



THE HIGHSCOPE
**infant-toddler
curriculum**
AND
COR *Advantage*[®]

Michigan Early Childhood
Standards of Quality for Infant
and Toddler Programs (2013)

ALIGNMENT



**Michigan Early Childhood Standards of Quality for
Infant/Toddler Programs**

COR Advantage Items

**Key Developmental
Indicators (KDIs)**

STRAND A – WELL-BEING		
Goal 1: Infants and toddlers experience environments where their physical health is promoted.		
a. Increasing awareness, understanding, and appreciation of their bodies and how they function.	I. Gross-motor skills K. Personal care and healthy behavior	12. Moving parts of the body 13. Moving the whole body
b. Increased coordination (e.g., eye-hand movements).	J. Fine-motor skills	12. Moving parts of the body
c. Emerging self-help and self-care skills for eating, drinking, toileting, resting, sleeping, washing, and dressing.	K. Personal care and healthy behavior	1. Self-help
Goal 2: Infants and toddlers experience environments where their social and emotional well-being is nurtured.		
a. Emerging skill in self-regulation.	D. Emotions H. Conflict resolution	8. Emotions
e. An increasing ability to identify their own emotional responses and those of others.	D. Emotions	4. Distinguishing self and others 8. Emotions
f. Confidence and ability to express emotional needs without fear.	D. Emotions	8. Emotions
g. Trust that their social-emotional needs will be responded to.	E. Building relationships with adults K. Personal care and healthy behavior	5. Attachment 6. Relationships with adults
h. A trusting relationship with nurturing and responsive caregivers.	E. Building relationships with adults	5. Attachment 6. Relationships with adults

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<p>i. The ability to respond and engage in reciprocal interactions.</p>	<p>E. Building relationships with adults F. Building relationships with other children</p>	<p>5. Attachment 6. Relationships with adults 7. Relationships with peers</p>
<p>j. Emerging capacities for caring and cooperation.</p>	<p>D. Emotions E. Building relationships with adults F. Building relationships with other children</p>	<p>5. Attachment 6. Relationships with adults 7. Relationships with peers</p>
<p>Goal 3: Infants and toddlers experience environments where they are kept safe from harm.</p>		
<p>b. Increasing confidence that they can participate and take risks without fear of harm.</p>	<p>A. Initiative and planning</p>	<p>1. Initiative 2. Emotions</p>
<p>c. Comfort in expressing their fears openly with trust that their fears will be taken seriously.</p>	<p>D. Emotions</p>	<p>8. Emotions</p>
<p>d. Ability to respond to caregiver instructions related to safety.</p>	<p>K. Personal care and healthy behavior</p>	<p>3. Self-help</p>

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STRAND B – BELONGING		
Goal 1: Infants and toddlers experience environments where they know they belong and are valued.		
a. An attachment to their primary caregivers and primary care group.	E. Building relationships with adults F. Building relationships with other children	5. Attachment 6. Relationships with adults 7. Relationships with peers
b. A feeling of being valued as an important individual who belongs within the group setting.	FF. Knowledge of self and others	4. Distinguishing self from others.
c. An increasing ability to play an active part in the day-to-day activities of the program.	G. Community	11. Group participation
d. Skills in caring for the environment (e.g., cleaning up, wiping the table, flushing the toilet, helping others).	G. Community K. Personal care and healthy behavior	3. Self-help 11. Group participation
e. Confidence in and an ability to express their ideas.	A. Initiative and planning	1. Initiative
Goal 2: Infants and toddlers experience environments where they are comfortable with routines, schedules, and activities.		
a. An understanding of the routines, family customs, and regular events of the program.	G. Community	11. Group participation
c. An understanding that they and others can be a part of the group.	G. Community	11. Group participation
d. Capacities to predict routines and regular events that make up the day or the session.	G. Community HH. History	11. Group participation

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g. Increasing mastery of self-help skills to assist with daily personal routines.	K. Personal care and healthy behavior	3. Self-help
h. An increasing sense of independence and competence during daily routines and activities.	G. Community K. Personal care and healthy behavior	3. Self-help 11. Group participation
Goal 3: Infants and toddlers experience environments where they increasingly understand the nature and boundaries of acceptable behavior.		
a. An increasing capacity to successfully communicate their feelings, needs, and wants.	A. Initiative and planning D. Emotions K. Personal care and healthy behavior L. Speaking	1. Initiative 3. Emotions 17. Non-verbal communication 19. Speaking
f. An increasing ability to self-regulate their behavior.	D. Emotions H. Conflict resolution	3. Emotions
g. The ability to express disagreement with peers and caregivers in developmentally appropriate ways.	H. Conflict resolution	3. Emotions
Goal 4: Infants and toddlers experience environments where positive connections among families, the program, and the children are affirmed.		
c. The ability to interact with an increasing number of significant people in their lives, beyond their families and primary caregivers.	E. Building relationships with adults	6. Relationships with adults

