



THE HIGHSCOPE
**preschool
curriculum**

AND
COR *Advantage*[®]

New Jersey Preschool Teaching
and Learning Standards

ALIGNMENT



Alignment of The HighScope Curriculum and COR Advantage With New Jersey Preschool Teaching and Learning Standards

This document aligns the content in the **New Jersey Preschool Teaching and Learning Standards** 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.

New Jersey Preschool Teaching and Learning Standards content was retrieved on July 29, 2022 from <https://www.nj.gov/education/ece>.

State Standard	COR Advantage	KDI
Social/Emotional Development		
0.1: Children demonstrate self-confidence		
0.1.1: Express individuality by making independent decisions about which materials to use.	A	1. Initiative 2. Planning
0.1.2: Express ideas for activities and initiate discussions.	A	1. Initiative 22. Speaking
0.1.3: Actively engage in activities and interactions with teachers and peers.	E, F	3. Engagement 11. Community
0.1.4: Discuss their own actions and efforts.	C	6. Reflection
0.2: Children demonstrate self-direction		
0.2.1: Make independent choices and plans from a broad range of diverse interest centers.	A	1. Initiative 2. Planning
0.2.2: Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).	K	19. Personal care
0.2.3: Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.	G	11. Community
0.2.4: Attend to tasks for a period of time.	A	3. Engagement
0.3: Children identify and express feelings		
0.3.1: Recognize and describe a wide range of feelings, including sadness, fear, and happiness.	D	9. Emotions
0.3.2: Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).	D	10. Empathy
0.3.3: Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to a “safe spot” to relax, expressive activities).	D	9. Emotions 15. Conflict resolution
0.4: Children exhibit positive interactions with other children and adults		
0.4.1: Engage appropriately with peers and teachers in classroom activities.	E, F	12. Building relationships 13. Cooperative play

0.4.2: Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).	E, F	12. Building relationships 13. Cooperative play
0.4.3: Say “thank you”, “please, and “excuse me”.	G	11. Community
0.4.4: Respect the rights of others (e.g., “This painting belongs to Carlos.”.	F	10. Empathy 11. Community 13. Cooperative play
0.4.5: Express needs verbally and nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).	D	15. Conflict resolution 7. Self-identity
04.6: Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).	H	15. Conflict resolution
0.5: Children exhibit pro-social behaviors		
0.5.1: Play independently and cooperatively in pairs and small groups.	F	13. Cooperative play
0.5.2: Engage in pretend play.	F, AA	43. Pretend play
0.5.3: Demonstrate how to enter into play when a group of children are already involved in play.	F	8. Sense of competence 13. Cooperative play
05.4: Take turns.	F	13. Cooperative play
05.5: Demonstrate understanding the concept of sharing by attempting to share.	F, G	13. Cooperative play
Visual & Performing Arts		
1.1: Children express themselves through and develop an appreciation of creative movement and dance		
1.1.1: Move the body in a variety of ways, with and without music.	Z	41. Music 42. Movement
1.1.2: Respond to changes in tempo and a variety of musical rhythms through body movement.	Z	41. Music 42. Movement
1.1.3: Participate in simple sequences of movements.	Z	42. Movement
1.1.4: Define and maintain personal space, concentration, and focus during creative movement/dance performances.	Z	41. Music 42. Movement
1.1.5: Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	Z	41. Music 42. Movement

