



THE HIGHSCOPE
infant-toddler
curriculum

Head Start
Academic Standards for Infants
and Toddlers

ALIGNMENT



Alignment of The HighScope Infant-Toddler Curriculum With Head Start Academic Standards for Infants and Toddlers

This document aligns the content in the **Head Start Academic Standards for Infants and Toddlers** with the learning objectives of the **HighScope Infant-Toddler Curriculum**.

Evidence-based and grounded in current child development theory and research, **The HighScope Infant-Toddler Curriculum** is built on 42 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.

References

HighScope Educational Research Foundation. (2011). *Tender Care and Early Learning*. Ypsilanti, MI: HighScope Press.

**Head Start
Academic Standards for Infants and Toddlers**

**HighScope Key Developmental
Indicators (KDIs) — Infant-Toddler**

Approaches to Learning	KDI
Emotional and Behavioral Self- Regulation	
Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.	8. Emotions: Children express Emotions.
Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.	
Cognitive Self- Regulation (Executive Functioning)	
Goal IT-ATL 3. Child maintains focus and sustains attention with support.	
Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.	1. Initiative: Children express initiative.
Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.	2. Problem solving: Children solve problems encountered in exploration and play.
Initiative and Curiosity	
Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.	1. Initiative: Children express initiative.
Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
Creativity	
Goal IT-ATL 8. Child uses creativity to increase understanding and learning.	36. Imitating and pretending: Children imitate and pretend.
Goal IT-ATL 9. Child shows imagination in play and interactions with others.	10. Playing with others: Children play with others.

Social and Emotional Development	
Relationships with Adults	
Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	5. Attachment: Children form an attachment to a primary caregiver.
Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	6. Relationships with adults: Children build relationships with other adults.
Goal IT-SE 3. Child learns to use adults as a resource to meet needs.	6. Relationships with adults: Children build relationships with other adults.
Relationships with Other Children	
Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.	7. Relationships with peers: Children build relationships with peers.
Goal IT-SE 5. Child imitates and engages in play with other children.	10. Playing with others: Children play with others.
Emotional Functioning	
Goal IT-SE 6. Child learns to express a range of emotions.	8. Emotions: Children express emotions.
Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.	9. Empathy: Children show empathy toward the feelings and needs of others.
Goal IT-SE 8. Child expresses care and concern towards others.	9. Empathy: Children show empathy toward the feelings and needs of others.
Goal IT-SE 9. Child manages emotions with the support of familiar adults.	
Sense of Identity and Belonging	

Goal IT-SE 10. Child shows awareness about self and how to connect with others.	4. Distinguishing self and others: Children distinguish themselves from others.
Goal IT-SE 11. Child understands some characteristics of self and others.	4. Distinguishing self and others: Children distinguish themselves from others.
Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.	3. Self-help: Children do things for themselves.
Goal IT-SE 13. Child develops a sense of belonging through relationships with others.	11. Group participation: Children participate in group routines.
Language and Communication	
Attending and Understanding	
Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally.
Goal IT-LC 2. Child learns from communication and language experiences with others.	
Communicating and Speaking	
Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.
Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak.

Goal IT-LC 5. Child uses increasingly complex language in conversation with others.	
Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.	
Vocabulary	
Goal IT-LC 7. Child understands an increasing number of words used in communication with others.	
Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	
Emergent Literacy	
Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	21. Enjoying language: Children enjoy stories, rhymes, and songs.
Goal IT-LC 10. Child handles books and relates them to their stories or information.	20. Exploring print: Children explore picture books and magazines.
Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.	
Goal IT-LC 12. Child comprehends meaning from pictures and stories.	
Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.	
Cognition	
Exploration and Discovery	
Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
Memory	
Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or	24. Exploring same and different:

events.	Children explore and notice how things are the same or different.
Goal IT-C 4. Child recognizes the stability of people and objects in the environment.	23. Object permanence: Children discover object permanence.
Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	32. Anticipating events: Children anticipate familiar events.
Reasoning and Problem Solving	
Goal IT-C 6. Child learns to use a variety of strategies in solving problems.	2. Problem solving: Children solve problems encountered in exploration and play.
Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.	
Emergent Mathematical Thinking	
Goal IT-C 8. Child develops sense of number and quantity.	27. Number: Children experience the number of things.
Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.	28. Locating objects: Children explore and notice the location of objects.
Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.	24. Exploring same and different: Children explore and notice how things are the same or different.
Imitation and Symbolic Representation and Play	
Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.	41. Sounds: Children explore and imitate sounds.
Goal IT-C 12. Child uses objects or symbols to represent something else.	36. Imitating and pretending: Children imitate and pretend.
Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.	36. Imitating and pretending: Children imitate and pretend.
Perceptual, Motor, and Physical Development	

Perception	
Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.	
Gross Motor	
Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	
Fine Motor	
Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.	
Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
Goal IT-PMP 8. Child adjusts reach and grasp to use tools.	
Health, Safety, and Nutrition	
Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	3. Self-help: Children do things for Themselves.
Goal IT-PMP 10. Child uses safe behaviors with support from adults.	

Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.	
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