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STRAND C – EXPLORATION		
Goal 1: Infants and toddlers experience environments where the importance of spontaneous play is recognized and play is valued as meaningful learning.		
a. Strategies for exploring and satisfying their curiosity.	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 24. Exploring same and different 31. Seeing things from different viewpoints 35. Cause and effect
b. Symbolic, pretend, and dramatic play.	AA. Pretend play	36. Imitating and pretending
d. The ability to make decisions and choose their own materials.	A. Initiative and planning	1. Initiative
f. Emerging expressions of intentionality in their play and relationships.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions	1. Initiative 35. Cause and effect
Goal 2: Infants and toddlers experience environments where they gain confidence in and greater control of their bodies.		
a. Increasing control over their bodies, including increasing abilities in the use of large and small muscles, balance and coordination of eye-hand movements, and increasing agility, coordination, and balance.	I. Gross-motor skills J. Fine-motor skills	12. Moving parts of the body 13. Moving the whole body 14. Moving with objects 29. Filling and emptying 30. Taking apart and putting together

<p>b. Strategies for actively exploring and making sense of the world by using their bodies, including active exploration with all the senses, and the use of tools, materials, and equipment to extend skills.</p>	<p>I. Gross-motor skills J. Fine-motor skills BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology</p>	<p>12. Moving parts of the body 13. Moving the whole body 14. Moving with objects 22. Exploring objects 24. Exploring same and different 25. Exploring more 26. One-to-one correspondence 27. Number 28. Locating objects 29. Filling an emptying 30. Taking apart and putting together 31. Seeing things from different viewpoints 34. Speed 35. Cause and effect</p>
<p>c. Confidence with moving in space, moving to rhythm, and playing near and with others.</p>	<p>Z. Movement</p>	<p>10. Playing with others 13. Moving the whole body 15. Steady beat 40. Responding to music</p>
<p>d. Awareness of good hygiene practices (e.g., tooth brushing, hand washing, covering mouth/nose when coughing).</p>	<p>K. Personal care and healthy behavior</p>	<p>11. Group participation</p>
<p>Goal 3: Infants and toddlers experience environments where they learn strategies for active exploration, thinking, and reasoning.</p>		
<p>a. The confidence to explore and make sense of their world through simple problem solving, recognizing patterns, learning from trial and error, asking questions, listening to others, simple planning, observing, and listening to stories.</p>	<p>A. Initiative and planning B. Problem solving with materials L. Speaking M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge V. Patterns CC. Experimenting, predicting, and drawing conclusions</p>	<p>1. Initiative 2. Problem solving 16. Listening and responding 19. Speaking 21. Enjoying language 23. Object permanence 24. Exploring same and different 25. Exploring more 35. Cause and effect</p>

<p>b. An attitude of themselves as “explorers” — competent, confident learners who ask questions and make discoveries.</p>	<p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>	<p>2. Problem solving 22. Exploring objects</p>
<p>c. The confidence to choose and experiment with materials, to explore actively with all the senses, and to use what they learn to generalize their learning to other experiences.</p>	<p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions</p>	<p>1. Initiative 22. Exploring objects 24. Exploring same and different 25. Exploring more 26. One-to-one correspondence 27. Number 28. Locating objects 29. Filling and emptying 30. Taking apart and putting together 31. Seeing from different viewpoints 35. Cause and effect</p>
<p>d. The ability to learn new things from the materials and people around them.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p>	<p>22. Exploring objects 23. Object permanence 24. Exploring same and different 25. Exploring more 26. One-to-one correspondence 27. Number 28. Locating objects 29. Filling and emptying 30. Taking apart and putting together 31. Seeing things from different viewpoints 33. Time intervals 34. Speed 35. Cause and effect</p>

