



THE HIGHSCOPE  
**preschool  
curriculum**

AND

**COR** *Advantage*<sup>®</sup>

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**Indiana Early Learning  
Standards 2023**

ALIGNMENT



## Alignment of The HighScope Curriculum and COR Advantage With Indiana Early Learning Standards 2023

This document aligns the content in the **Indiana Early Learning Standards 2023** with the learning objectives of the **HighScope Curriculum** for preschool and the developmental milestones of HighScope's child assessment tool, **COR Advantage**.

Based on more than 50 years of research on early childhood development, **The HighScope Preschool Curriculum** is built on 58 Key Developmental Indicators (KDIs). Each KDI identifies an important learning objective proven to pave the way for school and adult success. Uniquely designed to provide a rich academic foundation for children of diverse backgrounds and abilities, The HighScope Curriculum includes effective adult-child interaction strategies to help educators appropriately support and extend children's development and learning across each curriculum content area.

**COR Advantage** is an observation-based child assessment tool designed to measure children's growth and development from birth through kindergarten. Built on 36 developmental milestones that best prepare children for school success, COR Advantage is criterion-referenced, research-based, and proven valid and reliable through validation studies.

### References

HighScope Educational Research Foundation. (2013). *COR Advantage*. Ypsilanti, MI: HighScope Press.

HighScope Educational Research Foundation. (2018). *COR Advantage* [Computerized assessment system].  
Online at <https://www.coradvantage.com>

HighScope Educational Research Foundation. (2012). *The HighScope Preschool Curriculum*. Ypsilanti, MI: HighScope Press.

## Indiana Early Learning Standards 2023

## COR Advantage Items

## Key Developmental Indicators (KDIs) — Preschool

English/Language Arts		
Early Learning Standards		
(ELA)		
	COR Item	KDI <i>Preschool</i>
<b>Standard 1: Communication Process</b> Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.		
ELA1.1: Demonstrate Receptive Communication	M. Listening and comprehension	21. Comprehension
ELA1.2: Demonstrate Expressive Communication	L. Speaking	22. Speaking 23. Vocabulary
ELA1.3: Demonstrate ability to engage in conversations	L. Speaking	22. Speaking
<b>Standard 2: Early Reading</b> Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.		
ELA2.1: Demonstrate awareness of the alphabet	O. Alphabetic knowledge	25. Alphabetic knowledge
ELA2.2: Demonstrate phonological awareness	N. Phonological awareness	24. Phonological awareness
ELA2.3: Demonstrate awareness and understanding of concepts of print	P. Reading Q. Book enjoyment and knowledge	27. Concepts about print 28. Book knowledge
ELA2.4: Demonstrate comprehension	Q. Book enjoyment and knowledge	21. Comprehension 26. Reading 28. Book knowledge
<b>Standard 3: Early Writing</b>		

Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.		
ELA3.1: Demonstrate mechanics of writing	R. Writing	29. Writing
ELA3.2: Demonstrate ability to communicate a story	R. Writing	29. Writing 40. Art
<b>Mathematics</b>		
<b>Early Learning Standards</b>		
<b>(M)</b>		
	COR Item	KDI
<b>Standard 1: Numeracy</b> Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.		
M1.1: Demonstrate strong sense of counting	S. Number and counting	32. Counting
M1.2: Demonstrate understanding of written numerals	S. Number and counting	31. Number words and symbols
M1.3: Recognition of number relations	S. Number and counting U. Measurement	33. Part-whole relationships
<b>Standard 2: Computation and Algebraic Thinking</b> Early learners develop foundational skills in learning to understand mathematical structure and patterning.		
M2.1: Exhibit understanding of mathematical structure	S. Number and counting	32. Counting 33. Part-whole relationships
M2.2: Demonstrate awareness of patterning	V. Patterns	38. Patterns
<b>Standard 3: Data Analysis</b> Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.		

