Children have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behavior.</p>	<p><b>10. Empathy:</b> Children demonstrate empathy toward others.</p> <p><b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>12. Building relationships:</b> Children build relationships with other children and adults.</p> <p><b>13. Cooperative play:</b> Children engage in cooperative play.</p>	<p><b>II. Social Relations</b> F. Relating to other children G. Resolving interpersonal conflict H. Understanding and expressing feelings</p>
<p><b>2.B.06</b> Children have varied opportunities to a. interact positively, respectfully, and cooperatively with others. b. learn from and with one another. c. resolve conflicts in constructive ways.</p>	<p><b>13. Cooperative play:</b> Children engage in cooperative play.</p> <p><b>15. Conflict resolution:</b> Children resolve social conflicts.</p> <p><b>12. Building relationships:</b> Children build relationships with other children and adults.</p>	<p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p>
<p><b>2.B.07</b> Children have varied opportunities to learn to understand, empathize with, and take into account other people's perspectives</p>	<p><b>10. Empathy:</b> Children demonstrate empathy toward others.</p> <p><b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>12. Building relationships:</b> Children build relationships with other children and adults</p>	<p><b>II. Social Relations</b> E. Relating to adults F. Relating to other children</p>
<p><b>2.C - Areas of Development: Physical Development</b></p>	<p><b>HighScope Key Developmental Indicator (KDI)</b></p>	<p><b>HighScope's Child Observation Record (COR) Item</b></p>
<p><b>2.C.01</b> Infants and toddlers/twos are provided a. an environment that allows them to move freely and achieve mastery of their bodies through self-initiated movement. They have multiple opportunities to practice emerging skills in</p>	<p><i>Infant-Toddler KDIs</i></p> <p><b>12. Moving parts of the body:</b> Children move parts of the body (turning head, grasping, kicking).</p> <p><b>13. Moving the whole body:</b> Children move the whole body (rolling,</p>	<p><i>Infant-Toddler COR</i></p> <p><b>IV. Movement</b> N. Moving parts of the body O. Moving the whole body P. Moving with objects</p>

<p>b. coordination, movement, and balance, and c. perceptual-motor integration.</p>	<p>crawling, cruising, walking, running, balancing).</p> <p><b>14. Moving with objects:</b> Children move with objects.</p> <p><b>15. Steady beat:</b> Children feel and experience steady beat.</p>	
<p><b>2.C.02</b> Infants and toddlers/twos have multiple opportunities to develop fine-motor skills by acting on their environments using their hands and fingers in a variety of age-appropriate ways.</p>	<p><b>Infant-Toddler KDIs</b></p> <p><b>14. Moving with objects:</b> Children move with objects.</p>	<p><b>Infant-Toddler COR</b></p> <p><b>IV. Movement</b> N. Moving parts of the body P. Moving with objects</p>
<p><b>2.C.03</b> Children are provided varied opportunities and materials that support fine-motor development.</p>	<p><b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>	<p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures</p>
<p><b>2.C.04</b> Children have varied opportunities and are provided equipment to engage in large motor experiences that</p> <ol style="list-style-type: none"> <li>stimulate a variety of skills.</li> <li>enhance sensory-motor integration.</li> <li>develop controlled movement (balance, strength, coordination).</li> <li>enable children with varying abilities to have large-motor experiences similar to those of their peers.</li> <li>range from familiar to new and challenging.</li> <li>help them learn physical games with rules and structure</li> </ol>	<p><b>13. Cooperative play:</b> Children engage in cooperative play.</p> <p><b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p><b>18. Body awareness:</b> Children know about their bodies and how to navigate them in space.</p>	<p><b>IV. Movement and Music</b> L. Moving in various ways M. Moving with objects N. Feeling and expressing steady beat</p>
<p><b>2.D - Areas of Development: Language Development</b></p>	<p><b>HighScope Key Developmental Indicator (KDI)</b></p>	<p><b>HighScope’s Child Observation Record (COR) Item</b></p>
<p><b>2.D.01</b> Children are provided with opportunities for language acquisition that</p> <ol style="list-style-type: none"> <li>align with the program philosophy.</li> <li>consider family perspectives.</li> <li>consider community perspectives.</li> </ol>	<p><b>21. Comprehension:</b> Children understand language.</p> <p><b>22. Speaking:</b> Children express themselves using language.</p> <p><b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p> <p><b>25. Alphabetic knowledge:</b> Children</p>	<p><b>V. Language and Literacy</b> Q. Listening to and understanding speech R. Using vocabulary S. Using complex patterns of speech T. Showing awareness of sounds in words U. Demonstrating knowledge about books V. Using letter names and sounds W. Reading X. Writing</p>

