HIGHSCOPE®

THE HIGHSCOPE curriculum AND COR Advantage®

2025 Mississippi Early Learning Standards for Infants and Toddlers

2026 HighScope Alignment

ALIGNMENT



Social-Emotional Development

Strand	Indicator	Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
RELATIONSHIPS WITH ADULTS				
RELATIONSHIPS WITH ADULTS	Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	1. Interacts in predictable ways with familiar adults. 2. Responds positively to familiar adults' age appropriate efforts to help with stressful moments.	1. Seeks familiar adults for emotional support and encouragement. 2. Reacts or may become distressed when separated from familiar adults.	1. Engages in positive interactions in a wide variety of situations with familiar adults. 2. Seeks familiar adults for comfort when distressed or tired.
	COR Advantage Items	E. Building relationships with adults; D. Emotions (level 0)	E. Building relationships with adults; D. Emotions (levels 0–1)	E. Building relationships with adults; D. Emotions (levels 1–2)
	Key Developmental Indicators (KDIs)	5. Attachment; 18. Two-way communication	5. Attachment; 6. Relationships with adults	6. Relationships with adults; 5. Attachment
	Early Learning Goals (ELGs)	SED.RA.1.a — Secure relationships with familiar adults (Birth–9 mo)	SED.RA.1.b — Secure relationships with familiar adults (8–18 mo)	SED.RA.1.c — Secure relationships with familiar adults (16–36 mo)
RELATIONSHIPS WITH ADULTS	Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	1. Recognizes familiar adults. 2. May avoid or withdraw from unfamiliar adults.	Makes eye contact, moves, or stays close to familiar adults for emotional comfort when an unfamiliar adult approaches.	1. Often watches from a distance or waits for reassurance from a familiar adult before approaching someone new. 2. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.

	COR Advantage Items	E. Building relationships with adults; G. Community (level 0)	E. Building relationships with adults; G. Community (levels 0–1)	E. Building relationships with adults; G. Community (levels 1–2)
	Key Developmental Indicators (KDIs)	5. Attachment; 17. Nonverbal communication	6. Relationships with adults; 11. Group participation	6. Relationships with adults; 11. Group participation
	Early Learning Goals (ELGs)	SED.RA.2.a — Relationships with other adults (Birth–9 mo)	SED.RA.2.b — Relationships with other adults (8–18 mo)	SED.RA.2.c — Relationships with other adults (16–36 mo)
RELATIONSHIPS WITH ADULTS	Child learns to use familiar adults as a resource to meet needs.	Communicates needs to familiar adults by using a variety of behaviors.	Looks to or seeks help from familiar adults.	Asks a familiar adult for help or assistance when encountering difficult tasks or situations.
	COR Advantage Items	E. Building relationships with adults; A. Initiative and planning (level 0)	E. Building relationships with adults; A. Initiative and planning (levels 0–1)	E. Building relationships with adults; A. Initiative and planning (levels 1–2)
	Key Developmental Indicators (KDIs)	17. Nonverbal communication; 5. Attachment	18. Two-way communication; 2. Problem solving	3. Self-help; 19. Speaking
	Early Learning Goals (ELGs)	SED.RA.3.a — Adults as a resource (Birth–9 mo)	SED.RA.3.b — Adults as a resource (8–18 mo)	SED.RA.3.c — Adults as a resource (16–36 mo)
RELATIONSHIPS WITH OTHER CHILDREN				