M3.1: Demonstrate understanding of classifying	W. Data analysis	46. Classifying
<b>Standard 4: Geometry</b> Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.		
M4.1: Understanding of spatial relationships	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
M4.2: Exhibit ability to identify, describe, analyze, compare, and create shapes	T. Geometry: Shapes and spatial awareness	34. Shapes
<b>Standard 5: Measurement</b> Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.		
M5.1: Understand the concept of time	HH. History G. Community	57. History
M5.2: Understand measurement through description and comparison	U. Measurement	36. Measuring 37. Unit
<b>Science</b>		
<b>Early Learning Standards</b>		
<b>(SC)</b>		
<b>Standard 1: Physical Science</b> Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.		
SC1.1: Demonstrate ability to explore objects in the physical world.	CC. Experimenting, predicting, and drawing conclusions	45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 51. Natural and physical world

SC1.2: Demonstrate awareness of the physical properties of objects	CC. Experimenting, predicting, and drawing conclusions	45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 51. Natural and physical world
<b>Standard 2: Earth and Space Science</b> Early learners develop foundational skills in learning to understand the natural world through exploration of Earth, sky, weathers, and seasons.		
SC2.1: Recognize seasonal and weather related changes	DD. Natural and physical world	45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 51. Natural and physical world 58. Ecology
<b>Standard 3: Life Science</b> Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.		
SC3.1: Demonstrate awareness of life	DD. Natural and physical world K. Personal care and healthy behavior	45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 51. Natural and physical world
SC3.2: Demonstrate awareness of the preservation, protection, and care of living creatures and plants	DD. Natural and physical world	45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 51. Natural and physical world
<b>Standard 4: Engineering</b> Early learners develop foundational skills in learning and understanding how		

to solve problems using the engineering design process.		
SC4.1: Demonstrate engineering design skills	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology	2. Planning 4. Problem solving 5. Use of resources 6. Reflection 45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 51. Natural and physical world
<b>Standard 5: Scientific Inquiry and Method</b> Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.		
SC5.1: Demonstrate scientific curiosity	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology	45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world 52. Tools and technology
<b>Standard 6: Computational Thinking</b> Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.		
SC6.1: Demonstrate decomposition of larger tasks into smaller steps.	G. Community HH. History	2. Planning 4. Problem solving
SC6.2: Demonstrate algorithmic thinking and debugging	G. Community	2. Planning 4. Problem solving
<b>Social Studies</b>		
<b>Early Learning Standards</b>		

(SS)		
<b>Standard 1: Self</b>		
Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.		
SS1.1: Demonstrate development of self	FF. Knowledge of self and others	7. Self-identity 53. Diversity 11. Community 54. Community roles 57. History
<b>Standard 2: History and Events</b>		
Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.		
SS2.1: Demonstrate awareness of chronological thinking	HH. History	57. History 11. Community
SS2.2: Demonstrate awareness of personal historical knowledge	HH. History	57. History 11. Community
SS2.3: Demonstrate awareness of the foundations of government or authority	FF. Knowledge of self and others (preschool)	11. Community 54. Community roles
<b>Standard 3: Geography</b>		
Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.		
SS3.1: Demonstrate awareness of the world in spatial terms	GG. Geography	35. Spatial Awareness 56. Geography
SS3.2: Demonstrate awareness of places and regions	GG. Geography	56. Geography
<b>Standard 4: Economics</b>		
Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.		
SS4.1: Demonstrate awareness of economics, spending, and making	AA. Pretend play	54. Community roles

money		
<b>Standard 5: Citizenship</b> Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.		
SS5.1: Demonstrate awareness of citizenship	G. Community	11. Community 15. Conflict resolution 53. Diversity 55. Decision making
<b>Student Wellbeing</b>		
<b>Early Learning Standards</b>		
<b>(SW)</b>		
<b>Standard 1: Sense of Self</b> Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.		
SW1.1: Demonstrate self awareness and confidence	FF. Knowledge of self and others A. Initiative and planning D. Emotions	7. Self-identity 8. Sense of competence 1. Initiative
SW1.2: Demonstrate identification and expression of emotions	D. Emotions E. Building relationships with adults F. Building relationships with other children	9. Emotions 10. Empathy 12. Building relationships 13. Cooperative play
<b>Standard 2: Self-Regulation</b> Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.		
SW2.1: Demonstrate self control	D. Emotions G. Community E. Building relationships with adults	9. Emotions 10. Empathy 12. Building relationships 13. Cooperative play