	<p>identify letter names and their sounds.</p> <p><b>26. Reading:</b> Children read for pleasure and information.</p> <p><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>28. Book knowledge:</b> Children demonstrate knowledge about books.</p> <p><b>29. Writing:</b> Children write for many different purposes.</p> <p><b>30. ELL/Dual Language Acquisition:</b> (If applicable) Children use English and their home language(s) (including sign language).</p> <p style="text-align: center;"><i>Language, Literacy, and Communication KDIs #21–29 may be used for the child's home language(s) as well as English</i></p>	
<p><b>2.D.02</b> Children are provided opportunities to experience oral and written communication in a language their family uses or understands.</p>	<p><b>30. ELL/Dual Language Acquisition:</b> (If applicable) Children use English and their home language(s) (including sign language).</p>	<p><b>English Language Learners (ELLs)</b> GG. Speaking and communicating [in English] HH. Listening and understanding [in English]</p>
<p><b>2.D.03</b> Children have varied opportunities to develop competence in verbal and nonverbal communication by</p> <ul style="list-style-type: none"> <li>a. responding to questions.</li> <li>b. communicating needs, thoughts, and experiences.</li> <li>c. describing things and events.</li> </ul>	<p><b>22. Speaking:</b> Children express themselves using language.</p> <p><b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p> <p><b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.</p>	<p><b>V. Language and Literacy</b> Q. Listening to and understanding speech R. Using vocabulary S. Using complex patterns of speech</p>
<p><b>2.D.04</b> Children have varied opportunities to develop vocabulary through</p> <ul style="list-style-type: none"> <li>a. conversations,</li> <li>b. experiences,</li> <li>c. field trips, and</li> <li>d. books.</li> </ul>	<p><b>21. Comprehension:</b> Children understand language.</p> <p><b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>26. Reading:</b> Children read for pleasure and information.</p>	<p><b>V. Language and Literacy</b> Q. Listening to and understanding speech R. Using vocabulary</p>

<p><b>2.D.05</b> Children who are non-verbal are provided alternative communication strategies.</p>	<p><b>30. ELL/Dual Language Acquisition:</b> (If applicable) Children use English and their home language(s) (including sign language).</p>	<p><b>English Language Learners (ELLs)</b> GG. Speaking and communicating [in English] HH. Listening and understanding [in English]</p>
<p><b>2.D.06</b> Children have varied opportunities and materials that encourage them to have discussions to solve problems that are both <b>a.</b> interpersonal and <b>b.</b> related to the physical world.</p>	<p><b>4. Problem solving:</b> Children solve problems encountered in play.  <b>15. Conflict resolution:</b> Children resolve social conflicts.</p>	<p><b>I. Initiative</b> B. Solving problems with materials  <b>II. Social Relations</b> G. Resolving interpersonal conflict</p>
<p><b>2.D.07</b> Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.</p>	<p><b>5. Use of resources:</b> Children gather information and formulate ideas about their world.  <b>6.Reflection:</b> Children reflect on their experiences  <b>12. Building relationships:</b> Children build relationships with other children and adults.  <b>13. Cooperative play:</b> Children engage in cooperative play.  <b>21. Comprehension:</b> Children understand language.  <b>22. Speaking:</b> Children express themselves using language.</p>	<p><b>II. Social Relations</b> F. Relating to other children</p>
<p><b>2.E - Curriculum Content Area for Cognitive Development: Early Literacy</b></p>	<p><b>HighScope Key Developmental Indicator (KDI)</b></p>	<p><b>HighScope’s Child Observation Record (COR) Item</b></p>
<p><b>2.E.01</b> Infants have varied opportunities to experience songs, rhymes, routine games, and books through <b>a.</b> individualized play that includes simple rhymes, songs, and interactive games (e.g., peek-a-boo). <b>b.</b> daily opportunities for each child to hear and respond to various types of books, including picture books, wordless books, and books with rhymes. <b>c.</b> access to durable books that enable children’s independent exploration.</p>	<p><b>Infant-Toddler KDIs</b>  <b>16. Listening and responding:</b> Children listen and respond.  <b>17. Nonverbal communication:</b> Children communicate nonverbally.  <b>18. Two-way communication:</b> Children participate in two-way communication.  <b>19. Speaking:</b> Children speak.  <b>20. Exploring print:</b> Children explore picture books and magazines.  <b>21. Enjoying language:</b> Children enjoy stories, rhymes, and songs</p>	<p><b>Infant-Toddler COR</b>  <b>V. Communication and Language</b> T. Participating in give-and-take communication  V. Exploring picture books  W. Showing interest in stories, rhymes, and songs</p>

