HIGHSCOPE®

THE HIGHSCOPE

infant-toddler curriculum

AND

COR Advantage®

Arizona's Infant and Toddler Developmental Guidelines (2020)

2026 HighScope Alignment

ALIGN MENT



Domain I: Social and Emotional Development	***COR Advantage Items***	***Key Developmental Indicators (KDIs)***	***Early Learning Goals (ELGs)***
COMPONENT: Trust and Emotional Security			
Engages in behaviors that build relationships with familiar adults	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Shows preference for familiar adults	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Responds to unfamiliar adults cautiously	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

Seeks to find comfort in new situations	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Shows emotional connection and attachment to others	E. Building relationships with adults F. Building relationships with other children	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
COMPONENT: Self-Awareness			
Expresses feelings and emotions through facial expressions, sounds or gestures	D. Emotions L. Speaking	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

Develops awareness of self as separate from others	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others. 5. Sense of self: Children express a sense of self.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Shows confidence in increasing abilities	FF. Knowledge of self and others A. Initiative and planning	5. Sense of self: Children express a sense of self. 1. Initiative: Children express initiative.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
COMPONENT: Self-Regulation			
Begins to manage own behavior and show self-regulation	D. Emotions G. Community	8. Emotions: Children express emotions. 11. Group participation: Children participate in group routines.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Shows ability to cope with stress	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

Shows increasing independence	A. Initiative and planning K. Personal care and healthy behavior FF. Knowledge of self and others	1. Initiative: Children express initiative. 3. Self-help: Children do things for themselves. 5. Sense of self: Children express a sense of self.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Understands simple routines, rules or limitations	G. Community M. Listening and comprehension	11. Group participation: Children participate in group routines. 16. Listening and responding: Children listen and respond.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
Domain I: Social and Emotional Development, CONT			
COMPONENT: Relationships with Other Children			
Shows interest in and awareness of other children	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Responds to and interacts with other children	F. Building relationships with other children L. Speaking	7. Relationships with peers: Children build relationships with peers. 18. Two-way communication: Children participate in two-way communication.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

Begins to recognize and respond to other children's feelings and emotions	D. Emotions F. Building relationships with other children	8. Emotions: Children express emotions. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Begins to show concern for others. Learns social skills and eventually uses words for expressing feelings, needs and wants	D. Emotions F. Building relationships with other children L. Speaking	8. Emotions: Children express emotions. 7. Relationships with peers: Children build relationships with peers. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Uses imitation or pretend play to learn new roles and relationships	AA. Pretend play F. Building relationships with other children	36. Imitating and pretending: Children imitate and pretend. 7. Relationships with peers: Children build relationships with peers.	Creative Arts – 9.4.1 Children participate in play scenarios. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
COMPONENT: Approaches to Learning			
Begins noticing people, events, and things	BB. Observing and classifying	32. Observing: Children observe the people and things in their world.	32. Observing: Children observe the people and things in their world.

Watches what others do, begin to pretend, and use materials in new and different ways	AA. Pretend play BB. Observing and classifying A. Initiative and planning	36. Imitating and pretending: Children imitate and pretend. 32. Observing: Children observe the people and things in their world. 1. Initiative: Children express initiative.	36. Imitating and pretending: Children imitate and pretend. 32. Observing: Children observe the people and things in their world. 1. Initiative: Children express initiative.
Developing confidence; trying new things and taking risks	A. Initiative and planning H. Engagement and persistence	1. Initiative: Children express initiative. 10. Engagement and persistence: Children focus on and remain involved in activities.	1. Initiative: Children express initiative. 10. Engagement and persistence: Children focus on and remain involved in activities.
Develops likes and dislikes; with a growing sense of playfulness, they begin to see things as "funny" and enjoy surprising others.	FF. Knowledge of self and others D. Emotions A. Initiative and planning	5. Sense of self: Children express a sense of self. 8. Emotions: Children express emotions. 1. Initiative: Children express initiative.	5. Sense of self: Children express a sense of self. 8. Emotions: Children express emotions. 1. Initiative: Children express initiative.
Domain II: Language Development and Communication			
COMPONENT: Listening and Understanding			
Shows interest in listening to sounds	M. Listening and comprehension N. Phonological awareness	16. Listening and responding: Children listen and respond. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.