Goal 4: Infants and toddlers experience environments where they develop a growing sense of social relationships, the natural environment, and the physical world.		
<p>a. The ability to question, explore, generate, and modify their own ideas about the world around them.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p>	<p>22. Exploring objects 23. Object permanence 24. Exploring same and different 25. Exploring more 26. One-to-one correspondence 27. Number 28. Locating objects 29. Filling and emptying 30. Taking apart and putting together 31. Seeing things from different viewpoints 33. Time intervals 34. Speed 35. Cause and effect</p>
<p>c. Spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together and moved in space.</p>	<p>T. Geometry: Shapes and spatial awareness</p>	<p>22. Exploring objects 29. Filling and emptying 30. Taking apart and putting together</p>
<p>d. A knowledge of the natural environment in the outdoor area of the program and the local neighborhood (e.g., the neighborhood park, grassy field, a wooded area).</p>	<p>DD. Natural and physical world</p>	<p>22. Exploring objects 23. Object permanence 24. Exploring same and different 28. Locating objects 29. Filling and emptying 31. Seeing things from different viewpoints 33. Time intervals 34. Speed 35. Cause and effect 41. Sounds</p>

e. Social relationships and social concepts (e.g., friendship, authority, social rules and understandings).	E. Building relationships with adults F. Building relationships with other children	6. Relationships with adults 7. Relationships with peers
Goal 5: Infants and toddlers experience environments where their interests and initiative provide direction for learning opportunities and for the practice and mastery of developing skills.		
b. The ability to pursue interests independently.	A. Initiative and planning	1. Initiative
c. The understanding that they have a significant role in initiating exploration, play, and learning.	A. Initiative and planning	1. Initiative

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STRAND D – COMMUNICATION		
Goal 1: Infants and toddlers experience environments where they develop attitudes and skills to communicate successfully with others.		
a. The ability to express their feelings and emotions in a range of appropriate ways.	D. Emotions	8. Emotions
b. Confidence that their first languages [e.g., whether spoken English, a spoken language other than English, or American Sign Language (ASL)] are valued, supported, and understood.	L. Speaking JJ. Speaking English	17. Nonverbal communication 19. Speaking
c. Responsive and reciprocal communication skills (e.g., turn-taking).	L. Speaking M. Listening and comprehension	16. Listening and responding 18. Two-way communication 19. Speaking
d. A playful interest in repetitive sounds and words, and aspects of language (e.g., rhythm, rhyme, alliteration).	N. Phonological awareness	21. Enjoying language
e. Increasing skill with and understanding of non-verbal messages, including the ability to attend to and make non-verbal requests.	L. Speaking M. Listening and comprehension	16. Listening and responding 17. Nonverbal communication 19. Speaking
f. The inclination and ability to communicate, pay attention, and respond appropriately to others.	L. Speaking M. Listening and comprehension	16. Listening and responding 17. Nonverbal communication 18. Two-way communication 19. Speaking
g. Increasing knowledge and skill in syntax, meaning, and vocabulary in at least one language.	L. Speaking	19. Speaking
h. Language skills in real, play, and problem-solving contexts as well as in more structured language contexts (e.g., through books, finger plays, singing, storytelling/re-enacting).	L. Speaking M. Listening and comprehension Y. Music	16. Listening and responding 19. Speaking 21. Enjoying language

	AA. Pretend play	36. Imitating and pretending 39. Listening to music 40. Responding to music
Goal 2: Infants and toddlers experience environments where they have opportunities to communicate through the use of symbols/pictures, signs, and stories.		
a. An understanding that symbols/pictures can be “read” by others, and that thoughts, experiences, and ideas can be represented through gestures, signs, words, pictures, print, numbers, sounds, shapes, models, facial expression, and photographs.	P. Reading	20. Exploring print 38. Identifying visual images
b. Familiarity with symbols/pictures and their uses (including print) by exploring and observing them in activities that have meaning and purpose and are developmentally appropriate for infants and toddlers.	P. Reading	20. Exploring print 38. Identifying visual images
d. Familiarity with numbers and their uses by exploring and observing the use of numbers in activities that have meaning and purpose for infants and toddlers.	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number
e. An interest in exploring and using mathematical, reading, and writing materials.	P. Reading Q. Book enjoyment and knowledge R. Writing S. Number and counting	20. Exploring print 25. Exploring more 26. One-to-one correspondence 27. Number 38. Identifying visual images
f. An interest in creating and using symbols/pictures.	R. Writing X. Art	37. Exploring art materials 38. Identifying visual images
g. An expectation that words, books, numbers, and other symbols/pictures can amuse, delight, comfort, illuminate, inform, and excite.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 38. Identifying visual images