	<p><b>39. Listening to music:</b> Children listen to music.</p> <p><b>40. Responding to music:</b> Children respond to music.</p> <p><b>41. Sounds:</b> Children explore and imitate sounds.</p>	
<p><b>2.E.02</b>          Toddlers/twos have varied opportunities to experience books, songs, rhymes, and routine games through</p> <p><b>a.</b> individualized play that includes simple rhymes, songs, and sequences of gestures (e.g., finger plays, peek-a-boo, patty-cake, This Little Piggy).</p> <p><b>b.</b> daily opportunities to hear and respond to various types of books, including picture books, wordless books, and books with rhymes.</p> <p><b>c.</b> access to durable books that enable independent exploration.</p> <p><b>d.</b> experiences that help them understand that pictures represent real things in their environment.</p>	<p><b>Infant-Toddler KDIs</b></p> <p><b>16. Listening and responding:</b> Children listen and respond.</p> <p><b>17. Nonverbal communication:</b> Children communicate nonverbally.</p> <p><b>18. Two-way communication:</b> Children participate in two-way communication.</p> <p><b>19. Speaking:</b> Children speak.</p> <p><b>20. Exploring print:</b> Children explore picture books and magazines.</p> <p><b>21. Enjoying language:</b> Children enjoy stories, rhymes, and songs</p> <p><b>39. Listening to music:</b> Children listen to music.</p> <p><b>40. Responding to music:</b> Children respond to music.</p> <p><b>41. Sounds:</b> Children explore and imitate sounds.</p>	<p><b>Infant-Toddler COR</b></p> <p><b>III. Creative Representation</b>          M. Responding to and identifying pictures and photographs</p> <p><b>V. Communication and Language</b>          T. Participating in give-and-take communication</p> <p>V. Exploring picture books</p> <p>W. Showing interest in stories, rhymes, and songs</p>
<p><b>2.E.03</b>          Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom:</p> <p><b>a.</b> Items belonging to a child are labeled with his or her name.</p> <p><b>b.</b> Materials are labeled.</p> <p><b>c.</b> Print is used to describe some rules and routines.</p> <p><b>d.</b> Teaching staff help children recognize print and connect it to spoken words.</p>	<p><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>	<p><b>V. Language and Literacy</b>          V. Using letter names and sounds          W. Reading          X. Writing</p>
<p><b>2.E.04</b>          Children have varied opportunities to</p> <p><b>a.</b> be read books in an engaging manner</p>	<p><b>21. Comprehension:</b> Children understand language.</p>	<p><b>III. Creative Representation</b>          K. Pretending</p>

