



THE HIGHSCOPE
curriculum

AND

COR *Advantage*®

Kentucky's Early Childhood
Standards

ALIGN
MENT



KY 21 HS 26								
Section (Age Range)	Domain / Subject	Standar d Code	Standard Text	Benchmark Code	Benchmark Text	COR Advantage Item(s)	HighScope KDI(s)	Early Learning Goals (ELGs)
Birth to Three Years	Cognitive	1	Explores the environment to gain information.	1.1	Demonstrates curiosity in the environment.	A. Initiative and planning; BB. Observing and classifying	1. Initiative: Children demonstrate initiative as they explore their world.; 45. Observing: Children observe the materials and processes in their environment.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
		1		1.2	Responds to the environment.	BB. Observing and classifying	45. Observing: Children observe the materials and processes in their environment.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.

		1		1.3	Recalls information about the environment.	C. Reflection	6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.	
		1		1.4	Recognizes characteristics of people and objects.	BB. Observing and classifying	45. Observing: Children observe the materials and processes in their environment.; 46. Classifying: Children classify materials, actions, people, and events.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.	
	Communication	1	Demonstrates communication skills in order to express self.	1.1	Engages in nonverbal communication for a variety of purposes.	L. Speaking	22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.	
		1		1.2	Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes.	L. Speaking	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.	

2	Demonstrates listening and observing skills and responds to the communication of others.	2.1	Focuses on and attends to communication of others and to sights and sounds in the environment to gain information.	M. Listening and comprehension; BB. Observing and classifying	21. Comprehension: Children understand language.; 45. Observing: Children observe the materials and processes in their environment.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions from others.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
3	Demonstrates interest and engages in early literacy activities.	3.1	Demonstrates interest and engagement in print literacy materials.	Q. Book enjoyment and knowledge; P. Reading	28. Book knowledge: Children demonstrate knowledge about books.; 27. Concepts about print: Children demonstrate knowledge about environmental print.	Language and Literacy — LL 4.4.1 Print Concepts: Children understand that print appears in many forms and communicates ideas that can be read, viewed, and understood by others.; Language and Literacy — LL 4.4.2 Print Concepts: Children demonstrate reading conventions by identifying the parts of the book, the starting point in a line of text, and the direction in which text is read.

	3		3.2	Demonstrates interest and engagement in stories, songs, and rhymes.	Q. Book enjoyment and knowledge; N. Phonological awareness; Y. Music	28. Book knowledge: Children demonstrate knowledge about books.; 24. Phonological awareness: Children identify distinct sounds in spoken language.; 41. Music: Children express and represent what they observe, think, imagine, and feel through music.	Language and Literacy — LL 4.7.1 Comprehension/Narrative: Children demonstrate understanding of narrative text read aloud.; Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.; Creative Arts — CA 9.2.1 Music: Children create music.
Creative Expression	1	Demonstrates interest and participates in various forms of creative expression.	1.1	Enjoys and engages in visual arts.	X. Art	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	Creative Arts — CA 9.1.1 Visual Arts: Children create works of art with a variety of art materials.
	1		1.3	Enjoys and engages in music.	Y. Music	41. Music: Children express and represent what they observe, think, imagine, and feel through music.	Creative Arts — CA 9.2.1 Music: Children create music.
	1		1.4	Enjoys and engages in pretend play and drama.	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.

Motor	1	Demonstrates motor skills in daily activities and adaptive/self-care routines.	1.1	Moves with purpose and coordination.			
	1	Demonstrates motor skills in daily activities and adaptive/self-care routines.	1.2	Demonstrates balance and coordination.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.
	1		1.3	Exhibits eye-hand coordination.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.
	1		1.4	Controls small muscles in hands.	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.

	1		1.5	Expresses physical needs and actively participates in adaptive/self-care routines to have these needs met.	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
Social Emotional	1	Demonstrates trust and engages in social relationships.	1.1	Shows attachments and emotional connection towards others.	E. Building relationships with adults; F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
	1		1.2	Demonstrates desire to create relationships and understanding of these relationships with others.	E. Building relationships with adults; F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
	2	Demonstrates sense of self.	2.1	Expresses and/or recognizes a variety of emotions.	D. Emotions	9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions with increasing independence.