RELATIONSHIPS WITH OTHER CHILDREN	Child shows interest in, interacts with and develops personal relationships with other children.	1. Looks at attentively, touches or explores another child's face. 2. Shows recognition for familiar children through actions or behaviors.	1. Participates in simple back-and-forth interactions with another child. 2. Interacts with a few children on a regular basis.	1. Seeks out other children for social interactions including initiating contact and responding to others. 2. Develops friendships and engages in more elaborate play with friends.
	COR Advantage Items	F. Building relationships with other children (level 0)	F. Building relationships with other children (levels 0–1)	F. Building relationships with other children (levels 1–2)
	Key Developmental Indicators (KDIs)	4. Distinguishing self and others; 7. Relationships with peers	7. Relationships with peers; 10. Playing with others	7. Relationships with peers; 10. Playing with others
	Early Learning Goals (ELGs)	SED.RC.1.a — Interest in other children (Birth–9 mo)	SED.RC.1.b — Interest in other children (8–18 mo)	SED.RC.1.c — Interest in other children (16–36 mo)
RELATIONSHIPS WITH OTHER CHILDREN	Child imitates and engages in play with other children.	Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.	1. Participates in simple imitation games, such as making similar sounds or running after another child. 2. Plays next to other children with similar toys or materials.	Joins in play with other children by sometimes taking turns or participating in joint activities with a common goal, such as building block structures with others or pretending to eat together.
	COR Advantage Items	F. Building relationships with other children; AA. Pretend play (level 0)	F. Building relationships with other children; AA. Pretend play (levels 0–1)	F. Building relationships with other children; AA. Pretend play (levels 1–2)
	Key Developmental Indicators (KDIs)	36. Imitating and pretending; 4. Distinguishing self and others	36. Imitating and pretending; 10. Playing with others	10. Playing with others; 36. Imitating and pretending
	Early Learning Goals (ELGs)	SED.RC.2.a — Imitating and playing with peers (Birth–9 mo)	SED.RC.2.b — Imitating and playing with peers (8–18 mo)	SED.RC.2.c — Imitating and playing with peers (16–36 mo)

EMOTIONAL FUNCTIONING				
EMOTIONAL FUNCTIONING	Child learns to express a range of emotions.	Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness through facial expressions or gestures to prompt a response from a familiar adult.	Expresses a variety of emotions and modifies their expressions according to the reactions of familiar adults, based on the child's cultural (family) background.	Expresses a wide range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.
	COR Advantage Item	D. Emotions (level 0)	D. Emotions (levels 0–1)	D. Emotions (levels 1–2)
	Key Developmental Indicators (KDIs)	8. Emotions; 17. Nonverbal communication	8. Emotions; 17. Nonverbal communication	8. Emotions; 19. Speaking
	Early Learning Goals (ELGs)	SED.EF.1.a — Expressing emotions (Birth–9 mo)	SED.EF.1.b — Expressing emotions (8–18 mo)	SED.EF.1.c — Expressing emotions (16–36 mo)
EMOTIONAL FUNCTIONING	Child recognizes and interprets emotions of others with the support of familiar adults.	Attends with interest when others express emotions.	Responds to others' emotional expressions, often by sharing an emotional reaction such as smiling, verbalizing or pouting.	Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.
	COR Advantage Items	D. Emotions; M. Listening and comprehension (level 0)	D. Emotions; M. Listening and comprehension (levels 0–1)	D. Emotions; M. Listening and comprehension (levels 1–2)
	Key Developmental Indicators (KDIs)	8. Emotions; 4. Distinguishing self and others	9. Empathy; 8. Emotions	9. Empathy; 8. Emotions

	Early Learning Goals (ELGs)	SED.EF.2.a — Recognizing others' emotions (Birth–9 mo)	SED.EF.2.b — Recognizing others' emotions (8–18 mo)	SED.EF.2.c — Recognizing others' emotions (16–36 mo)
EMOTIONAL FUNCTIONING	Child expresses care and concern towards others.	May imitate another person's distressed emotions/facial expressions.	1. Notices when another child is crying or upset. 2. May seek adult's help or offer something to help another child, such as blanket or toy.	1. Expresses empathy toward other children or familiar adults who have been hurt or are crying by showing concerned attention. 2. May try to comfort them with words or actions.
	COR Advantage Items	D. Emotions; G. Community (level 0)	D. Emotions; G. Community (levels 0–1)	D. Emotions; G. Community (levels 1–2)
	Key Developmental Indicators (KDIs)	8. Emotions; 5. Attachment	9. Empathy; 10. Playing with others	9. Empathy; 10. Playing with others
	Early Learning Goals (ELGs)	SED.EF.3.a — Care and concern for others (Birth–9 mo)	SED.EF.3.b — Care and concern for others (8–18 mo)	SED.EF.3.c — Care and concern for others (16–36 mo)
EMOTIONAL FUNCTIONING	Child manages emotions with the support of familiar adults.	Is comforted by a familiar adult.	Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors.	Shows developing ability to cope with stress or strong emotions by using familiar strategies.
	COR Advantage Items	D. Emotions; E. Building relationships with adults (level 0)	D. Emotions; E. Building relationships with adults (levels 0–1)	D. Emotions; E. Building relationships with adults (levels 1–2)
	Key Developmental Indicators (KDIs)	5. Attachment; 8. Emotions	8. Emotions; 6. Relationships with adults	8. Emotions; 3. Self-help