Listens with interest to language of others	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
Responds to verbal communication of others	M. Listening and comprehension L. Speaking	16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Responds to nonverbal communication of others	M. Listening and comprehension L. Speaking	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Begins to understand gestures, words, questions or routines	M. Listening and comprehension C. Reflection	16. Listening and responding: Children listen and respond. 31. Memory: Children remember people and objects.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
COMPONENT: Communicating and Speaking			

Uses sounds, gestures or actions to express needs and wants	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Uses consistent sounds, gestures or words to communicate Imitates sounds, gestures or words	L. Speaking N. Phonological awareness	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Uses sounds, signs or words for a variety of purposes	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Shows reciprocity in using language in simple conversations	L. Speaking M. Listening and comprehension	18. Two-way communication: Children participate in two-way communication. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
Domain II: Language Development and Communication CONT			
COMPONENT: Emergent Literacy			

Shows interest in songs, rhymes and stories	Q. Book enjoyment and knowledge W. Music and movement	21. Enjoying language: Children enjoy stories, rhymes, and songs. 40. Moving to music: Children move to music.	Language and Literacy – Children participate in familiar rhymes and songs. Creative Arts – 9.3.1 Children respond to and participate in music and movement.
Shows interest in photos, pictures and drawings	Q. Book enjoyment and knowledge BB. Observing and classifying	20. Exploring print: Children explore picture books and magazines. 32. Observing: Children observe the people and things in their world.	Language and Literacy – 4.5.2 Children engage with books read by adults.
Develops interest in and involvement with books and other print materials	Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs.	Language and Literacy – 4.5.2 Children engage with books read by adults.
Begins to recognize and understand symbols	Q. Book enjoyment and knowledge R. Writing AA. Pretend play	20. Exploring print: Children explore picture books and magazines. 42. Marks and scribbles: Children make marks and scribbles. 36. Imitating and pretending: Children imitate and pretend.	Language and Literacy – Children begin to understand that pictures, symbols, and print carry meaning.
Domain III: Cognitive Development			
COMPONENT: Exploration and Discovery			

Pays attention to people	BB. Observing and classifying E. Building relationships with adults	32. Observing: Children observe the people and things in their world. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Uses senses to explore people, objects and the environment and objects	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 32. Observing: Children observe the people and things in their world.	Science – 6.3.1 Children observe properties of materials and objects. Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
Attends to colors, shapes, patterns or pictures	BB. Observing and classifying	32. Observing: Children observe the people and things in their world. 33. Same and different: Children notice sameness and difference.	Mathematics – Children notice similarities and differences among objects. Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.

Shows interest and curiosity in new people and objects	A. Initiative and planning BB. Observing and classifying E. Building relationships with adults	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 32. Observing: Children observe the people and things in their world. 6. Relationships with adults: Children build relationships with other adults.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Makes things happen and watches for results or repeats action	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
COMPONENT: Memory			
Shows ability to acquire and process new information	C. Reflection BB. Observing and classifying	31. Memory: Children remember people and objects. 32. Observing: Children observe the people and things in their world.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Recognizes familiar people, places and things	C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Recalls and uses information in new situations	C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.

Searches for missing or hidden objects	C. Reflection BB. Observing and classifying B. Problem solving with materials	31. Memory: Children remember people and objects. 28. Locating objects: Children explore and notice the location of objects. 2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
Domain III: Cognitive Development, CONT			
COMPONENT: Problem Solving			
Experiments with different uses for objects	B. Problem solving with materials A. Initiative and planning	2. Problem solving: Children solve problems encountered in exploration and play. 1. Initiative: Children express initiative.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
Shows imagination and creativity in solving problems	B. Problem solving with materials AA. Pretend play A. Initiative and planning	2. Problem solving: Children solve problems encountered in exploration and play. 36. Imitating and pretending: Children imitate and pretend. 1. Initiative: Children express initiative.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Creative Arts – 9.4.1 Children participate in play scenarios.