<p><b>Standard 3: Conflict Resolution</b> Early learners develop foundational skills that support conflict resolution and conflict management.</p>		
SW3.1: Demonstrate conflict resolution	H. Conflict resolution	15. Conflict resolution
<p><b>Standard 4: Building Relationships</b> Early learners develop foundations skills that support social development and engagement with others.</p>		
SW4.1: Demonstrate relationship skills	E. Building relationships with adults F. Building relationships with other children	12. Building relationships 13. Cooperative play
<b>Approaches to Play and Learning</b>		
<b>Standards</b>		
<b>(APL)</b>		
<p><b>Standard 1: Initiative and Exploration</b> Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.</p>		
APL1.1: Demonstrate initiative and self-direction	A. Initiative and planning	1. Initiative 2. Planning 3. Engagement 4. Problem solving 5. Use of resources 8. Sense of competence
APL1.2: Demonstrate interest and curiosity as a learner	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions	1. Initiative 2. Planning 3. Engagement 4. Problem solving 5. Use of resources 8. Sense of competence

<p><b>Standard 2: Flexible Thinking</b> Early learners develop foundational skills that support flexible thinking (the ability to find new solutions and see situations in more than one way) and social interactions during play.</p>		
APL2.1: Demonstrate development of flexible thinking skills during play	B. Problem solving	<ol style="list-style-type: none"> <li>1. Initiative</li> <li>2. Planning</li> <li>3. Engagement</li> <li>4. Problem solving</li> <li>5. Use of resources</li> <li>8. Sense of competence</li> </ol>
<p><b>Standard 3: Attentiveness and Persistence</b> Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.</p>		
APL3.1: Demonstrate development of sustained attention and persistence..	<p>C. Reflection B. Problem solving with materials</p>	<ol style="list-style-type: none"> <li>2. Planning</li> <li>3. Engagement</li> <li>4. Problem solving</li> </ol>
<p><b>Standard 4: Social Interactions</b> Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.</p>		
APL4.1: Demonstrate development of social interactions during play	F. Building relationships with other children	<ol style="list-style-type: none"> <li>12. Building relationships</li> <li>13. Cooperative play</li> </ol>
<b>Creative Arts</b>		
<b>Early Learning Standards</b>		
(CA)		
<p><b>Standard 1: Music</b> Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.</p>		
CA1.1: Demonstrate creative music expression	Y. Music	<ol style="list-style-type: none"> <li>41. Music</li> <li>44. Appreciating the arts</li> </ol>

<b>Standard 2: Dance</b> Early learners develop foundational skills that support creative expression through movement.		
CA2.1: Demonstrate creative movement expression	Z. Movement	42. Movement
<b>Standard 3: Visual Arts</b> Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.		
CA3.1: Demonstrate creative expression through the visual art process or experience	X. Art	40. Art
CA3.2: Demonstrate creative expression through visual art production and presentation	X. Art	40. Art
CA3.3: Demonstrate creative expression through art appreciation	X. Art	44. Appreciating the arts
<b>Standard 4: Dramatic Play</b> Early learners develop foundational skills that support creative expression through dramatic play.		
CA4.1: Demonstrate creative expression through dramatic play	AA. Pretend play	43. Pretend play
<b>Physical Health and Growth</b>		
<b>Early Learning Standards</b>		
<b>(PHG)</b>		
<b>Standard 1: Health and Growth</b> Early learners develop foundational skills that support healthy, safe, and nutritious practices.		
PHG1.1: Demonstrate development of healthy practices	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
PHG1.2: Demonstrate development of safety practices	E. Building relationships with adults (infant-toddler) K. Personal care and healthy behavior (preschool)	19. Personal care 20. Healthy behavior

PHG1.3: Demonstrate development of nutrition awareness	K. Personal care and healthy behavior	20. Healthy behavior
<b>Standard 2: Senses</b> Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.		
PHG2.1: Demonstrate how the five senses support processing information	CC. Experimenting, predicting, and drawing conclusions	45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world
PHG2.2: Demonstrate development of body awareness and physical activity	I. Gross-motor skills K. Personal care and healthy behavior	18. Body awareness 16. Gross-motor skills 20. Healthy behavior
<b>Standard 3: Motor Skills</b> Early learners develop foundational skills that support the development of fine and gross motor coordination.		
PHG3.1: Demonstrate development of fine and gross motor coordination	I. Gross-motor skills J. Fine-motor skills	16. Gross-motor skills 17. Fine-motor skills
PHG3.2: Demonstrate development of oral motor skills	K. Personal care and healthy behavior	NA
<b>Standard 4: Personal Care</b> Early learners develop foundational skills that support the independent care of one's self.		
PHG4.1: Demonstrate increased independence in personal care routines*	K. Personal care and healthy behavior	19. Personal care