		2		2.2	Develops the ability to control feelings and behavior and understands simple rules and limitations.	D. Emotions; H. Conflict resolution	9. Emotions: Children recognize, label, and regulate their feelings.; 14. Moral development: Children develop an internal sense of right and wrong.	Social and Emotional Learning — SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions with increasing independence.
Three and Four Year Olds	Arts and Humanities	1	Participates and shows interest in a variety of visual art, dance, music, and drama experiences.	1.1	Develops skills in and appreciation of visual arts.	X. Art	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	Creative Arts — CA 9.1.1 Visual Arts: Children create works of art with a variety of art materials.
		1		1.2	Develops skills in and appreciation of dance.	Z. Movement	42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	Creative Arts — CA 9.3.1 Movement: Children use movement to express ideas and respond to music and other stimuli.
		1		1.3	Develops skills in and appreciation of music.	Y. Music	41. Music: Children express and represent what they observe, think, imagine, and feel through music.	Creative Arts — CA 9.2.1 Music: Children create music.
		1		1.4	Develops skills in and appreciation of drama.	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.

English/Language Arts	1	Demonstrates general skills and strategies of the communication process.	1.1	Uses non-verbal communication for a variety of purposes.	L. Speaking	22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
	1		1.2	Uses language (verbal, signed, symbolic) for a variety of purposes.	L. Speaking	22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
	1		1.3	Communicates with increasing clarity and use of conventional grammar.	L. Speaking	22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
	2	Demonstrates general skills and strategies of the listening and observing	2.1	Engages in active listening in a variety of situations.	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions from others.

2	processes.	2.2	Observes to gain information and understanding.	BB. Observing and classifying	45. Observing: Children observe the materials and processes in their environment.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
3	Demonstrates general skills and strategies of the reading process.	3.1	Listens to and/or responds to reading materials with interest and enjoyment.	Q. Book enjoyment and knowledge	28. Book knowledge: Children demonstrate knowledge about books.	Language and Literacy — LL 4.7.1 Comprehension/Narrative: Children demonstrate understanding of narrative text read aloud.
3		3.2	Shows interest and understanding of the basic concepts and conventions of print.	P. Reading; Q. Book enjoyment and knowledge	27. Concepts about print: Children demonstrate knowledge about environmental print.; 28. Book knowledge: Children demonstrate knowledge about books.	Language and Literacy — LL 4.4.1 Print Concepts: Children understand that print appears in many forms and communicates ideas that can be read, viewed, and understood by others.; Language and Literacy — LL 4.4.2 Print Concepts: Children demonstrate reading conventions by identifying the parts of the book, the starting point in a line of text, and the direction in which text is read.

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3.3	Demonstrates knowledge of the alphabet.	O. Alphabetic knowledge	25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.
3.4	Demonstrates emergent phonemic/phonological awareness.	N. Phonological awareness	24. Phonological awareness: Children identify distinct sounds in spoken language.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.
3.5	Draws meaning from pictures, print, and text.	M. Listening and comprehension; P. Reading	21. Comprehension: Children understand language.; 27. Concepts about print: Children demonstrate knowledge about environmental print.	Language and Literacy — LL 4.7.1 Comprehension/Narrative: Children demonstrate understanding of narrative text read aloud.; Language and Literacy — LL 4.4.1 Print Concepts: Children understand that print appears in many forms and communicates ideas that can be read, viewed, and understood by others.

3		3.6	Tells and retells a story.	M. Listening and comprehension; L. Speaking	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.7.1 Comprehension/Narrative: Children demonstrate understanding of narrative text read aloud.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
4	Demonstrates competence in the beginning skills and strategies of the writing process.	4.1	Understands that the purpose of writing is communication.	R. Writing	29. Writing: Children write for many different purposes.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.
4		4.2	Produces marks, pictures, and symbols that represent print and ideas.	R. Writing	29. Writing: Children write for many different purposes.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.

		4		4.3	Explores the physical aspect of writing.	J. Fine-motor skills; R. Writing	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 29. Writing: Children write for many different purposes.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.
Health/Mental Wellness	1	Demonstrates health/mental wellness in individual and cooperative social environments.	1.1	Demonstrates independent behavior.	A. Initiative and planning	1. Initiative: Children demonstrate initiative as they explore their world.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.	
	1		1.2	Shows social cooperation.	F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.; 13. Cooperative play: Children engage in cooperative play.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.	

	1		1.3	Applies social problem solving skills.	H. Conflict resolution	15. Conflict resolution: Children resolve social conflicts.	Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems independently and/or engage in HighScope's six steps to conflict resolution.
	1		1.4	Shows a sense of purpose (future-hopefulness)	A. Initiative and planning	2. Planning: Children make plans and follow through on their intentions.	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.