<p>in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs.</p> <p><b>b.</b> be read to regularly in individualized ways including one-to-one or in small groups of two to six children.</p> <p><b>c.</b> explore books on their own and have places that are conducive to the quiet enjoyment of books.</p> <p><b>d.</b> have access to various types of books, including storybooks, factual books, books with rhymes, alphabet books, and wordless books.</p> <p><b>e.</b> be read the same book on repeated occasions.</p> <p><b>f.</b> retell and reenact events in storybooks.</p> <p><b>g.</b> engage in conversations that help them understand the content of the book.</p> <p><b>h.</b> be assisted in linking books to other aspects of the curriculum.</p> <p><b>i.</b> identify the parts of books and differentiate print from pictures.</p>	<p><b>22. Speaking:</b> Children express themselves using language.</p> <p><b>26. Reading:</b> Children read for pleasure and information.</p> <p><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>28. Book knowledge:</b> Children demonstrate knowledge about books.</p> <p><b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p>	<p><b>V. Language and Literacy</b></p> <p>U. Demonstrating knowledge about books</p> <p>W. Reading</p>
<p><b>2.E.05</b></p> <p>Children have multiple and varied opportunities to write:</p> <p><b>a.</b> Writing materials and activities are readily available in art, dramatic play, and other learning centers.</p> <p><b>b.</b> Various types of writing are supported, including scribbling, letter-like marks, and developmental spelling.</p> <p><b>c.</b> Children have daily opportunities to write or dictate their ideas.</p> <p><b>d.</b> Children are provided needed assistance in writing the words and messages they are trying to communicate.</p> <p>Children are given the support they need to write on their own, including access to the</p> <p><b>e.</b> alphabet and</p> <p><b>f.</b> to printed words about topics of current interest, both of which are made available at eye level or on laminated cards.</p> <p><b>g.</b> Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used</p>	<p><b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p> <p><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>29. Writing:</b> Children write for many different purposes.</p>	<p><b>V. Language and Literacy</b></p> <p>T. Showing awareness of sounds in words</p> <p>V. Using letter names and sounds</p> <p>W. Reading</p> <p>X. Writing</p>

in daily life.		
<p><b>2.E.06</b> Children are regularly provided multiple and varied opportunities to develop phonological awareness:</p> <p><b>a.</b> Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays.</p> <p><b>b.</b> Children are helped to identify letters and the sounds they represent.</p> <p><b>c.</b> Children are helped to recognize and produce words that have the same beginning or ending sounds.</p> <p><b>d.</b> Children's self-initiated efforts to write letters that represent the sounds of words are supported.</p>	<p><b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p> <p><b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p> <p><b>29. Writing:</b> Children write for many different purposes.</p>	<p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words</p>
<p><b>2.E.07</b> Children are given opportunities to</p> <p><b>a.</b> recognize and</p> <p><b>b.</b> write letters.</p>	<p><b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p> <p><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>29. Writing:</b> Children write for many different purposes.</p>	<p><b>V. Language and Literacy</b> V. Using letter names and sounds X. Writing</p>
<p><b>2.E.08</b> Children have access to</p> <p><b>a.</b> books and</p> <p><b>b.</b> writing materials throughout the classroom.</p>	<p><b>28. Book knowledge:</b> Children demonstrate knowledge about books.</p> <p><b>29. Writing:</b> Children write for many different purposes.</p>	<p><b>V. Language and Literacy</b> W. Reading X. Writing</p>
<p><b>2.F - Curriculum Content Area for Cognitive Development: Early Mathematics</b></p>	<p><b>HighScope Key Developmental Indicator (KDI)</b></p>	<p><b>HighScope's Child Observation Record (COR) Item</b></p>
<p><b>2.F.01</b> Infants and toddlers/twos are provided varied opportunities and materials to</p> <p><b>a.</b> use language, gestures, and materials to convey mathematical concepts such as more and less and big and small.</p> <p><b>b.</b> see and touch different shapes, sizes, colors, and patterns.</p> <p><b>c.</b> build number awareness, using objects in the environment.</p> <p><b>d.</b> read books that include counting and</p>	<p><b>Infant-Toddler KDIs</b></p> <p><b>20. Exploring print:</b> Children explore picture books and magazines.</p> <p><b>22. Exploring objects:</b> Children explore objects with their hands, feet, mouth, eyes, ears, and nose.</p> <p><b>24. Exploring same and different:</b> Children explore and notice how things are the same or different.</p>	<p><b>Infant-Toddler COR</b></p> <p><b>VI. Exploration and Early Logic</b> X. Exploring objects Y. Exploring categories Z. Developing number understanding AA. Exploring space BB. Exploring time</p> <p><b>V. Communication and Language</b></p>

