

Alignment of HighScope Assessments and Curriculum With Standards of the National Association for the Education of Young Children (NAEYC)

The following charts illustrate how the HighScope approach meets NAEYC requirements for curriculum standards. The first chart aligns what NAEYC calls *essential curriculum characteristics* to HighScope’s Program Quality Assessment (PQA) tools.

The second chart shows that items from NAEYC’s *curriculum content areas* correspond to items from HighScope’s assessment tool, the Child Observation Record (COR), and the HighScope Key Developmental Indicators (KDIs).

The preschool version of the HighScope assessment tool or Key Developmental Indicators is used in both charts, except where items are specifically designated as “infant-toddler.”

NAEYC — Essential Curriculum Characteristics	HighScope’s Preschool Program Quality Assessment (PQA)
<p>2.A.01 The program has a written statement of philosophy and uses one or more written curricula or curriculum frameworks consistent with its philosophy that address central aspects of child development.</p>	<p>IV-A. Staff use a comprehensive and documented curriculum model or educational approach to guide teaching practices.</p>
<p>2.A.02 A clearly stated curriculum or curriculum framework provides a coherent focus for planning children’s experiences. It allows for adaptations and modifications to ensure access to the curriculum for all children.</p>	<p>IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.</p>
<p>2.A.03 The curriculum guides teachers’ development and intentional implementation of learning opportunities consistent with the program’s goals and objectives.</p>	<p>VI-F. Instructional staff are regularly observed in the program setting and provided with feedback by someone familiar with the curriculum’s goals, objectives, and methods for working with children.</p> <p>VII-C. Staff regularly conduct a program assessment and use the results to improve the program.</p>
<p>2.A.04 The curriculum can be implemented in a manner that reflects responsiveness to a. family home values, beliefs, experiences, and b. language.</p>	<p>V-F. Staff and parents exchange information about how to promote and extend children’s learning social development at home.</p> <p>V-G. Staff members schedule home visits and formal parent conferences to share information with parents and seek input from parents about the program and their children’s development.</p>

NAEYC — Essential Curriculum Characteristics	HighScope’s Preschool Program Quality Assessment (PQA)
<p>2.A.05 Curriculum goals and objectives guide teachers’ ongoing assessment of children’s progress.</p>	<p>IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.</p>
<p>2.A.06 The curriculum guides teachers to integrate assessment information with curriculum goals to support individualized learning.</p>	<p>IV-E. Staff regularly use a child observation measure of proven reliability and validity to assess children’s developmental progress.</p>
<p>2.A.07 The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule a. provides time and support for transitions. b. includes both indoor and outdoor experiences. c. is responsive to a child’s need to rest or be active.</p>	<p>II-B. The parts of the daily routine include time for children to do the following: to plan; to carry out their plans; to recall and discuss their activities; to engage in small-group activities; to engage in large group activities; to have snacks or meals; to clean up; to transition to other activities; to play outside; and to nap or rest (if applicable).</p>
<p>2.A.08 Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society, including a. gender, b. age, c. language, and d. abilities.</p> <p>Materials and equipment e. provide for children’s safety while being appropriately challenging. f. encourage exploration, experimentation, and discovery. g. promote action and interaction. h. are organized to support independent use. i. are rotated to reflect changing curriculum and accommodate new interests and skill levels. j. are rich in variety. k. accommodate children’s special needs.</p>	<p>I-H. Materials reflect human diversity and the positive aspects of children’s homes and community cultures. I-A. The classroom provides a safe and healthy environment for children. I-B. The space is divided into interest areas that address basic aspects of children’s play and development. I-C. The location of the interest areas is carefully planned to provide for adequate space in each area, easy access between areas, and compatible activities in adjacent areas. I-E. Classroom areas and materials are systematically arranged, labeled, and accessible to children. I-F. Classroom materials are varied, manipulative, openended, and authentic and appeal to multiple senses.</p>
<p>2.A.09 Materials and equipment used to implement the curriculum for infants and toddlers/twos encourage a. exploration, experimentation, and discovery. b. sensory and motor learning. c. their practice of developing physical skills through self-initiated movement.</p>	<p>Infant-Toddler PQA I-C. The care space has equipment arranged in areas for play and movement. I-D. Materials for sensory exploration are plentiful and accessible to infants and toddlers.</p>

