



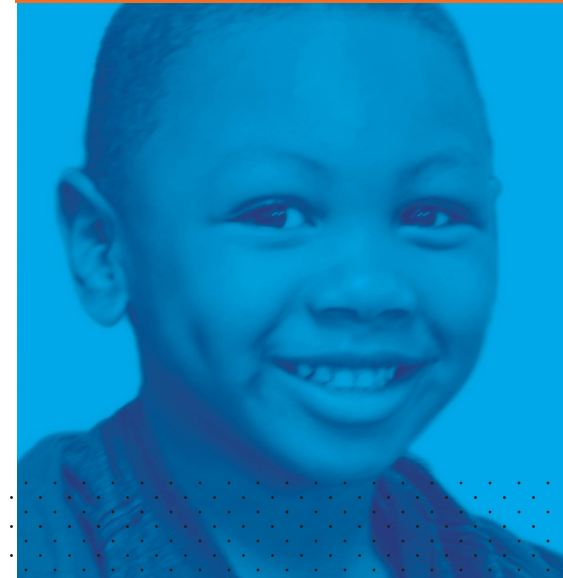
THE HIGHSCOPE
curriculum

AND

COR *Advantage*[®]

Michigan Early Childhood
Standards of Quality for Birth to
Kindergarten

ALIGN
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Alignment of The HighScope Preschool Curriculum and COR Advantage

With

The Michigan Early Childhood Standards of Quality for Birth to Kindergarten

This document aligns the content in the Early Childhood Standards of Quality for Birth to Kindergarten 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].

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

Academic Standards for Preschool

COR Advantage Items

Key Developmental Indicators (KDIs) — Preschool

Approaches to Play and Learning		
Standard		
	COR Item	KDI
Goal 1: Curiosity and Flexibility: Children learn about themselves and the world around them through purposeful play.		
Indicator 1a. Use play to interpret and understand the world around them.	CC. Experimenting, predicting, and drawing conclusions	1. Initiative 2. Planning 43. Pretend Play
Indicator 1b. Explore, investigate, and ask questions about the world around them.	L. Speaking CC. Experimenting, predicting, and drawing conclusions	47. Experimenting 48. Predicting 49. Drawing conclusions 1. Initiative 5. Use of resources
Indicator 1c. Reconstruct their ideas about the world around them based on new thoughts and information.	CC. Experimenting, predicting, and drawing conclusions	5. Use of resources 6. Reflection 47. Experimenting 48. Predicting 49. Drawing conclusions
Goal 2: Play and Imagination: Children demonstrate increasingly complex play styles.		
Indicator 2a. Initiate, join, and take turns in play with others.	A. Initiative and planning AA. Pretend play F. Building relationships with other children	1. Initiative 12. Building relationships 13. Cooperative play 43. Pretend play
Indicator 2b. Demonstrate imagination and creativity in their play.	AA. Pretend play	43. Pretend play

Indicator 2c. Propose and explore possibilities for how things work, what they might do, or what they might be.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world
Goal 3: Initiative, Persistence, and Problem-Solving: Children engage in explorations and interactions with confidence.		
Indicator 3a. Express and share their own interests, ideas, or opinions freely.	A. Initiative and planning L. Speaking	1. Initiative 8. Sense of competence 50. Communicating Ideas
Indicator 3b. Show an increasing ability to maintain concentration, persist in, and complete a variety of tasks.	B. Problem solving with materials	3. Engagement 4. Problem solving
Indicator 3c. Set aside fear of failure when beginning a new or challenging task.	B. Problem solving with materials	4. Problem Solving 8. Sense of competence
Indicator 3d. Identify when to seek support with a challenging task.	B. Problem solving with materials E. Building relationships with adults	4. Problem solving 12. Building relationships
Indicator 3e. Demonstrate a growing capacity to make meaning, find solution, or figure something out.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	4. Problem solving 5. Use of resources 47. Experimenting 48. Predicting 49. Drawing conclusions
Goal 4: Self-Regulation: Children develop an increasing ability to manage their emotions and behaviors.		
Indicator 4a. Manage the ways they express difficult or strong emotions.	D. Emotions	9. Emotions
Indicator 4b. Manage their actions and the ways they communicate, increasingly referring to their previous experiences.	C. Reflection D. Emotions H. Conflict resolution	9. Emotions 6. Reflection 15. Conflict resolution
Indicator 4c. Consider another's perspective in their learning and interactions.	FF. Knowledge of self and others H. Conflict resolution	10. Empathy 12. Building relationships