Goal 3: Infants and toddlers experience environments where they discover and develop different ways to be creative and expressive about their feelings and thoughts.		
a. Familiarity with the properties and characteristics of the materials used in the creative and expressive arts.	X. Art Y. Music Z. Movement	37. Exploring art materials 39. Listening to music 40. Responding to music 41. Sound 42. Vocal pitch
b. Skill and confidence with the processes of art (e.g., drawing, collage, painting, print-making, constructing).	X. Art	37. Exploring art materials
c. Skill with media that can be used for expressing a mood or a feeling or for representing information (e.g., crayons, pencils, paint, blocks, wood, musical instruments, movement).	X. Art Y. Music Z. Movement	15. Steady beat 37. Exploring art materials 39. Listening to music 40. Responding to music 41. Sound 42. Vocal pitch
d. An ability to be creative and expressive through a variety of activities (e.g., pretend play, art, storytelling, music).	X. Art Y. Music AA. Pretend play	15. Steady beat 21. Enjoying language 36. Imitating and pretending 37. Exploring art materials 39. Listening to music 40. Responding to music 41. Sound 42. Vocal pitch
e. An awareness that music, art, drama, and dance can be expressions of feeling, mood, situation, and culture.	X. Art Y. Music Z. Movement AA. Pretend play	15. Steady beat 36. Imitating and pretending 37. Exploring art materials 39. Listening to music 40. Responding to music 41. Sound 42. Vocal pitch
f. Confidence to sing songs, including songs of their own, and to experiment with chants and pitch patterns.	Y. Music	39. Listening to music 40. Responding to music

		<ul style="list-style-type: none"> 41. Sound 42. Vocal pitch
g. An increasing ability to keep a steady beat (e.g., through speech, chants, dances, movement to simple rhythmic patterns).	Z. Movement	<ul style="list-style-type: none"> 15. Steady beat
h. An expectation that music, art, drama, and dance can amuse, delight, comfort, illuminate, inform, and excite.	<ul style="list-style-type: none"> X. Art Y. Music Z. Movement AA. Pretend play 	<ul style="list-style-type: none"> 15. Steady beat 21. Enjoying language 36. Imitating and pretending 37. Exploring art materials 39. Listening to music 40. Responding to music 41. Sound 42. Vocal pitch
i. Familiarity with a variety of types of music, art, drama, and dance as expressions of feeling, mood, situation, occasion, and culture.	<ul style="list-style-type: none"> X. Art Y. Music Z. Movement AA. Pretend play 	<ul style="list-style-type: none"> 15. Steady beat 21. Enjoying language 36. Imitating and pretending 37. Exploring art materials 39. Listening to music 40. Responding to music 41. Sound 42. Vocal pitch

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STRAND E – CONTRIBUTION		
Goal 1: Infants and toddlers experience environments where the opportunities for learning are equitable, irrespective of gender, ability, age, home language, ethnicity, or background.		
a. Empathy, understanding, and awareness of others’ feelings, and make comforting and accepting gestures to peers and others in distress.	D. Emotions	8. Emotions 9. Empathy
d. The ability to carry out or follow through on simple tasks that help or benefit themselves or others.	G. Community K. Personal care and healthy behavior	3. Self-help 11. Group participation
f. The ability to respond and engage in developmentally appropriate reciprocal interactions.	E. Building relationships with adults F. Building relationships with other children	6. Relationships with adults 7. Relationships with peers 10. Playing with others
g. Emerging skills in caring and cooperation.	D. Emotions E. Building relationships with adults F. Building relationships with other children	6. Relationships with adults 7. Relationships with peers 8. Emotions 10. Playing with others
Goal 2: Infants and toddlers experience environments where they are affirmed as individuals.		
a. A sense of “who they are,” their place in the wider world of relationships, and the ways in which these are appreciated.	FF. Knowledge of self and others	4. Distinguishing self from others
c. A sense of being able to make something happen that matters to them and to others.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions	1. Initiative 35. Cause and effect
g. An awareness of themselves as unique individuals.	FF. Knowledge of self and others	4. Distinguishing self from others

Goal 3: Infants and toddlers experience environments where they are encouraged to interact and learn with and alongside others.		
a. An increasing ability to take another's point of view and to empathize with others.	D. Emotions	8. Emotions 9. Empathy
e. 'Friendship skills,' where they can play harmoniously with their peers through cooperation and participate in the give and take of ideas.	F. Building relationships with other children	7. Relationships with peers 10. Playing with others
f. An increasing ability to share by showing interest in and awareness of the feelings of others.	D. Emotions	8. Emotions 9. Empathy
Goal 4: Infants and toddlers experience environments where they and their families are empowered to make contributions within the program and as members of their communities.		
a. A growing sense of themselves as part of a family.	FF. Knowledge of self and others	4. Distinguishing self from others
b. A sense of pride in themselves and their families.	FF. Knowledge of self and others	4. Distinguishing self from others
c. A growing sense of connection and consistency across their homes, the program and their community.	G. Community FF. Knowledge of self and others	4. Distinguishing self from others
d. A positive sense about their participation in the program, their families, and their community.	G. Community FF. Knowledge of self and others	4. Distinguishing self from others

References

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