NAEYC — Essential Curriculum Characteristics	HighScope’s Preschool Program Quality Assessment (PQA)
<p>2.A.10 The curriculum guides teachers to incorporate content, concepts, and activities that foster</p> <ul style="list-style-type: none"> a. social, b. emotional, c. physical, d. language, and e. cognitive development and f. integrate key areas of content, including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies. 	<p>II-G. The program has a time each day for small-group activities that reflect and extend children’s interests and development.</p> <p>II-H. The program has time each day for large-group activities that reflect and extend children’s interests and development.</p>
<p>2.A.11 The schedule</p> <ul style="list-style-type: none"> a. provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for b. play, c. creative expression, d. large-group, e. small-group, and f. child-initiated activity. 	<p>II-E. The program has time each day during which children initiate activities and carry out their intentions.</p> <p>II-G. The program has a time each day for small-group activities that reflect and extend children’s interests and development.</p> <p>II-H. The program has time each day for large-group activities that reflect and extend children’s interests and development.</p> <p>III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors).</p>
<p>2.A.12 The curriculum guides teachers to plan for children’s engagement in play (including dramatic play and blocks) that is integrated into classroom topics of study.</p>	<p>IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.</p>

NAEYC Curriculum Content Area	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
2.B — Areas of Development: Social-Emotional Development		
<p>2.B.01 Children have varied opportunities to engage throughout the day with teaching staff who</p> <ul style="list-style-type: none"> a. are attentive and responsive to them. b. facilitate their social competence. c. facilitate their ability to learn through interacting with others. 	<p>11. Community: Children participate in the community of the classroom.</p> <p>12. Building relationships: Children build relationships with other children and adults.</p> <p>13. Cooperative play: Children engage in cooperative play.</p> <p>15. Conflict Resolution: Children resolve social conflicts.</p>	<ul style="list-style-type: none"> E. Building relationships with adults F. Building relationships with other children H. Conflict resolution
<p>2.B.02 Children have varied opportunities to recognize and name</p> <ul style="list-style-type: none"> a. their own and b. others' feelings. 	<p>9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>10. Empathy: Children demonstrate empathy toward others.</p>	<ul style="list-style-type: none"> D. Emotions
<p>2.B.03 Children have varied opportunities to learn the skills needed to regulate their emotions, behavior, and attention.</p>	<p>3. Engagement: Children focus on activities that interest them.</p> <p>8. Sense of competence: Children feel they are competent.</p> <p>9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>15. Conflict resolution: Children resolve social conflicts.</p>	<ul style="list-style-type: none"> D. Emotions H. Conflict resolution
<p>2.B.04 Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.</p>	<p>1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>2. Planning: Children make plans and follow through on their intentions.</p> <p>3. Engagement: Children focus on activities that interest them.</p> <p>4. Problem solving: Children solve problems encountered in play.</p> <p>5. Use of resources: Children gather information and formulate ideas about their world.</p> <p>6. Reflection: Children reflect on their experiences.</p> <p>8. Sense of competence: Children feel they are competent.</p>	<ul style="list-style-type: none"> A. Initiative and planning B. Problem solving with materials C. Reflection

2.B — Areas of Development: Social-Emotional Development	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.B.05 Children have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behavior.</p>	<p>10. Empathy: Children demonstrate empathy toward others. 11. Community: Children participate in the community of the classroom. 12. Building relationships: Children build relationships with other children and adults. 13. Cooperative play: Children engage in cooperative play.</p>	<p>D. Emotions E. Building relationships with adults F. Building relationships with other children</p>
<p>2.B.06 Children have varied opportunities to</p> <ul style="list-style-type: none"> a. interact positively, respectfully, and cooperatively with others. b. learn from and with one another. c. resolve conflicts in constructive ways. 	<p>12. Building relationships: Children build relationships with other children and adults. 13. Cooperative play: Children engage in cooperative play. 15. Conflict resolution: Children resolve social conflicts.</p>	<p>E. Building relationships with adults F. Building relationships with other children H. Conflict resolution</p>
<p>2.B.07 Children have varied opportunities to learn to understand, empathize with, and take into account other people's perspectives.</p>	<p>10. Empathy: Children demonstrate empathy toward others. 11. Community: Children participate in the community of the classroom. 12. Building relationships: Children build relationships with other children and adults</p>	<p>E. Building relationships with adults F. Building relationships with other children</p>