		15. Conflict resolution
Social and Emotional Development		
Standard		
Goal 1: Self-Awareness: Children recognize and value their own individuality, emotions, and strengths.		
Indicator 1a. Demonstrate awareness of and recognize the value of their personal traits, including their strengths and interests.	FF. Knowledge of self and others	7. Self-identity 8. Sense of Competence
Indicator 1b. Demonstrate willingness to explore independently and try new things.	A. Initiative and planning	1. Initiative
Goal 2: Self-Management: Children recognize the connections between their emotions and reactions and begin to control their impulses in different situations.		
Indicator 2a. Express their emotions freely, and begin to identify and manage those emotions, with support from familiar adults.	D. Emotions H. Conflict Resolution	9. Emotions 15. Conflict Resolution
Indicator 2b. Demonstrate flexibility and an increasing ability to adapt to changes and setbacks.	B. Problem solving with materials D. Emotions H. Conflict Resolution	4. Problem solving 9. Emotions 15. Conflict Resolution
Goal 3: Social Awareness: Children demonstrate a growing ability to show care and understanding for the way other people feel, and begin to recognize that people may think, feel, and experience things different from each other.		
Indicator 3a. Recognize other people's emotions and respond with care, sensitivity, and later empathy.	D. Emotions F. Building relationships with other children	9. Emotions 10. Empathy 12. Building relationships
Indicator 3b. Recognize and respond to social cues.	E. Building relationships with adults F. Building relationships with other children	12. Building relationships 13. Cooperative play

Indicator 3c. Demonstrate an understanding that the diverse community of people around them have unique strengths and experiences to share and should be treated with respect.	FF. Knowledge of self and others	53. Diversity
Goal 4: Relationship Skills: Children interact and communicate to form deep, caring connections, friendships, and other relationships, and to manage conflict.		
Indicator 4a. Demonstrate healthy attachment to and trust in familiar adults in their lives.	E. Building relationships with adults	12. Building relationships
Indicator 4b. Demonstrate an ability to initiate and sustain interactions and communication with others, primarily in their home language.	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children L. Speaking	12. Building relationships 22. Speaking 1. Initiative
Indicator 4c. Develop and maintain deep, caring connections, friendships, and other relationships with people of various cultures, family structures, home languages, racial identities, genders and gender identities, abilities and disabilities, religious beliefs, and socio-economic classes.	E. Building relationships with adults F. Building relationships with other children FF. Knowledge of self and others	12. Building relationships 53. Diversity
Indicator 4d. Express disagreement and begin to manage conflict in safe, developmentally appropriate ways.	H. Conflict resolution	15. Conflict resolution
Goal 5: Responsible Decision-Making: Children demonstrate an awareness of the ways their choices and actions may impact the emotional and physical well-being of themselves and others.		
Indicator 5a. Begin to make choices that reflect their understanding of fairness and unfairness, as well as the boundaries and expectations of various situations.	G. Community FF. Knowledge of self and others	11. Community 13. Cooperative play
Indicator 5b. Show a desire to positively participate in their community (family, learning environment, school, community) through showing care and consideration for others.	G. Community	11. Community 13. Cooperative play 10. Empathy

Physical Development and Health		
Standard		
Goal 1: Body Awareness: Children begin to understand their bodies and how they function.		
Indicator 1a. Use their senses (hearing, vision, taste, touch, smell) and their voices to perceive and respond to the world around them,	BB. Observing and Classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	18. Body awareness 45. Observing 47. Experimenting 48. Predicting 51. Natural and physical world\
Indicator 1b. Recognize parts of the human body and how their body helps them engage with their environment.	K. Personal care and healthy behavior BB. Observing and classifying	18. Body awareness
Indicator 1c. Explore and begin to perceive depth, distance, size, and the relationship between their own body and the space around them.	T. Geometry: Shapes and spatial awareness	18. Body awareness
Indicator 1d. Coordinate movements across and on both sides of the body.	I. Gross-motor skills	16. Gross-motor skills
Indicator 1e. Explore and stretch the boundaries of their current physical abilities.	I. Gross-motor skills	16. Gross-motor skills
Indicator 1f. Recognize and show respect for the varying physical skills and abilities of themselves and others.	I. Gross-motor skills FF. Knowledge of self and others	16. Gross-motor skills 18. Body awareness
Goal 2: Large Motor: Children explore and begin to develop skill in using their large muscles.		
Indicator 2a. Develop strength and stamina in their large muscles through repeated use.	I. Gross-motor skills	16. Gross-motor skills
Indicator 2b. Explore and develop more precise control over their large muscle movements, including moving in rhythmic patterns as well as using their muscles to move objects in their environment with increasing coordination.	I. Gross-motor skills	16. Gross-motor skills
Indicator 2c. Use their large muscles for stationary and traveling movements, such as sitting upright, walking,	I. Gross-motor skills	16. Gross-motor skills