<p>shapes.</p>	<p><b>25. Exploring more:</b> Children experience “more.”</p> <p><b>26. One-to-one correspondence:</b> Children experience one-to-one correspondence.</p> <p><b>27. Number:</b> Children experience the number of things</p>	<p>V. Exploring books</p>
<p><b>2.F.02</b> Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.</p>	<p><b>31. Number words and symbols:</b> Children recognize and use number words and symbols.</p> <p><b>32. Counting:</b> Children count things.</p> <p><b>36. Measuring:</b> Children measure to describe, compare, and order things.</p>	<p><b>VI. Mathematics and Science</b> AA. Comparing properties BB. Counting</p>
<p><b>2.F.03</b> Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.</p>	<p><b>34. Shapes:</b> Children identify, name, and describe shapes.</p> <p><b>36. Measuring:</b> Children measure to describe, compare, and order things.</p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</p>	<p><b>VI. Mathematics and Science</b> Y. Sorting objects</p>
<p><b>2.F.04</b> Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.</p>	<p><b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>31. Number words and symbols:</b> Children recognize and use number words and symbols.</p> <p><b>34. Shapes:</b> Children identify, name, and describe shapes.</p> <p><b>35. Spatial awareness:</b> Children recognize spatial relationships among people and objects.</p> <p><b>36. Measuring:</b> Children measure to describe, compare, and order things.</p>	<p><b>V. Language and Literacy</b> R. Using Vocabulary</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties BB. Counting CC. Identifying position and direction EE. Identifying materials and properties</p>
<p><b>2.F.06</b> Children are provided varied opportunities and materials to understand basic concepts of geometry by, for example, naming and recognizing two- and three-dimensional shapes and</p>	<p><b>34. Shapes:</b> Children identify, name, and describe shapes.</p> <p><b>35. Spatial awareness:</b> Children recognize spatial relationships among people and objects.</p>	<p><b>VI. Mathematics and Science</b> Y. Sorting objects AA. Comparing properties</p>

recognizing how figures are composed of different shapes.	<b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	
<b>2.F.07</b> Children are provided varied opportunities to build an understanding of time in the context of their lives, schedules, and routines.	<b>36. Measuring:</b> Children measure to describe, compare, and order things. <b>38. Patterns:</b> Children identify, describe, copy, complete, and create patterns. <b>57. History:</b> Children understand past, present, and future.	<b>VI. Mathematics and Science</b> DD. Identifying sequence, change, and causality
<b>2.F.08</b> Children are provided varied opportunities and materials that help them recognize and name repeating patterns	<b>38. Patterns:</b> Children identify, describe, copy, complete, and create patterns.	<b>VI. Mathematics and Science</b> Z. Identifying patterns
<b>2.G - Curriculum Content Area for Cognitive Development: Science</b>	<b>HighScope Key Developmental Indicator (KDI)</b>	<b>HighScope's Child Observation Record (COR) Item</b>
<b>2.G.01</b> Infants and toddlers/twos are provided varied opportunities and materials to <b>a.</b> use their senses to learn about objects in the environment. <b>b.</b> discover that they can make things happen and solve simple problems.	<b>Infant-Toddler KDIs</b> <b>22. Exploring objects:</b> Children explore objects with their hands, feet, mouth, eyes, ears, and nose. <b>35. Cause and effect:</b> Children repeat an action to make something happen again, experience cause and effect.	<b>Infant-Toddler COR</b> <b>VI. Exploration and Early Logic</b> X. Exploring objects BB. Exploring time
<b>2.G.02</b> Children are provided varied opportunities and materials to learn key content and principles of science, such as <b>a.</b> the difference between living and nonliving things (e.g., plants versus rocks) and life cycles of various organisms (e.g., plants, butterflies, humans). <b>b.</b> earth and sky (e.g., seasons; weather; geologic features; light and shadow; sun, moon, and stars). <b>c.</b> structure and property of matter (e.g., characteristics that include concepts like hard and soft, floating and sinking) and behavior of materials (e.g., transformation of liquids and solids by dissolving or melting).	<b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world. <b>56. Geography:</b> Children recognize and interpret features and locations in their environment.	<b>VI. Mathematics and Science</b> DD. Identifying sequence, change, and causality