1.1.6: Use movement/dance to convey meaning around a theme or to show feelings.	Z	42. Movement
1.1.7: Describe feelings and reactions in response to a creative movement/dance performance.	Z	42. Movement
1.1.8: Begin to demonstrate appropriate audience skills during creative movement and dance performances.	Z	44. Appreciating the arts
1.2: Children express themselves through and develop an appreciation of music		
1.2.1: Sing a variety of songs with expression, independently and with others.	Y	41. Music
1.2.2: Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	Y	41. Music
1.2.3: Clap or sing songs with repetitive phrases and rhythmic patterns.	Y	41. Music
1.2.4: Listen to, imitate, and improvise sounds, patterns, or songs.	Y	41. Music 44. Appreciating the arts
1.2.5: Participate in and listen to music from a variety of cultures and times.	Y	41. Music 44. Appreciating the arts
1.2.6: Recognize and name a variety of music elements using appropriate music vocabulary.	Y	41. Music 44. Appreciating the arts
1.2.7: Describe feelings and reactions in response to diverse musical genres and styles.	Y	41. Music 44. Appreciating the arts
1.2.8: Begin to demonstrate appropriate audience skills during recordings and music performances.,	Y	41. Music 44. Appreciating the arts
1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling		
1.3.1: Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	AA	43. Pretend play
1.3.2: Use memory, imagination, creativity, and language to make up new roles and act them out.	AA	43. Pretend play
1.3.3: Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	F, AA	43. Pretend play

1.3.4: Differentiate between fantasy/pretend play and real events.	AA	43. Pretend play 54. Community roles
1.3.5: Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).	F, AA	43. Pretend play 3. Engagement
1.3.6: Participate in and listen to stories and dramatic performances from a variety of cultures and times.	AA	43. Pretend play 44. Appreciating the arts 53. Diversity
1.3.7: Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.	AA	43. Pretend play 44. Appreciating the arts
1.3.8: Begin to demonstrate appropriate audience skills during storytelling and performances.	AA	43. Pretend play 44. Appreciating the arts
1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)		
1.4.1: Demonstrate the safe and appropriate use and care of art materials and tools.	X	40. Art
1.4.2: Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	X	40. Art
1.4.3: Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g., illustrator, sculptor, photographer) and elements in the visual arts.	X	40. Art 44. Appreciating the arts 23. Vocabulary
1.4.4: Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	X	40. Art
1.5.5: Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	A, B, X	40. Art 2. Planning 4. Problem solving
1.5.6: Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	X	40. Art 17. Fine-motor skills
1.5.7: Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	X	40. Art 44. Appreciating the arts 53. Diversity
Health, Safety, and Physical Education		
2.1: Children develop self-help and personal hygiene skills		

2.2.1: Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	K	20. Healthy behavior
2.2.2: Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).	K	19. Personal care
2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices		
2.2.1: Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	X	20. Healthy behavior
2.2.2: Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meals and snack offerings).	K	20. Healthy behavior
2.3: Children begin to develop an awareness of potential hazards in their environment		
2.3.1: Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	K	20. Healthy behavior
2.3.2: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	K	20. Healthy behavior
2.3.3: Identify community helpers who assist in maintaining a safe environment.	FF	54. Community roles
2.3.4: Know how to dial 911 for help.	K	20. Healthy behavior
2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills		
2.4.1: Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).	I	16. Gross-motor skills
2.4.2: Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional manner).	J	17. Fine-motor skills

2.4.3: Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).	I	16. Gross-motor skills 17. Fine-motor skills 18. Body awareness
Reading: Literature		
RL.PK.1: With prompting and support, ask and answer key elements in a familiar story or poem.	Q	21. Comprehension 22. Speaking 26. Reading
RL.PK.2: With prompting and support, retell familiar stories or poems.	Q	21. Comprehension 22. Speaking 26. Reading
RL.PK.3: With prompting and support, identify characters, settings, and major events in a familiar story.	Q	21. Comprehension 22. Speaking 26. Reading
RL.PK.4: With prompting and support, ask and answer questions about unfamiliar words in a story or a poem read aloud.	Q	21. Comprehension 22. Speaking 23. Vocabulary
RL.PK.5: Recognize common types of literature (storybooks and poetry books).	Q	28. Book knowledge
RL.PK.6: With prompting and support, identify the role of author and illustrator in telling the story.	Q	28. Book knowledge
RL.PK.7: With prompting and support, using a familiar storybook, tell how the illustrations support the story.	Q	21. Comprehension 22. Speaking 26. Reading 28. Book knowledge
RL.PK.9: With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.	Q	21. Comprehension 22. Speaking 26. Reading 46. Classifying
RL.PK.10: Actively participate in read aloud experiences using age-appropriate literature in individual, small, and large groups.	Q	26. Reading
Reading Informational Text		
RI.PK.1: With prompting and support, ask and answer questions about key elements in a familiar text.	Q	21. Comprehension 22. Speaking 26. Reading

