



THE HIGHSCOPE
**preschool
curriculum**

Head Start
Academic Standards for
Preschool

ALIGNMENT



Alignment of The HighScope Preschool Curriculum With Head Start Academic Standards for Preschool

This document aligns the content in the **Head Start Academic Standards for Preschool** with the learning objectives of the **HighScope Preschool Curriculum**.

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.

References

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

**Head Start
Academic Standards for Preschool**

**HighScope Key Developmental
Indicators (KDIs) — Preschool**

Approaches to Learning	KDI
Emotional and Behavioral Self-Regulation	
Goal P-ATL 1. Child manages emotions with increasing independence.	9. Emotions: Children recognize, label, and regulate their feelings.
Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	11. Community: Children participate in the community of the classroom. 14. Moral development: Children develop an internal sense of right and wrong.
Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.	11. Community: Children participate in the community of the classroom.
Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	9. Emotions: Children recognize, label, and regulate their feelings. 15. Conflict resolution: Children resolve social conflicts.
Cognitive Self-Regulation (Executive Functioning)	
Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	9. Emotions: Children recognize, label, and regulate their feelings.
Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	2. Planning: Children make plan and follow through on their intentions.
Goal P-ATL 7. Child persists in tasks.	3. Engagement: Children focus on activities that interest them. 4. Problem solving: Children solve problems encountered in play.

Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.	6. Reflection: Children reflect on their experiences.
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	4. Problem solving: Children solve problems encountered in play.
Initiative and Curiosity	
Goal P-ATL 10. Child demonstrates initiative and independence.	1. Initiative: Children demonstrate initiative as they explore their world.
Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	3. Engagement: Children focus on activities that interest them.
Creativity	
Goal P-ATL 12. Child expresses creativity in thinking and communication.	22. Speaking: Children express themselves using language 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art
Goal P-ATL 13. Child uses imagination in play and interactions with others.	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
Social and Emotional Development	
Relationships with Adults	
Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	12. Building relationships: Children build relationships with other children and adults.
Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	12. Building relationships: Children build relationships with other children and adults.
Relationships with Other Children	

Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	12. Building relationships: Children build relationships with other children and adults.
Goal P-SE 4. Child engages in cooperative play with other children.	13. Cooperative play: Children engage in cooperative play.
Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	15. Conflict resolution: Children resolve social conflicts.
Emotional Functioning	
Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	9. Emotions: Children recognize, label, and regulate their feelings.
Goal P-SE 7. Child expresses care and concern toward others.	10. Empathy: Children demonstrate empathy toward others.
Goal P-SE 8. Child manages emotions with increasing independence.	9. Emotions: Children recognize, label, and regulate their feelings.
Sense of Identity and Belonging	
Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	7. Self-identity: Children have a positive self-identity.
Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.	8. Sense of competence: Children feel they are competent.
Goal P-SE 11. Child has sense of belonging to family, community, and other groups.	11. Community: Children participate in the community of the classroom.
Language and Communication	
Attending and Understanding	
Goal P-LC 1. Child attends to communication and language from others.	21. Comprehension: Children understand language.
Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.

	23. Vocabulary: Children understand and use a variety of words and phrases.
Communicating and Speaking	
Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.	22. Speaking: Children express themselves using language.
Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.	22. Speaking: Children express themselves using language.
Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	22. Speaking: Children express themselves using language.
Vocabulary	
Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	23. Vocabulary: Children understand and use a variety of words and phrases.
Goal P-LC 7. Child shows understanding of word categories and relationships among words.	21. Comprehension: Children understand language.
Literacy	
Phonological Awareness	
Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	24. Phonological awareness: Children identify distinct sounds in spoken language.
Print and Alphabet Knowledge	
Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	27. Concepts about print: Children demonstrate knowledge about environmental print. 28. Book knowledge: Children demonstrate knowledge about books.
Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with	25. Alphabetic knowledge: Children

letters.	identify letter names and their sounds.
Comprehension and Text Structure	
Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	28. Book knowledge: Children demonstrate knowledge about books.
Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language. 28. Book knowledge: Children demonstrate knowledge about books.
Writing	
Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	29. Writing: Children write for many different purposes.
Mathematics Development	
Counting and Cardinality	
Goal P-MATH 1. Child knows number names and the count sequence.	31. Number words and symbols: Children recognize and use number words and symbols. 32. Counting: Children count things.
Goal P-MATH 2. Child recognizes the number of objects in a small set.	32. Counting: Children count things.
Goal P-MATH 3. Child understands the relationship between numbers and quantities.	31. Number words and symbols: Children recognize and use number words and symbols. 32. Counting: Children count things.
Goal P-MATH 4. Child compares numbers.	31. Number words and symbols: Children recognize and use number words and symbols.

	32. Counting: Children count things.
Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	31. Number words and symbols: Children recognize and use number words and symbols. 29. Writing: Children write for many different purposes.
Operations and Algebraic Thinking	
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from	32. Counting: Children count things. 33. Part-whole relationships: Children combine and separate quantities of objects.
Goal P-MATH 7. Child understands simple patterns.	38. Patterns: Children identify, describe, copy, complete, and create patterns.
Measurement	
Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	36. Measuring: Children measure to describe, compare, and order things.
Geometry and Spatial Sense	
Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	34. Shapes: Children identify, name, and describe shapes.
Goal P-MATH 10. Child explores the positions of objects in space.	35. Spatial awareness: Children recognize spatial relationships among people and objects.
Scientific Reasoning	
Scientific Inquiry	
Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	45. Observing: Children observe the materials and processes in their environment.

Goal P-SCI 2. Child engages in scientific talk.	50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.
Goal P-SCI 3. Child compares and categorizes observable phenomena.	46. Classifying: Children classify materials, actions, people, and events.
Reasoning and Problem Solving	
Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.	48. Predicting: Children predict what they expect will happen.
Goal P-SCI 5. Child plans and conducts investigations and experiments.	47. Experimenting: Children experiment to test their ideas.
Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	49. Drawing conclusions: Children draw conclusions based on their experiences and observations. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.
Perceptual, Motor, and Physical Development	
Gross Motor	
Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	18. Body awareness: Children know about their bodies and how to navigate them in space.
Fine Motor	
Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	17. Fine-motor skills: Children

	demonstrate dexterity and hand eye coordination in using their small muscles.
Health, Safety, and Nutrition	
Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	19. Personal care: Children carry out personal care routines on their own.
Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	20. Healthy behavior: Children engage in healthy practices.
Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	20. Healthy behavior: Children engage in healthy practices.