<p><b>2.G.03</b> Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.</p>	<p><b>5. Use of resources:</b> Children gather information and formulate ideas about their world.</p> <p><b>45. Observing:</b> Children observe the materials and processes in their environment.</p> <p><b>47. Experimenting:</b> Children experiment to test their ideas.</p> <p><b>48. Predicting:</b> Children predict what they expect will happen.</p> <p><b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p> <p><b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.</p> <p><b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>	<p><b>VI. Mathematics and Science</b> DD. Identifying sequence, change, and causality EE. Identifying materials and properties FF. Identifying natural and living things</p>
<p><b>2.G.04</b> Children are provided varied opportunities to use simple tools to observe objects and scientific phenomena.</p>	<p><b>52. Tools and technology:</b> Children explore and use tools and technology.</p>	<p><b>VI. Mathematics and Science</b> Y. Sorting objects DD. Identifying sequence, change, and causality</p>
<p><b>2.G.05</b> Children are provided varied opportunities and materials to <b>a.</b> collect data and to <b>b.</b> represent and document their findings (e.g., through drawing or graphing).</p>	<p><b>39. Data analysis:</b> Children use information about quantity to draw conclusions, make decisions, and solve problems.</p> <p><b>45. Observing:</b> Children observe the materials and processes in their environment.</p> <p><b>47. Experimenting:</b> Children experiment to test their ideas.</p> <p><b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p>	<p><b>VI. Mathematics and Science</b> Y. Sorting objects Z. Identifying patterns AA. Comparing properties BB. Counting CC. Identifying position and direction DD. Identifying sequence, change, and causality</p>

	<p><b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.</p>	
<p><b>2.G.06</b> Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.</p>	<p><b>45. Observing:</b> Children observe the materials and processes in their environment.</p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>47. Experimenting:</b> Children experiment to test their ideas.</p> <p><b>48. Predicting:</b> Children predict what they expect will happen.</p> <p><b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p>	<p><b>VI. Mathematics and Science</b></p> <p>Y. Sorting objects</p> <p>Z. Identifying patterns</p> <p>AA. Comparing properties</p> <p>BB. Counting</p> <p>CC. Identifying position and direction</p> <p>DD. Identifying sequence, change, and causality</p>
<p><b>2.G.07</b> Children are provided varied opportunities and materials that encourage them to discuss scientific concepts in everyday conversation.</p>	<p><b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.</p>	<p><b>V. Language and Literacy</b></p> <p>Q. Listening to and understanding speech</p> <p>R. Using vocabulary</p>
<p><b>2.G.08</b> Children are provided varied opportunities and materials that help them learn and use scientific terminology and vocabulary associated with the content areas.</p>	<p><b>45. Observing:</b> Children observe the materials and processes in their environment.</p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>47. Experimenting:</b> Children experiment to test their ideas.</p> <p><b>48. Predicting:</b> Children predict what they expect will happen.</p> <p><b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p> <p><b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.</p>	<p><b>V. Language and Literacy</b></p> <p>Q. Listening to and understanding speech</p> <p>R. Using vocabulary</p>

	<p><b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>52. Tools and technology:</b> Children explore and use tools and technology.</p>	
<b>2.H - Curriculum Content Area for Cognitive Development: Technology</b>	<b>HighScope Key Developmental Indicator (KDI)</b>	<b>HighScope's Child Observation Record (COR) Item</b>
<p><b>2.H.01</b> The use of passive media such as television, film, videotapes, and audiotapes is limited to developmentally appropriate programming.</p>		
<p><b>2.H.02</b> All children have opportunities to access technology (e.g., tape recorders, microscopes, computers) that they can use</p> <ul style="list-style-type: none"> <li>a. by themselves.</li> <li>b. collaboratively with their peers.</li> <li>c. with teaching staff or a parent.</li> </ul>	<p><b>52. Tools and technology:</b> Children explore and use tools and technology.</p>	
<p><b>2.H.03</b> Technology is used to</p> <ul style="list-style-type: none"> <li>a. extend learning within the classroom and to</li> <li>b. integrate and enrich the curriculum</li> </ul>	<p><b>52. Tools and technology:</b> Children explore and use tools and technology.</p>	
<b>2.J - Curriculum Area for Cognitive Development: Creative Expression and Appreciation for the Arts</b>	<b>HighScope Key Developmental Indicator (KDI)</b>	<b>HighScope's Child Observation Record (COR) Item</b>
<p><b>2.J.01</b> Children are provided varied opportunities to gain an appreciation of</p> <ul style="list-style-type: none"> <li>a. art,</li> <li>b. music,</li> <li>c. drama, and</li> <li>d. dance</li> </ul> <p>in ways that reflect cultural diversity.</p>	<p><b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>	
<p><b>2.J.02</b> Infants and toddlers/twos are provided varied opportunities to explore and manipulate age-appropriate art materials.</p>	<p><i>Infant-Toddler KDIs</i></p> <p><b>37. Exploring art materials:</b> Children explore building and art materials.</p>	<p><i>Infant-Toddler COR</i></p> <p><b>III. Creative Representation</b> L. Exploring building and art materials</p>