2.C — Areas of Development: Physical Development	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.C.01 Infants and toddlers/twos are provided</p> <p>a. an environment that allows them to move freely and achieve mastery of their bodies through self-initiated movement. They have multiple opportunities to practice emerging skills in</p> <p>b. coordination, movement, and balance, and</p> <p>c. perceptual-motor integration.</p>	<p><i>Infant-Toddler KDIs</i></p> <p>12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).</p> <p>13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).</p> <p>14. Moving with objects: Children move with objects.</p>	<p>I. Gross-motor skills J. Fine-motor skills</p>
<p>2.C.02 Infants and toddlers/twos have multiple opportunities to develop fine-motor skills by acting on their environments using their hands and fingers in a variety of age-appropriate ways.</p>	<p><i>Infant-Toddler KDIs</i></p> <p>14. Moving with objects: Children move with objects.</p>	<p>J. Fine-motor skills</p>
<p>2.C.03 Children are provided varied opportunities and materials that support fine-motor development.</p>	<p>17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>	<p>J. Fine-motor skills R. Writing X. Art</p>
<p>2.C.04 Children have varied opportunities and are provided equipment to engage in large motor experiences that</p> <p>a. stimulate a variety of skills. b. enhance sensory-motor integration. c. develop controlled movement (balance, strength, coordination). d. enable children with varying abilities to have large-motor experiences similar to those of their peers. e. range from familiar to new and challenging. f. help them learn physical games with rules and structure.</p>	<p>16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles. 18. Body awareness: Children know about their bodies and how to navigate them in space.</p>	<p>I. Gross-motor skills Z. Movement</p>

2.C — Areas of Development: Physical Development	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.D.01 Children are provided with opportunities for language acquisition that</p> <ul style="list-style-type: none"> a. align with the program philosophy. b. consider family perspectives. c. consider community perspectives. 	<p>21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language. 23. Vocabulary: Children understand and use a variety of words and phrases. 24. Phonological awareness: Children identify distinct sounds in spoken language. 25. Alphabetic knowledge: Children identify letter names and their sounds. 26. Reading: Children read for pleasure and information. 27. Concepts about print: Children demonstrate knowledge about environmental print. 28. Book knowledge: Children demonstrate knowledge about books. 29. Writing: Children write for many different purposes. 30. ELL/Dual language acquisition: (If applicable) Children use English and their home language(s) (including sign language). <i>Language, Literacy, and Communication KDIs #21–29 may be used for the child’s home language(s) as well as English. KDI 30 refers specifically to English language learning.</i></p>	<ul style="list-style-type: none"> L. Speaking M. Listening and comprehension N. Phonological awareness O. Alphabet knowledge P. Reading Q. Book enjoyment and knowledge R. Writing II. Listening to and understanding English JJ. Speaking English
<p>2.D.02 Children are provided opportunities to experience oral and written communication in a language their family uses or understands.</p>	<p>30. ELL/Dual language acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p>	<ul style="list-style-type: none"> II. Listening to and understanding English JJ. Speaking English
<p>2.D.03 Children have varied opportunities to develop competence in verbal and nonverbal communication by</p> <ul style="list-style-type: none"> a. responding to questions. b. communicating needs, thoughts, and experiences. c. describing things and events. 	<p>21. Comprehension: Children understand language. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p>	<ul style="list-style-type: none"> L. Speaking M. Listening and comprehension

2.C — Areas of Development: Physical Development	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.D.04 Children have varied opportunities to develop vocabulary through</p> <ul style="list-style-type: none"> a. conversations, b. experiences, c. field trips, and d. books. 	<p>21. Comprehension: Children understand language. 23. Vocabulary: Children understand and use a variety of words and phrases. 26. Reading: Children read for pleasure and information.</p>	<ul style="list-style-type: none"> L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge
<p>2.D.05 Children who are non-verbal are provided alternative communication strategies.</p>	<p>22. Speaking: Children express themselves using language. 23. Vocabulary: Children understand and use a variety of words and phrases. 30. ELL/Dual language acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p>	<ul style="list-style-type: none"> L. Speaking M. Listening and comprehension II. Listening to and understanding English JJ. Speaking English
<p>2.D.06 Children have varied opportunities and materials that encourage them to have discussions to solve problems that are both</p> <ul style="list-style-type: none"> a. interpersonal and b. related to the physical world. 	<p>4. Problem solving: Children solve problems encountered in play. 15. Conflict resolution: Children resolve social conflicts. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p>	<ul style="list-style-type: none"> B. Problem solving with materials H. Conflict resolution CC. Experimenting, predicting, and drawing conclusions
<p>2.D.07 Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.</p>	<p>6.Reflection: Children reflect on their experiences 12. Building relationships: Children build relationships with other children and adults. 13. Cooperative play: Children engage in cooperative play. 21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.</p>	<ul style="list-style-type: none"> F. Building relationships with other children