	Early Learning Goals (ELGs)	SED.EF.4.a — Managing emotions with support (Birth–9 mo)	SED.EF.4.b — Managing emotions with support (8–18 mo)	SED.EF.4.c — Managing emotions with support (16–36 mo)
SENSE OF IDENTITY AND BELONGING				
SENSE OF IDENTITY AND BELONGING	Child shows awareness about self and how to connect with others.	Learns about self by exploring hands, feet, body and movement.	Experiments with use of hands and body, discovering how movement and gestures can be used to relate to others.	1. Shows awareness of own thoughts, feelings and preferences as well as those of others. 2. Uses different forms of communication to refer to self and others.
	COR Advantage Items	FF. Knowledge of self and others (level 0)	FF. Knowledge of self and others (levels 0–1)	FF. Knowledge of self and others (levels 1–2)
	Key Developmental Indicators (KDIs)	4. Distinguishing self and others; 17. Nonverbal communication	4. Distinguishing self and others; 18. Two-way communication	4. Distinguishing self and others; 10. Playing with others
	Early Learning Goals (ELGs)	SED.IB.1.a — Self-awareness and connection (Birth–9 mo)	SED.IB.1.b — Self-awareness and connection (8–18 mo)	SED.IB.1.c — Self-awareness and connection (16–36 mo)
SENSE OF IDENTITY AND BELONGING	Child recognizes, appreciates and respects characteristics of self and others.	1. Responds to own name when stated by a familiar adult. 2. Distinguishes primary caregivers from others.	Develops self-awareness (recognizing self as separate individual from caregiver).	Identifies obvious physical similarities, differences and compares characteristics between self and others.
	COR Advantage Items	FF. Knowledge of self and others; G. Community (level 0)	FF. Knowledge of self and others; G. Community (levels 0–1)	FF. Knowledge of self and others; G. Community (levels 1–2)

	Key Developmental Indicators (KDIs)	4. Distinguishing self and others; 24. Exploring same and different	4. Distinguishing self and others; 38. Identifying visual images	4. Distinguishing self and others; 24. Exploring same and different
	Early Learning Goals (ELGs)	SED.IB.2.a — Characteristics of self and others (Birth–9 mo)	SED.IB.2.b — Characteristics of self and others (8–18 mo)	SED.IB.2.c — Characteristics of self and others (16–36 mo)
SENSE OF IDENTITY AND BELONGING	Child shows confidence in own abilities through relationships with others.	Participates in back-and-forth social interactions through facial expressions, sounds, gestures and responding to the actions of others.	1. Expresses desires and preferences. 2. Seeks to draw a familiar adult's attention to objects of interest or new physical skills and attends to familiar adult's responses.	1. Contributes own ideas, skills and abilities to activities and experiences with adults and other children. 2. May call attention to new skills and abilities or seek to do things by self.
	COR Advantage Items	A. Initiative and planning; C. Reflection (level 0)	A. Initiative and planning; C. Reflection (levels 0–1)	A. Initiative and planning; C. Reflection (levels 1–2)
	Key Developmental Indicators (KDIs)	1. Initiative; 35. Cause and effect	1. Initiative; 3. Self-help	3. Self-help; 1. Initiative
	Early Learning Goals (ELGs)	SED.IB.3.a — Confidence in own abilities (Birth–9 mo)	SED.IB.3.b — Confidence in own abilities (8–18 mo)	SED.IB.3.c — Confidence in own abilities (16–36 mo)
SENSE OF IDENTITY AND BELONGING	Child develops a sense of belonging through relationships with others.	Shows awareness of familiar routines by behaviors.	Anticipates familiar routines or activities.	Refers to personal or family experiences and events that have happened in the recent past.
	COR Advantage Items	G. Community; F. Building relationships with other children (level 0)	G. Community; F. Building relationships with other children (levels 0–1)	G. Community; F. Building relationships with other children (levels 1–2)

	Key Developmental Indicators (KDIs)	5. Attachment; 11. Group participation	11. Group participation; 6. Relationships with adults	11. Group participation; 7. Relationships with peers
	Early Learning Goals (ELGs)	SED.IB.4.a — Sense of belonging (Birth–9 mo)	SED.IB.4.b — Sense of belonging (8–18 mo)	SED.IB.4.c — Sense of belonging (16–36 mo)