<p><b>2.J.03</b> Infants and toddlers/twos have varied opportunities to express themselves creatively through freely moving to music. Toddlers/twos have varied opportunities to engage in pretend or imaginative play.</p>	<p><b>36. Imitating and pretending:</b> Children imitate and pretend.</p> <p><b>39. Listening to music:</b> Children listen to music.</p> <p><b>40. Responding to music:</b> Children respond to music.</p>	<p><b>Infant-Toddler COR</b></p> <p><b>IV. Movement</b> Q. Moving to music</p> <p><b>III. Creative Representation</b> K. Pretending L. Exploring building and art materials M. Responding to and identifying pictures and photographs</p>
<p><b>2.J.04</b> Children are provided varied opportunities to learn new concepts and vocabulary related to</p> <ul style="list-style-type: none"> <li>a. art,</li> <li>b. music,</li> <li>c. drama, and</li> <li>d. dance.</li> </ul>	<p><b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p> <p><b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p> <p><b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p>	<p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures K. Pretending</p> <p><b>V. Language and Literacy</b> Q. Listening to and understanding speech R. Using vocabulary</p>
<p><b>2.J.05</b> Children are provided varied opportunities to develop and widen their repertoire of skills that support artistic expression (e.g., cutting, gluing, and caring for tools).</p>	<p><b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p><b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>	<p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures K. Pretending</p>
<p><b>2.J.06</b> Children are provided many and varied open-ended opportunities and materials to express themselves creatively through</p> <ul style="list-style-type: none"> <li>a. music,</li> <li>b. drama,</li> <li>c. dance and</li> <li>d. two- and three-dimensional art.</li> </ul>	<p><b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p> <p><b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p>	<p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures K. Pretending</p> <p><b>IV. Movement and Music</b> L. Moving in various ways M. Moving with objects N. Feeling and expressing steady beat O. Moving to music P. Singing</p>

	<b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.	
<b>2.J.07</b> Children have opportunities to respond to the art of <b>a.</b> other children and <b>b.</b> adults.	<b>6. Reflection:</b> Children reflect on their experiences.  <b>44. Appreciating the arts:</b> Children appreciate the creative arts.	
<b>2.K - Curriculum Content Area for Cognitive Development: Health and Safety</b>	<b>HighScope Key Developmental Indicator (KDI)</b>	<b>HighScope's Child Observation Record (COR) Item</b>
<b>2.K.01</b> Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.	<b>19. Personal care:</b> Children carry out personal care routines on their own.  <b>20. Healthy behavior:</b> Children engage in healthy practices.	<b>I. Initiative</b> D. Taking care of personal needs
<b>2.K.02</b> Children are provided varied opportunities and materials to help them learn about nutrition, including <b>a.</b> identifying sources of food and <b>b.</b> recognizing, <b>c.</b> preparing, <b>d.</b> eating, and <b>e.</b> valuing healthy foods.	<b>19. Personal care:</b> Children carry out personal care routines on their own.  <b>20. Healthy behavior:</b> Children engage in healthy practices.	
<b>2.K.03</b> Children are provided varied opportunities and materials that increase their awareness of safety rules in their <b>a.</b> classroom, <b>b.</b> home, and community.	<b>11. Community:</b> Children participate in the community of the classroom.  <b>20. Healthy behavior:</b> Children engage in healthy practices.  <b>55. Decision making:</b> Children participate in making classroom decisions.	
<b>2.K.04</b> Children have opportunities to practice safety procedures.	<b>20. Healthy behavior:</b> Children engage in healthy practices.	
<b>2.K.05</b> Children are provided opportunities to discuss, ask questions, and express fears about visiting the doctor, clinic, hospital, or dentist; getting shots; and taking medicine.	<b>12. Building relationships:</b> Children build relationships with other children and adults.  <b>19. Personal care:</b> Children carry out personal care routines on their own.  <b>20. Healthy behavior:</b> Children engage	