2.C — Areas of Development: Physical Development	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.E.01 Infants have varied opportunities to experience songs, rhymes, routine games, and books through</p> <p>a. individualized play that includes simple rhymes, songs, and interactive games (e.g., peek-a-boo).</p> <p>b. daily opportunities for each child to hear and respond to various types of books, including picture books, wordless books, and books with rhymes.</p> <p>c. access to durable books that enable children’s independent exploration.</p>	<p>Infant-Toddler KDIs</p> <p>16. Listening and responding: Children listen and respond.</p> <p>17. Nonverbal communication: Children communicate nonverbally.</p> <p>18. Two-way communication: Children participate in two-way communication.</p> <p>19. Speaking: Children speak.</p> <p>20. Exploring print: Children explore picture books and magazines.</p> <p>21. Enjoying language: Children enjoy stories, rhymes, and songs.</p> <p>39. Listening to music: Children listen to music.</p> <p>40. Responding to music: Children respond to music.</p> <p>41. Sounds: Children explore and imitate sounds.</p>	<p>Infant-Toddler COR</p> <p>N. Phonological awareness</p> <p>Q. Book enjoyment and knowledge</p> <p>Y. Music</p>
<p>2.E.02 Toddlers/twos have varied opportunities to experience books, songs, rhymes, and routine games through</p> <p>a. individualized play that includes simple rhymes, songs, and sequences of gestures (e.g., finger plays, peek-a-boo, patty-cake, This Little Piggy).</p> <p>b. daily opportunities to hear and respond to various types of books, including picture books, wordless books, and books with rhymes.</p> <p>c. access to durable books that enable independent exploration.</p> <p>d. experiences that help them understand that pictures represent real things in their environment.</p>	<p>Infant-Toddler KDIs</p> <p>16. Listening and responding: Children listen and respond.</p> <p>17. Nonverbal communication: Children communicate nonverbally.</p> <p>18. Two-way communication: Children participate in two-way communication.</p> <p>19. Speaking: Children speak.</p> <p>20. Exploring print: Children explore picture books and magazines.</p> <p>21. Enjoying language: Children enjoy stories, rhymes, and songs.</p> <p>39. Listening to music: Children listen to music.</p> <p>40. Responding to music: Children respond to music.</p> <p>41. Sounds: Children explore and imitate sounds.</p>	<p>Infant-Toddler COR</p> <p>N. Phonological awareness</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>Y. Music</p>

2.E — Curriculum Content Area for Cognitive Development: Early Literacy	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.E.03 Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom:</p> <p>a. Items belonging to a child are labeled with his or her name. b. Materials are labeled. c. Print is used to describe some rules and routines. d. Teaching staff help children recognize print and connect it to spoken words.</p>	<p>27. Concepts about print: Children demonstrate knowledge about environmental print.</p>	<p>P. Reading X. Art</p>
<p>2.E.04 Children have varied opportunities to</p> <p>a. be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs. b. be read to regularly in individualized ways including one-to-one or in small groups of two to six children. c. explore books on their own and have places that are conducive to the quiet enjoyment of books. d. have access to various types of books, including storybooks, factual books, books with rhymes, alphabet books, and wordless books. e. be read the same book on repeated occasions. f. retell and reenact events in storybooks. g. engage in conversations that help them understand the content of the book. h. be assisted in linking books to other aspects of the curriculum. i. identify the parts of books and differentiate print from pictures.</p>	<p>21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language. 26. Reading: Children read for pleasure and information. 27. Concepts about print: Children demonstrate knowledge about environmental print. 28. Book knowledge: Children demonstrate knowledge about books. 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p>	<p>M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge AA. Pretend play</p>