RI.PK.2: With prompting and support, recall important facts from a familiar text.	Q	21. Comprehension 22. Speaking 26. Reading
RI.PK.3: With prompting and support, make a connection between pieces of essential information in a familiar text.	Q	21. Comprehension 22. Speaking 26. Reading
RI.PK.4: With prompting and support, ask and answer questions about unfamiliar words in informational text.	Q	21. Comprehension 22. Speaking 23. Vocabulary 26. Reading
RI.PK.5: Identify the front and back cover of a book.	Q	28. Book knowledge
RI.PK.6: With prompting and support, identify the role of the author and illustrator in presenting ideas in informational text.	Q	28. Book knowledge
RI.PK.7: With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	Q	21. Comprehension 22. Speaking 26. Reading 28. Book knowledge
RI.PK.10: Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.	Q	26. Reading
Reading: Foundational Skills		
RF.PK.1, a, b, c, d: Begin to demonstrate understanding of basic features of print. a) follow words from left to right, top to bottom, page by page b) recognize that spoken words can be written and read c) recognize that words are separated by spaces d) recognize and name many upper and lower case letters of the alphabet	P, O	27. Concepts about print
RF.PK.2, a, b, c: Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). a) recognize and produce simple rhyming words b) segment syllables in spoken words by clapping out the number of syllables c) identify many initial sounds of familiar words	O, N	24. Phonological awareness
RF.PK.3, a, c: Demonstrate an understanding of beginning phonics and word skills.	N, O, P	24. Phonological awareness

a) associates many letters (consonants and vowels as ready) with their names and their most frequent sounds c) recognize their name in print as well as other familiar print in the environment		
RF.PK.4: Begin to engage in a variety of texts with purpose and understanding	Q	26. Reading
Writing		
W.PK.1: Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.	R	29. Writing
W.PK.2: Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	R	29. Writing
W.PK.5: With guidance and support, share a drawing, dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.	R	29. Writing
W.PK.6: With guidance or support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	R	29. Writing 52. Tools and technology
W.PK.7: With guidance and support, participate in shared research and shared writing projects.	R	29. Writing 13. Cooperative play
W.PK.8: With guidance and support, recall information from experience or familiar topic to answer a question.	M	21. Comprehension 6. Reflection
Speaking and Listening		
SL.PK.1. a, b: Participate in conversations and interactions with peers and adults individually and in small and large groups. a) follow agreed-upon rules for discussions during group interactions b) continue a conversation through several back and forth exchanges	L	22. Speaking
SL.PK.2: Ask and answer questions about a text or other information read aloud or presented orally.	M	21. Comprehension 22. Speaking
SL.PK.3: Ask and answer questions to seek help, get information, or follow directions.	M	5. Use of resources 22. Speaking

SL.PK.4: Begin to describe familiar people, places, things, and events and sometimes with detail.	L	22. Speaking
SL.PK.5: Use drawings or visual displays to add to descriptions to provide additional detail.	R	22. Speaking 40. Art
SL.PK.6: With guidance and support, speak audibly and express thoughts, feelings, and ideas.	L	22. Speaking
Language		
L.PK.1, a,b,c,d,e,f,g: Begin to understand the conventions of standard English grammar when speaking during interactions and activities. a) print many alphabet letters. b) use frequently occurring nouns and verbs c) form regular plural nouns d) understand and use question words (e.g., who, what, where, when, how). e) use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) begin to speak in complete sentences g) understands and can follow simple multi-step directions.	L, O, R	22. Speaking 25. Alphabetic knowledge 29. Writing
L.PK.2, c: Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day. c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.	O, R	27. Concepts about print 29. Writing
L.PK.4, a: Begin to determine the meaning of new words and phrases introduced through preschool reading and content. a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).	M	23. Vocabulary
L.PK.5, a, b, c: With guidance and support, explore word relationships. a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). b) Begin to understand opposites of simple and familiar words.	M, BB	23. Vocabulary 46. Classifying