climbing, rolling a wheelchair or walker, etc.		
Goal 3: Fine Motor: Children explore and begin to develop skill in using their small muscles.		
Indicator 3a. Explore and develop more precise control over the movements of their tongue and facial muscles.	J. Fine-motor skills	17. Fine-motor skills
Indicator 3b. Explore and develop more strength and precise control over their hands and fingers.	J. Fine-motor skills	17. Fine-motor skills
Indicator 3c. Develop more precise hand-eye coordination.	J. Fine-motor skills	17. Fine-motor skills
Goal 4: Personal Care and Hygiene: Children recognize and practice the ways they can support and advocate for their own needs and the safety of themselves and others.		
Indicator 4a. Begin to understand the connections between physical activity, hygiene, nutrition, emotional wellness, and physical health.	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
Indicator 4b. Become aware of ways they can prevent the spread of germs and illnesses, and begin to identify and manage some symptoms of illness.	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
Indicator 4c. Demonstrate increasing awareness of safe boundaries and safety routines.	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
Indicator 4d. Show increasing ability to perform self-care routines and tasks.	K. Personal care and healthy behavior	19. Personal care
Goal 5 Nutrition: Children experience and become aware of the ways foods and drinks affect their bodies.		
Indicator 5a. Become aware of and respond to feelings of thirst, hunger, and fullness.	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
Indicator 5b. Show interest in new or different tastes, smells, and foods.	K. Personal care and healthy behavior	20. Healthy behavior
Indicator 5c. Develop an awareness of how foods look, feel, taste, and smell different; how different foods affect their	K. Personal care and healthy behavior	20. Healthy behavior 46. Classifying

bodies; and how foods are sorted into food groups.		
Communication, Language, and Early Literacy Development		
Standard		
Goal 1: Receptive Language: Children develop an understanding of language, beginning with their home language or dialect.		
Indicator 1a. Demonstrate understanding of increasingly complex language, including non-verbal cues.	M. Listening and comprehension	21. Comprehension
Indicator 1b. Follow increasingly complex directions.	M. Listening and comprehension	21. Comprehension
Goal 2: Expressive Language: Children use language to express themselves to others, beginning with their home language.		
Indicator 2a. Communicate using increasingly understandable language, including sounds, gestures, signs, words, and language expressed using assistive devices.	L. Speaking	22. Speaking
Indicator 2b. Communicate using an expanding vocabulary.	L. Speaking	22. Speaking 23. Vocabulary
Indicator 2c. Communicate using increasingly complex grammar and sentence structure.	L. Speaking	22. Speaking
Goal 3: Communication Skills: Children use social and conversational skills, beginning with their home language and cultural values.		
Indicator 3a. Communicate with others for a variety of purposes.	L. Speaking	22. Speaking
Indicator 3b. Follow the social expectations of their personal cultural context when communicating with others.	L. Speaking	22. Speaking
Goal 4: Concepts of Print: Children construct meaning from text.		

Indicator 4a. Demonstrate interest in and care for books, including book handling concepts.	Q. Book enjoyment and knowledge	28. Book knowledge
Indicator 4b. Demonstrate an understanding of print concepts.	Q. Book enjoyment and knowledge	27. Concepts about print
Indicator 4c. Understand that print and pictures communicate ideas that can be read/viewed and understood by others.	Q. Book enjoyment and knowledge	27. Concepts about print
Goal 5: Alphabetic Knowledge: Children begin to understand that (in alphabetic languages like English) letters and letter sounds represent the sounds of the spoken language.		
Indicator 5a. Recognize letter, the names of letters, and how the letters are shaped, as well as some personally meaningful words.	O. Alphabetic knowledge	25. Alphabetic knowledge
Indicator 5b. Recognize the sounds associated with letters.	N. Phonological awareness O. Alphabetic knowledge	24. Phonological awareness 25. Alphabetic knowledge
Goal 6: Phonological Awareness: Children will build their awareness of, and ability to work with, the sounds of language.		
Indicator 6a. Notice, manipulate, and play with the sounds of language.	N. Phonological awareness	24. Phonological awareness
Indicator 6b. Recognize, manipulate, and play with sounds within words.	N. Phonological awareness	24. Phonological awareness
Goal 7: Comprehension: Children will interact with people and materials to increase their understanding of text.		
Indicator 7a. Demonstrate reading-like behaviors with familiar text or print materials.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	26. Reading 28. Book knowledge
Indicator 7b. Demonstrate an understanding of text.	M. Listening and comprehension	21. Comprehension 27. Concepts about print