2.E — Curriculum Content Area for Cognitive Development: Early Literacy	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.E.05 Children have multiple and varied opportunities to write:</p> <p>a. Writing materials and activities are readily available in art, dramatic play, and other learning centers.</p> <p>b. Various types of writing are supported, including scribbling, letter-like marks, and developmental spelling.</p> <p>c. Children have daily opportunities to write or dictate their ideas.</p> <p>d. Children are provided needed assistance in writing the words and messages they are trying to communicate. Children are given the support they need to write on their own, including access to the</p> <p>e. alphabet and</p> <p>f. to printed words about topics of current interest, both of which are made available at eye level or on laminated cards.</p> <p>g. Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life.</p>	<p>25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>29. Writing: Children write for many different purposes.</p>	<p>O. Alphabetic knowledge P. Reading R. Writing X. Art</p>
<p>2.E.06 Children are regularly provided multiple and varied opportunities to develop phonological awareness:</p> <p>a. Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays.</p> <p>b. Children are helped to identify letters and the sounds they represent.</p> <p>c. Children are helped to recognize and produce words that have the same beginning or ending sounds.</p> <p>d. Children's self-initiated efforts to write letters that represent the sounds of words are supported.</p>	<p>24. Phonological awareness: Children identify distinct sounds in spoken language.</p> <p>25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>29. Writing: Children write for many different purposes.</p>	<p>N. Phonological awareness O. Alphabetic knowledge Y. Music</p>

2.E — Curriculum Content Area for Cognitive Development: Early Literacy	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.E.07 Children are given opportunities to</p> <ul style="list-style-type: none"> a. recognize and b. write letters. 	<p>25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>29. Writing: Children write for many different purposes.</p>	<ul style="list-style-type: none"> O. Alphabetic knowledge R. Writing
<p>2.E.08 Children have access to</p> <ul style="list-style-type: none"> a. books and b. writing materials throughout the classroom. 	<p>28. Book knowledge: Children demonstrate knowledge about books.</p> <p>29. Writing: Children write for many different purposes.</p>	<ul style="list-style-type: none"> Q. Book enjoyment and knowledge R. Writing X. Art

2.F — Curriculum Content Area for Cognitive Development: Early Mathematics	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.F.01 Infants and toddlers/twos are provided varied opportunities and materials to</p> <p>a. use language, gestures, and materials to convey mathematical concepts such as more and less and big and small. b. see and touch different shapes, sizes, colors, and patterns. c. build number awareness, using objects in the environment. d. read books that include counting and shapes.</p>	<p><i>Infant-Toddler KDIs</i></p> <p>20. Exploring print: Children explore picture books and magazines. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 24. Exploring same and different: Children explore and notice how things are the same or different. 25. Exploring more: Children experience “more.” 26. One-to-one correspondence: Children experience one-to-one correspondence. 27. Number: Children experience the number of things</p>	<p>Q. Book enjoyment and knowledge S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns W. Data analysis</p>
<p>2.F.02 Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.</p>	<p>31. Number words and symbols: Children recognize and use number words and symbols. 32. Counting: Children count things. 36. Measuring: Children measure to describe, compare, and order things.</p>	<p>S. Number and counting U. Measurement</p>
<p>2.F.03 Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.</p>	<p>34. Shapes: Children identify, name, and describe shapes. 36. Measuring: Children measure to describe, compare, and order things. 46. Classifying: Children classify materials, actions, people, and events.</p>	<p>S. Number and counting U. Measurement BB. Observing and classifying</p>
<p>2.F.04 Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.</p>	<p>23. Vocabulary: Children understand and use a variety of words and phrases. 31. Number words and symbols: Children recognize and use number words and symbols. 34. Shapes: Children identify, name, and describe shapes. 35. Spatial awareness: Children recognize spatial relationships among people and objects. 36. Measuring: Children measure to describe, compare, and order things.</p>	<p>S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns W. Data analysis</p>

2.F — Curriculum Content Area for Cognitive Development: Early Mathematics	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.F.06 Children are provided varied opportunities and materials to understand basic concepts of geometry by, for example, naming and recognizing two- and three-dimensional shapes and recognizing how figures are composed of different shapes.</p>	<p>34. Shapes: Children identify, name, and describe shapes. 35. Spatial awareness: Children recognize spatial relationships among people and objects. 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>	<p>T. Geometry: Shapes and spatial awareness</p>
<p>2.F.07 Children are provided varied opportunities to build an understanding of time in the context of their lives, schedules, and routines.</p>	<p>36. Measuring: Children measure to describe, compare, and order things. 38. Patterns: Children identify, describe, copy, complete, and create patterns. 57. History: Children understand past, present, and future.</p>	<p>HH. History</p>
<p>2.F.08 Children are provided varied opportunities and materials that help them recognize and name repeating patterns.</p>	<p>38. Patterns: Children identify, describe, copy, complete, and create patterns.</p>	<p>V. Patterns</p>