Uses a variety of strategies to solve problems	B. Problem solving with materials H. Engagement and persistence	2. Problem solving: Children solve problems encountered in exploration and play. 10. Engagement and persistence: Children focus on and remain involved in activities.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
Applies knowledge to new situations	C. Reflection B. Problem solving with materials	31. Memory: Children remember people and objects. 2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
COMPONENT: Imitation and Symbolic Play			
Observes and imitates sounds, gestures or behaviors	AA. Pretend play N. Phonological awareness BB. Observing and classifying	36. Imitating and pretending: Children imitate and pretend. 41. Sounds: Children explore and imitate sounds. 32. Observing: Children observe the people and things in their world.	36. Imitating and pretending: Children imitate and pretend. 41. Sounds: Children explore and imitate sounds. 32. Observing: Children observe the people and things in their world.
Uses objects in new ways or in pretend play	AA. Pretend play A. Initiative and planning	36. Imitating and pretending: Children imitate and pretend. 1. Initiative: Children express initiative.	36. Imitating and pretending: Children imitate and pretend. 1. Initiative: Children express initiative.

Uses imitation or pretend play to express creativity and imagination	AA. Pretend play A. Initiative and planning	36. Imitating and pretending: Children imitate and pretend. 1. Initiative: Children express initiative.	36. Imitating and pretending: Children imitate and pretend. 1. Initiative: Children express initiative.
Domain IV: Physical and Motor Development			
COMPONENT: Gross Motor Development			
Moves body, arms and legs with coordination	I. Gross-motor skills	13. Moving the whole body: Children move the whole body.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Demonstrates large muscle balance, stability, control and coordination	I. Gross-motor skills	13. Moving the whole body: Children move the whole body.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Develops increasing ability to change positions and move body from place to place	I. Gross-motor skills	13. Moving the whole body: Children move the whole body.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Moves body with purpose to achieve a goal	I. Gross-motor skills B. Problem solving with materials A. Initiative and planning	13. Moving the whole body: Children move the whole body. 2. Problem solving: Children solve problems encountered in exploration and play. 1. Initiative: Children express initiative.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).

COMPONENT: Fine Motor Development			
Uses hands or feet to make contact with objects or people	J. Fine-motor skills F. Building relationships with other children	12. Moving parts of the body: Children move parts of the body. 7. Relationships with peers: Children build relationships with peers.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Develops small muscle control and coordination	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
Coordinates eye and hand movements	J. Fine-motor skills BB. Observing and classifying	12. Moving parts of the body: Children move parts of the body. 32. Observing: Children observe the people and things in their world.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
Uses different actions on objects	J. Fine-motor skills BB. Observing and classifying	12. Moving parts of the body: Children move parts of the body. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Science – 6.3.1 Children observe properties of materials and objects.
Controls small muscles in hands when doing simple tasks	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
COMPONENT: Physical Health and Well-Being			

Shows characteristics of healthy development	K. Personal care and healthy behavior I. Gross-motor skills	3. Self-help: Children do things for themselves. 13. Moving the whole body: Children move the whole body.	Physical Development and Health – Children demonstrate increasing health, physical competence, and participation in daily routines.
Responds when physical needs are met	K. Personal care and healthy behavior D. Emotions	3. Self-help: Children do things for themselves. 8. Emotions: Children express emotions.	Physical Development and Health – Children participate in personal care routines with increasing independence. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Expresses physical needs nonverbally or verbally	K. Personal care and healthy behavior L. Speaking	3. Self-help: Children do things for themselves. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Physical Development and Health – Children participate in personal care routines with increasing independence. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Participates in physical care routines	K. Personal care and healthy behavior G. Community	3. Self-help: Children do things for themselves. 11. Group participation: Children participate in group routines.	Physical Development and Health – Children participate in personal care routines with increasing independence.
Begins to develop self-help skills	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in personal care routines with increasing independence.

Begins to understand safe and unsafe behaviors	G. Community M. Listening and comprehension	11. Group participation: Children participate in group routines. 16. Listening and responding: Children listen and respond.	Physical Development and Health – Children demonstrate awareness of safe and unsafe behaviors with adult support. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.