	in healthy practices.  <b>22. Speaking:</b> Children express themselves using language.	
<b>2.L - Curriculum Content Area for Cognitive Development: Social Studies</b>	<b>HighScope Key Developmental Indicator (KDI)</b>	<b>HighScope's Child Observation Record (COR) Item</b>
<b>2.L.01</b> Children are provided varied learning opportunities that foster positive identity and an emerging sense of <b>a.</b> self and <b>b.</b> others.	<b>7. Self-identity:</b> Children have a positive self-identity.  <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.	<b>II. Social Relations</b> E. Relating to adults F. Relating to other children G. Resolving interpersonal conflict H. Understanding and expressing feelings
<b>2.L.02</b> Children are offered opportunities to become a part of the classroom community so that each child feels accepted and gains a sense of belonging.	<b>11. Community:</b> Children participate in the community of the classroom.  <b>12. Building relationships:</b> Children build relationships with other children and adults.  <b>55. Decision making:</b> Children participate in making classroom decisions.	
<b>2.L.03</b> Children are provided varied opportunities and materials to build their understanding of diversity in <b>a.</b> culture, <b>b.</b> family structure, <b>c.</b> ability, <b>d.</b> language, <b>e.</b> age, and <b>f.</b> gender in non-stereotypical ways.	<b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.  <b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.	<b>II. Social Relations</b> E. Relating to adults F. Relating to other children
<b>2.L.04</b> Children are provided opportunities and materials to explore social roles in the family and workplace through play.	<b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.  <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.  <b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.	
<b>2.L.05</b>	<b>54. Community roles:</b> Children	

<p>Children are provided varied opportunities and materials to learn about the community in which they live.</p>	<p>recognize that people have different roles and functions in the community.</p> <p><b>56. Geography:</b> Children recognize and interpret features and locations in their environment.</p>	
<p><b>2.L.06</b> Children have varied opportunities to engage in discussions about</p> <ul style="list-style-type: none"> <li>a. fairness,</li> <li>b. friendship,</li> <li>c. responsibility,</li> <li>d. authority, and</li> <li>e. differences.</li> </ul>	<p><b>7. Self-identity:</b> Children have a positive self-identity.</p> <p><b>12. Building relationships:</b> Children build relationships with other children and adults.</p> <p><b>15. Conflict resolution:</b> Children resolve social conflicts.</p> <p><b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p> <p><b>55. Decision making:</b> Children participate in making classroom decisions.</p>	<p><b>II. Social Relations</b></p> <ul style="list-style-type: none"> <li>E. Relating to adults</li> <li>F. Relating to other children</li> <li>G. Resolving interpersonal conflict</li> <li>H. Understanding and expressing feelings</li> </ul>
<p><b>2.L.07</b> Children are provided varied opportunities and materials to learn about physical characteristics of their local environment as a foundation for learning geography.</p>	<p><b>56. Geography:</b> Children recognize and interpret features and locations in their environment.</p>	<p><b>VI. Mathematics and Science</b></p> <ul style="list-style-type: none"> <li>AA. Comparing properties</li> <li>CC. Identifying position and direction</li> <li>DD. Identifying sequence, change, and causality</li> </ul>
<p><b>2.L.08</b> Children are provided varied opportunities and materials to learn how people affect their environment in</p> <ul style="list-style-type: none"> <li>a. positive (e.g., recycling) and</li> <li>b. negative (e.g., polluting) ways.</li> </ul>	<p><b>58. Ecology:</b> Children understand the importance of taking care of their environment.</p>	<p><b>VI. Mathematics and Science</b></p> <ul style="list-style-type: none"> <li>FF. Identifying natural and living things</li> </ul>
<p><b>2.L.09</b> Children are provided varied opportunities and materials that allow them to contribute to the well-being of</p> <ul style="list-style-type: none"> <li>a. their classroom and</li> <li>b. the community, including care for the social and physical environments in which they live.</li> </ul>	<p><b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>55. Decision making:</b> Children participate in making classroom decisions.</p> <p><b>58. Ecology:</b> Children understand the importance of taking care of their environment</p>	
<p><b>2.L.10</b> Children are provided opportunities and</p>	<p><b>43. Pretend play:</b> Children express and represent what they observe, think,</p>	

<p>materials that build a foundation for understanding economic concepts (e.g., playing restaurant, managing a store, and identifying and exchanging money.)</p>	<p>imagine, and feel through pretend play.</p> <p><b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p>	
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