2.G — Curriculum Content Area for Cognitive Development: Science	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.G.01 Infants and toddlers/twos are provided varied opportunities and materials to</p> <ul style="list-style-type: none"> a. use their senses to learn about objects in the environment. b. discover that they can make things happen and solve simple problems. 	<p>Infant-Toddler KDIs</p> <p>22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.</p> <p>35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.</p>	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p>2.G.02 Children are provided varied opportunities and materials to learn key content and principles of science, such as</p> <ul style="list-style-type: none"> a. the difference between living and nonliving things (e.g., plants versus rocks) and life cycles of various organisms (e.g., plants, butterflies, humans). b. earth and sky (e.g., seasons; weather; geologic features; light and shadow; sun, moon, and stars). c. structure and property of matter (e.g., characteristics that include concepts like hard and soft, floating and sinking) and behavior of materials (e.g., transformation of liquids and solids by dissolving or melting). 	<p>51.Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>56. Geography: Children recognize and interpret features and locations in their environment.</p>	<p>DD. Natural and physical world</p>
<p>2.G.03 Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.</p>	<p>5. Use of resources: Children gather information and formulate ideas about their world.</p> <p>45. Observing: Children observe the materials and processes in their environment.</p> <p>47. Experimenting: Children experiment to test their ideas.</p> <p>48. Predicting: Children predict what they expect will happen.</p> <p>49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p> <p>50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p>	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology</p>

2.G — Curriculum Content Area for Cognitive Development: Science	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.G.04 Children are provided varied opportunities to use simple tools to observe objects and scientific phenomena.</p>	<p>52. Tools and technology: Children explore and use tools and technology.</p>	<p>EE. Tools and technology</p>
<p>2.G.05 Children are provided varied opportunities and materials to a. collect data and to b. represent and document their findings (e.g., through drawing or graphing).</p>	<p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems. 45. Observing: Children observe the materials and processes in their environment. 47. Experimenting: Children experiment to test their ideas. 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.</p>	<p>W. Data analysis BB. Observing and classifying</p>
<p>2.G.06 Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.</p>	<p>45. Observing: Children observe the materials and processes in their environment. 46. Classifying: Children classify materials, actions, people, and events. 47. Experimenting: Children experiment to test their ideas. 48. Predicting: Children predict what they expect will happen. 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p>	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p>2.G.07 Children are provided varied opportunities and materials that encourage them to discuss scientific concepts in everyday conversation.</p>	<p>50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p>

2.G — Curriculum Content Area for Cognitive Development: Science	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.G.08 Children are provided varied opportunities and materials that help them learn and use scientific terminology and vocabulary associated with the content areas.</p>	<p>45. Observing: Children observe the materials and processes in their environment. 46. Classifying: Children classify materials, actions, people, and events. 47. Experimenting: Children experiment to test their ideas. 48. Predicting: Children predict what they expect will happen. 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. 51. Natural and physical world: Children gather knowledge about the natural and physical world. 52. Tools and technology: Children explore and use tools and technology.</p>	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology</p>

2.H — Curriculum Content Area for Cognitive Development: Technology	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.H.01 The use of passive media such as television, film, videotapes, and audiotapes is limited to developmentally appropriate programming.</p>		
<p>2.H.02 All children have opportunities to access technology (e.g., tape recorders, microscopes, computers) that they can use a. by themselves. b. collaboratively with their peers. c. with teaching staff or a parent.</p>	<p>52. Tools and technology: Children explore and use tools and technology.</p>	<p>EE. Tools and technology</p>
<p>2.H.03 Technology is used to a. extend learning within the classroom and to b. integrate and enrich the curriculum.</p>	<p>52. Tools and technology: Children explore and use tools and technology.</p>	<p>EE. Tools and technology</p>