c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).		
Approaches to Learning		
9.1: Children demonstrate initiative, engagement, and persistence.		
9.1.1: Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive in school and decide that they will finish counting all the bottle caps they collected during choice time.)	A	2. Planning
9.1.2: Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., chooser harder and harder puzzles).	A	1. Initiative
9.1.3: Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when other children nearby are playing a game).	A	3. Engagement
9.1.4: Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, “This is hard. Can you help me figure it out?”).	A, B	4. Problem solving
9.1.5: Bring a teacher-directed or self-initiated task, activity, or project to completion (e.g., showing the teacher, “Look - I finished it all by myself!”).	A	3. Engagement 2. Planning
9.2: Children show curiosity and imagination.		
9.2.1: Show flexibility in approaching tasks by being open to new ideas (i.e., doesn’t cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).	B	4. Problem solving
9.2.2: Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).	B	4. Problem solving
9.2.3: Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).	X, AA	22. Speaking 40. Art 41. Music 42. Movement 43. Pretend play

9.3: Children identify and solve problems.		
9.3.1: Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.”)	B	4. Problem solving 22. Speaking
9.3.2: Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).	B, CC	5. Use of resources
9.3.3: Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).	CC	48. Predicting
9.3.4: Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).	C	6. Reflection
9.4: Children apply what they have learned to new situations.		
9.4.1: Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).	CC	6. Reflection
9.4.2: Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).	CC	6. Reflection
9.4.3: Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters’ emotions).	D, F	10. Empathy
Mathematics		
4.1: Children begin to demonstrate an understanding of number and counting.		
4.1.1: Count to 20 by ones with minimal prompting.	S	32. Counting
4.1.2: Recognize and name one-digit written numbers up to 10 with minimal prompting.	S	31. Number words and symbols
4.1.3: Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.	S	31. Number words and symbols

4.1.4: Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”): a) Accurately count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration. b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is a constant, whether it is a group of people, 5 blocks or 5 pencils). c) Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).	S	32. Counting
4.1.5: Use one-to-one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube in each).	S	32. Counting
4.1.6: Compare groups of up to 5 objects (e.g., beginning to use terms such as “more”, “less”, “same”).	S	32. Counting
4.2: Children demonstrate an initial understanding of numerical operations.		
4.2.1: Represent addition and subtraction by manipulating up to 5 objects. a) putting together and adding to (e.g., 3 blue pegs, 2 yellow pegs, 5 pegs altogether) b) taking apart and taking from (“I have four carrot sticks, I’m eating one. Now I have 3”)	S	33. Part-whole relationships
4.2.2: Begin to represent simple word problem data in pictures and drawings.	W	39. Data analysis
4.3: Children begin to conceptualize measurable attributes of objects.		
4.3.1: Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).	U, BB	46. Classifying 36. Measuring 38. Patterns
4.3.2: Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight,	U	36. Measuring

and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).		
4.3.3: Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.	U	36. Measuring
4.4 Children develop spatial and geometric sense.		
4.4.1: Respond to and use positional words (e.g., in, under, between, down, behind).	T	35. Spatial awareness
4.4.2: Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).	T	34. Shapes
4.4.3: Manipulate, compare and discuss the attributes of: a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes). b) three-dimensional shapes by building with blocks and with other materials having height, width, and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).	T	34. Shapes
Science		
5.1: Children develop inquiry skills.		
5.1.1: Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).	BB	45. Observing
5.1.2: Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during longer-term investigations in process. Seek answers to questions and test predictions using simple	BB, CC	45. Observing 47. Experimenting 48. Predicting

experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).		
5.1.3: Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).	BB, CC, DD, EE	45. Observing 46. Classifying 47. Experimenting 48. Predicting
5.1.4: Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.	CC	50. Communicating ideas
5.1.5: Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).	W	50. Communicating ideas
5.2: Children observe and investigate matter and energy.		
5.2.1: Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.	BB	51. Natural and physical world
5.2.2: Explore changes in liquids and solids when substances are combined, heated, or cooked (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer-term investigations such as the freezing and melting of water and other liquids).	BB	51. Natural and physical world
5.2.3: Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp lights to make shadows indoors).	CC	51. Natural and physical world

5.2.4: Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).	CC	51. Natural and physical world
5.3: Children observe and investigate living things.		
5.3.1: Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).	CC, DD	51. Natural and physical world
5.3.2: Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).	BB, DD	51. Natural and physical world
5.3.3: Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).	BB, DD	51. Natural and physical world
5.3.4: Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).	BB, W	51. Natural and physical world
5.4: Children observe and investigate the Earth.		
5.4.1: Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the winds effect on playground objects).	BB	51. Natural and physical world
5.4.2: Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).	BB	51. Natural and physical world
5.4.3: Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).	BB, W	51. Natural and physical world

5.4.4: Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).	DD	51. Natural and physical world 58. Ecology
5.5: Children gain experience in using technology.		
5.5.1: Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).	EE	52. Tools and technology
Social Studies, Family, and Life Skills		
6.1: Children identify unique characteristics of themselves, their families, and others.		
6.1.1: Describe characteristics of oneself, one's family, and others.	FF	53. Diversity
6.1.2: Demonstrate an understanding of family roles and traditions.	FF	53. Diversity
6.1.3: Express individuality and cultural diversity (e.g., through dramatic play).	FF	53. Diversity 7. Self-identity
6.2: Children become contributing members of the classroom community.	G	55. Decision making
6.2.1: Demonstrate understanding of rules by following most classroom routines.	G	11. Community
6.2.2: Demonstrates responsibility by initiating simple classroom tasks and jobs.	G	11. Community
6.2.3: Demonstrate appropriate behavior when collaborating with others.	F, G	13. Cooperative play
6.3: Children demonstrate knowledge of neighborhood and community.		
6.3.1: Develop an awareness of the physical features of the neighborhood /community.	GG	56. Geography
6.4: Children demonstrate awareness of the cultures within their classroom and community.		

6.4.1: Learn about and respect other cultures within the classroom and community.	FF	53. Diversity
World Languages		
7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.		
7.1.1: Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).	II	30. English language learning
7.1.2: Say simple greetings, words, and phrases in a language other than their own.	JJ	30. English language learning
7.1.3: Comprehend previously learned simple vocabulary in a language other than their own.	JJ	30. English language learning
7.1.4: Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.	JJ	22. Speaking
Technology		
8.1: Navigate simple on-screen menus.	EE	
8.1.1: Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	EE	52. Tools and technology
8.1.2: Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.	EE	52. Tools and technology
8.2: Use electronic devices independently.		
8.2.1: Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.	EE	52. Tools and technology
8.2.2: Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop”.	EE	52. Tools and technology
8.2.3: Turn smart toys on and/or off.	EE	52. Tools and technology
8.2.4: Recognize that the number keys are in a row on the top of the keyboard.	EE	52. Tools and technology
8.2.5: Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	EE	52. Tools and technology
8.2.6: Use a digital camera to take a picture.	EE	52. Tools and technology

8.3: Begin to use electronic devices to communicate.		
8.3.1: Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	EE, R	52. Tools and technology 29. Writing
8.4: Use common technology vocabulary.		
8.4.1: Use basic technology terms in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	EE, M,	52. Tools and technology
8.5: Begin to use electronic devices to gain information.		
8.5.1: Use the Internet to explore and investigate questions with a teacher's support.	EE	52. Tools and technology