Goal 8: Writing: Children will demonstrate emerging understanding of writing as a way to communicate.		
Indicator 8a. Develop increasing control, strength, and coordination of small muscle groups.	J. Fine-motor skills	17. Fine-motor skills
Indicator 8b. With guidance and support, explore a variety of writing tools and materials.	R. Writing	29. Writing
Indicator 8c. Develop an understanding that writing is a way of communicating for a variety of purposes.	R. Writing	29. Writing
Indicator 8d. Show interest in using a variety of forms of early writing to convey meaning and represent sounds and words.	R. Writing	29. Writing
Creative and Expressive Arts		
Standard		
Goal 1: Self-Expression: Children develop healthy self-concepts through creative self-expression that draws from their backgrounds, experiences, and identities.		
Indicator 1a. Explore and experiment with the arts in increasingly creative ways to express themselves, with modifications as needed.	X. Art Y. Music Z. Movement AA. Pretend play	40. Art 41. Music 42. Movement 43. Pretend play
Indicator 1b. Explore and experiment with the arts through the lens of their personal cultural context and that of others.	X. Art Y. Music Z. Movement AA. Pretend play	40. Art 41. Music 42. Movement 43. Pretend play 53. Diversity
Indicator 1c. Explore roles, express thoughts, and feelings, recreate experiences, and act out stories through the arts.	X. Art Y. Music Z. Movement AA. Pretend play	40. Art 41. Music 42. Movement 43. Pretend play
Goal 2: Supporting Skills: Children develop the skills that support self-expression through a variety of art		

forms.		
Indicator 2a. Explore and develop increasing control over fine motor and large motor movements.	I. Gross-motor skills J. Fine-motor skills	16. Gross-motor skills 17. Fine-motor skills 42. Movement
Indicator 2b. Explore, use, and begin to use artistic vocabulary to describe the tools, mediums, and components of the arts.	X. Art	23. Vocabulary 40. Art
Indicator 2c. Plan and create works of art with increasing intentionality and detail.	X. Art	40. Art
Goal 3: Artistic Appreciation: Children develop preferences and appreciation for the arts.		
Indicator 3a. Explore, recognize, and respond to similarities and differences between works of art, and the emotions, moods, situations, and cultures being expressed.	X. Art	40. Art 44. Appreciating the arts
Indicator 3b. Express preferences within the arts.	X. Art	40. Art 44. Appreciating the arts
Mathematics		
Standards		
Goal 1: Mathematical Thinking: Children begin to develop processes and strategies for solving mathematical problems.		
Indicator 1a. Explore and begin to make sense of their world through mathematical thinking and strategies.	S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns	31. Number words and symbols 32. Counting 33. Part-whole relationships 34. Shapes 35. Spatial awareness 36. Measuring 37. Unit 38. Patterns
Indicator 1b. Explore and begin to understand mathematical symbols and language in communicating their explorations	S. Number and counting	31. Number words and symbols 47. Experimenting

and discoveries.	CC. Experimenting, predicting, and drawing conclusions	48. Predicting 49. Drawing conclusions 50. Communicating ideas
Indicator 1c. Develop increasing ability to recognize mathematical problems in everyday situations at home and in the learning environment, and experiment to find possible solutions.	S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement	31. Number words and symbols 32. Counting 33. Part-whole relationships 34. Shapes 35. Spatial awareness 36. Measuring 37. Unit
Goal 2: Number Sense: Children show a growing understanding of the concept of number and quantity.		
Indicator 2a. Counting: Explore number and number vocabulary with increasing understanding of their relationship to quantity.	S. Number and counting	32. Counting 23. Vocabulary
Indicator 2b. Subitizing: Recognize and name the quantity of objects in a group without counting.	S. Number and counting	32. Counting
Indicator 2c. Comparing, Adding, and Subtracting Numbers: Begin to understand numbers as sets to be compared, put together, and taken apart.	S. Number and counting	33. Part-whole relationships
Indicator 2d. Composing and Decomposing Numbers: Begin to understand that numbers are made up of smaller numbers.	S. Number and counting	33. Part-whole relationships
Goal 3: Geometry and Spatial Sense: Children show a growing understanding of shapes and spatial relationships.		
Indicator 3a. Explore and begin to recognize the positional relationships between objects, their environment, and themselves.	T. Geometry: Shapes and spatial awareness	35. Spatial awareness
Indicator 3b. Explore and begin to analyze two-dimensional and three-dimensional shapes and shape attributes.	T. Geometry: Shapes and spatial awareness	34. Shapes