Math	1	Demonstrates general skills and uses concepts of mathematics.	1.1	Demonstrates an understanding of numbers and counting.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Mathematics — M 5.1.4 Number Sense, Counting, & Cardinality: Children recognize that the final number word names the total quantity.
	1		1.2	Recognizes and describes shapes and spatial relationships.	T. Geometry: Shapes and spatial awareness	34. Shapes: Children identify, name, and describe shapes.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify and describe two-dimensional shapes.; Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children show awareness about concepts of space, direction, and location by using positional, spatial, and directional words.

				1	1.3	Uses the attributes of objects for comparison and patterning.	BB. Observing and classifying; V. Patterns	46. Classifying: Children classify materials, actions, people, and events.; 38. Patterns: Children identify, describe, copy, complete, and create patterns.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to attributes and compare groups.; Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.
				1	1.4	Use nonstandard and/or standard units to measure and describe.	U. Measurement	36. Measuring: Children measure to describe, compare, and order things.	Mathematics — M 5.3.1 Measurement: Children describe and compare measurable attributes of objects and use measurement concepts and tools.
	Physical Education	1	Demonstrates basic gross and fine motor development.		1.1	Performs a variety of locomotor skills with control and balance.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.
					1.2	Performs a variety of non-locomotor skills with control and balance.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.

		1		1.3	Combines a sequence of several motor skills with control and balance.	I. Gross-motor skills; Z. Movement	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Creative Arts — CA 9.3.1 Movement: Children use movement to express ideas and respond to music and other stimuli.
		1		1.4	Performs fine motor tasks using eye-hand coordination.	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
	Science	1	Demonstrates scientific ways of thinking and working (with wonder and curiosity).	1.1	Explores features of environment through manipulation.	BB. Observing and classifying; CC. Experimenting, predicting, and drawing conclusions	45. Observing: Children observe the materials and processes in their environment.; 47. Experimenting: Children experiment to test their ideas.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.

1	1.2	Investigates simple scientific concepts.	CC. Experimenting, predicting, and drawing conclusions; DD. Natural and physical world	47. Experimenting: Children experiment to test their ideas.; 51. Natural and physical world: Children gather knowledge about the natural and physical world.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
1	1.3	Uses a variety of tools to explore the environment.	EE. Tools and technology	52. Tools and technology: Children explore and use tools and technology.	Science — S 6.1.2 Scientific Inquiry: Children use tools and materials to investigate, test ideas, and solve problems.
1	1.4	Collects, describes, and/or records information through a variety of means.	BB. Observing and classifying; W. Data analysis; L. Speaking	45. Observing: Children observe the materials and processes in their environment.; 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.; 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.

		1		1.5	Makes and verifies predictions based on past experiences.	CC. Experimenting, predicting, and drawing conclusions	48. Predicting: Children predict what they expect will happen.; 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
Social Studies		1	Demonstrates basic understanding of the world in which he/she lives.	1.1	Differentiates between events that happen in the past, present, and future.	HH. History	57. History: Children understand past, present, and future.	Social Studies — 8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives.

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			1.2	Uses environmental clues and tools to understand surroundings.	GG. Geography; EE. Tools and technology	56. Geography: Children recognize and interpret features and locations in their environment.; 52. Tools and technology: Children explore and use tools and technology. Social Studies — 8.3.1 Sense of Place & Environment: Children name and describe physical features of familiar locations within their school and community.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.; Technology & Engineering — TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.

		1	1.3	Shows an awareness of fundamental economic concepts.	FF. Knowledge of self and others; G. Community	54. Community roles: Children recognize that people have different roles and functions in the community.	Social Studies — 8.5.1 Economic Systems: Children identify roles within their family, classroom, and community and describe the different work people do to help others.; Social Studies — 8.5.2 Economic Systems: Children identify forms of exchange to get physical things that people make (goods) or things that people do (services).
		1	1.4	Recognizes and/or follows rules within the home, school, and community.	G. Community; H. Conflict resolution	11. Community: Children participate in the community of the classroom.; 14. Moral development: Children develop an internal sense of right and wrong.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.

		1		1.5	Demonstrates understanding of the roles and relationships within his/her family and/or community.	FF. Knowledge of self and others; G. Community; E. Building relationships with adults; F. Building relationships with other children	54. Community roles: Children recognize that people have different roles and functions in the community.; 12. Building relationships: Children build relationships with other children and adults.	Social Studies — 8.5.1 Economic Systems: Children identify roles within their family, classroom, and community and describe the different work people do to help others.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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