Indicator 3c. Investigate and begin to understand the concept of a whole and how it can be divided into two (or more) equal parts.	T. Geometry: Shapes and spatial awareness	33. Part-whole relationships
Goal 4: Algebraic Thinking: Children show a growing understanding of patterns, structures, and relationships in math.		
Indicator 4a. Recognizing and Building Patterns: Notice, recognize, copy, extend, and create repeating patterns.	V. Patterns	38. Patterns
Indicator 4b. Ordering and Seriation: Arrange objects in order according to changes in a specific attribute, such as size, length, number, color, etc.	V. Patterns U. Measurement	38. Patterns 36. Measuring
Goal 5: Measurement: Children show a growing understanding of the concepts of quantifying and comparing.		
Indicator 5a. Notice and recognize that things in their environment can be measured (length/height, weight, area, volume, temperature, time).	U. Measurement	36. Measuring
Indicator 5b. Compare things in their environment and use the language of measurement (lighter, darker, long, longer, big, bigger, etc.) to describe them.	U. Measurement BB. Observing and classifying	36. Measuring 46. Classifying
Indicator 5c. Use non-standard and standard tools and units of measurement.	U. Measurement EE. Tools and Technology	36. Measuring
Goal 6: Collecting and Organizing Information: Children begin to develop processes and strategies for classifying and using data.		
Indicator 6a. Recognize and classify things in their environment.	BB. Observing and classifying	46. Classifying
Indicator 6b. Sort things in their environment based on attributes.	BB. Observing and classifying	46. Classifying
Engineering and Technology		

Standards		
Goal 1: Creativity and Critical Thinking: Children use tools (digital or non-digital) to learn, create, accomplish tasks, and solve problems.		
Indicator 1a. Explore and experiment with different uses for the tools, object, and materials in their environment.	CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology	47. Experimenting 52. Tools and technology
Indicator 1b. Learns from their experiments and experiences.	C. Reflection CC. Experimenting, predicting, and drawing conclusions	6. Reflection 47. Experimenting 48. Predicting 49. Drawing conclusions
Indicator 1c. Recognizes real-world problems in their environment and begins to experiment with tools and other strategies to solve those problems.	B. Problem solving CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology	4. Problem solving 47. Experimenting 48. Predicting 49. Drawing conclusions 52. Tools and technology
Goal 2: Communication and Collaboration: Children use tools (digital or non-digital) to communicate and collaborate with others.		
Indicator 2a. Explores tools for the purpose of communication or self-expression.	EE. Tools and technology	52. Tools and technology
Indicator 2b. Uses tools to work with others.	EE. Tools and technology	52. Tools and technology
Goal 3: Exploration and Information: Children explore and interact with (digital or non-digital) tools and resources.		
Indicator 3a. With adult support and supervision, explores (digital or non-digital) tools and resources to find information.	EE. Tools and technology	5. Use of resources 52. Tools and technology
Indicator 3b. Communicates with their experiences with (digital or non-digital) tools and resources.	EE. Tools and technology	52. Tools and technology 50. Communicating ideas
Goal 4: Responsibility with Technology: Children begin to use tools and technology responsibly.		

Indicator 4a. With adult support and supervision, uses digital tools and resources responsibly.	EE. Tools and technology	5. Use of resources 52. Tools and technology
Indicator 4b. With adult guidance and supervision, begins to demonstrate an understanding of internet safety.	EE. Tools and technology	52. Tools and technology
Science		
Standards		
Goal 1: Scientific Thinking: Children explore and demonstrate curiosity about the world around them.		
Indicator 1a. Observe and investigate their environment using scientific thinking, scientific vocabulary, and the scientific method.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	45. Observing 47. Experimenting 48. Predicting
Indicator 1b. Explore cause-and-effect relationships.	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting
Indicator 1c. Observe, compare, and classify objects and information.	BB. Observing and classifying	45. Observing 46. Classifying
Indicator 1d. Communicate and/or record observations, questions, and predictions about their environment.	W. Data analysis CC. Experimenting, predicting, and drawing conclusions	45. Observing 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas
Goal 2: Physical Science: Children show a growing understanding of the scientific principles of physical science.		
Indicator 2a. Explore and compare the ways objects move, including their speed, direction, and duration of movement.	CC. Experimenting, predicting, and drawing conclusions U. Measurement	45. Observing 47. Experimenting 36. Measuring
Indicator 2b. Explore and observe the states of matter (liquid, solids, gasses) in their environment.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	45. Observing 47. Experimenting 51. Natural and physical world

Indicator 2c. Observe and explore light and sound.	DD. Natural and physical world BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	45. Observing 47. Experimenting 51. Natural and physical world
Goal 3: Earth Science: Children show a growing understanding of the scientific principles related to the earth.		
Indicator 3a. Explore and recognize a variety of earth materials in their community (soil, rocks, water, etc.) and their observable properties.	DD. Natural and physical world BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	45. Observing 47. Experimenting 51. Natural and physical world
Indicator 3b. Recognize and identify different weather conditions and the ways weather can impact their lives.	DD. Natural and physical world BB. Observing and classifying	45. Observing 51. Natural and physical world
Indicator 3c. Recognize and make connections between the seasons and their observable characteristics.	DD. Natural and physical world BB. Observing and classifying	45. Observing 51. Natural and physical world
Goal 4: Life Science: Children show a growing understanding of scientific knowledge related to living and non-living things.		
Indicator 4a. Explore, observe, notice, and describe a variety of plants and animals in their community, and their life cycles.	DD. Natural and physical world BB. Observing and classifying	45. Observing 51. Natural and physical world 47. Experimenting
Indicator 4b. Observe and explore the habitats of a variety of plants and animals in their community (such as wooded areas, parks, lakes, and streams).	DD. Natural and physical world BB. Observing and classifying	45. Observing 51. Natural and physical world 47. Experimenting
Indicator 4c. Observe, describe, and compare the differences between living and non-living things.	DD. Natural and physical world BB. Observing and classifying	45. Observing 46. Classifying 51. Natural and physical world
Social Studies		
Standards		

Goal 1: Self, Family, and Belonging: Children understand and respect themselves and others as individuals and as members of a family, learning environment, and community.		
Indicator 1a. Recognize themselves as unique individuals and become aware of the uniqueness of others.	FF. Knowledge of self and others	7. Self-identity 53. Diversity
Indicator 1b. Recognize themselves as members of a family and become aware of how families are alike and different.	FF. Knowledge of self and others	7. Self-identity 53. Diversity
Indicator 1c. Demonstrate a growing sense of belonging across their home, their learning environment, and their community.	FF. Knowledge of self and others G. Community	7. Self-identity 53. Diversity 54. Community roles
Indicator 1d. Participate in the routines, customs, and traditions of their family and community, and develops an awareness of and respect for the ways these can differ across settings, families, and cultures.	FF. Knowledge of self and others	54. Community roles 53. Diversity
Goal 2: Community and Contribution: Children recognize the value in the contributions they, their families, and others make to the community.		
Indicator 2a. Show a growing understanding of and participation with the expectations, boundaries, and responsibilities in their family, learning environment, and community.	FF. Knowledge of self and others G. Community	11. Community 54. Community roles
Indicator 2b. Develop a growing understanding of what people need to thrive and the ways people fill those needs.	FF. Knowledge of self and others	54. Community roles
Indicator 2c. Develop a growing understanding of value, as well as supply and demand, as they relate to sharing and trading.	FF. Knowledge of self and others	54. Community roles
Goal 3: Time, Place, and the Environment: Children begin to understand their place and time in the broader world.		
Indicator 3a. Explore and learn how to respectfully interact with nature.	DD. Natural and physical world	58. Ecology

Indicator 3b. Begin to identify, and use location vocabulary to describe places and physical features in their environment.	GG. Geography DD. Natural and physical world	51. Natural and physical world 56. Geography
Indicator 3c. Demonstrate a growing understanding of the passage of time as it impacts their lives.	HH. History	57. History