2.J — Curriculum Area for Cognitive Development: Creative Expression and Appreciation for the Arts	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.J.01 Children are provided varied opportunities to gain an appreciation of</p> <ul style="list-style-type: none"> a. art, b. music, c. drama, and d. dance <p>in ways that reflect cultural diversity.</p>	<p>44. Appreciating the arts: Children appreciate the creative arts.</p>	<p>X. Art Y. Music Z. Movement AA. Pretend play</p>
<p>2.J.02 Infants and toddlers/twos are provided varied opportunities to explore and manipulate age-appropriate art materials.</p>	<p><i>Infant-Toddler KDIs</i> 37. Exploring art materials: Children explore building and art materials.</p>	<p>X. Art</p>
<p>2.J.03 Infants and toddlers/twos have varied opportunities to express themselves creatively through freely moving to music. Toddlers/twos have varied opportunities to engage in pretend or imaginative play.</p>	<p><i>Infant-Toddler KDIs</i> 36. Imitating and pretending: Children imitate and pretend. 39. Listening to music: Children listen to music. 40. Responding to music: Children respond to music.</p>	<p>Y. Music Z. Movement</p>
<p>2.J.04 Children are provided varied opportunities to learn new concepts and vocabulary related to</p> <ul style="list-style-type: none"> a. art, b. music, c. drama, and d. dance. 	<p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art. 41. Music: Children express and represent what they observe, think, imagine, and feel through music. 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement. 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p>	<p>X. Art Y. Music Z. Movement AA. Pretend play</p>
<p>2.J.05 Children are provided varied opportunities to develop and widen their repertoire of skills that support artistic expression (e.g., cutting, gluing, and caring for tools).</p>	<p>17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles. 29. Writing: Children write for many different purposes. 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>	<p>J. Fine-motor skills R. Writing X. Art</p>

2.J — Curriculum Area for Cognitive Development: Creative Expression and Appreciation for the Arts	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.J.06 Children are provided many and varied open-ended opportunities and materials to express themselves creatively through</p> <ul style="list-style-type: none"> a. music, b. drama, c. dance and d. two- and three-dimensional art. 	<p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art. 41. Music: Children express and represent what they observe, think, imagine, and feel through music. 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement. 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p>	<ul style="list-style-type: none"> X. Art Y. Music Z. Movement AA. Pretend play
<p>2.J.07 Children have opportunities to respond to the art of</p> <ul style="list-style-type: none"> a. other children and b. adults. 	<p>6. Reflection: Children reflect on their experiences. 44. Appreciating the arts: Children appreciate the creative arts.</p>	<ul style="list-style-type: none"> C. Reflection X. Art

2.K — Curriculum Content Area for Cognitive Development: Health and Safety	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.K.01 Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.</p>	<p>19. Personal care: Children carry out personal care routines on their own. 20. Healthy behavior: Children engage in healthy practices.</p>	<p>K. Personal care and healthy behavior</p>
<p>2.K.02 Children are provided varied opportunities and materials to help them learn about nutrition, including</p> <ul style="list-style-type: none"> a. identifying sources of food and b. recognizing, c. preparing, d. eating, and e. valuing healthy foods. 	<p>19. Personal care: Children carry out personal care routines on their own. 20. Healthy behavior: Children engage in healthy practices.</p>	<p>K. Personal care and healthy behavior</p>
<p>2.K.03 Children are provided varied opportunities and materials that increase their awareness of safety rules in their</p> <ul style="list-style-type: none"> a. classroom, b. home, and community. 	<p>11. Community: Children participate in the community of the classroom. 20. Healthy behavior: Children engage in healthy practices. 55. Decision making: Children participate in making classroom decisions.</p>	<p>G. Community K. Personal care and healthy behavior</p>
<p>2.K.04 Children have opportunities to practice safety procedures.</p>	<p>20. Healthy behavior: Children engage in healthy practices.</p>	<p>K. Personal care and healthy behavior</p>
<p>2.K.05 Children are provided opportunities to discuss, ask questions, and express fears about visiting the doctor, clinic, hospital, or dentist; getting shots; and taking medicine.</p>	<p>19. Personal care: Children carry out personal care routines on their own. 20. Healthy behavior: Children engage in healthy practices.</p>	<p>D. Emotions FF. Knowledge of self and others</p>

2.L — Curriculum Content Area for Cognitive Development: Social Studies	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.L.01 Children are provided varied learning opportunities that foster positive identity and an emerging sense of</p> <ul style="list-style-type: none"> a. self and b. others. 	<p>7. Self-identity: Children have a positive self-identity. 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p>	<p>FF. Knowledge of self and others</p>
<p>2.L.02 Children are offered opportunities to become a part of the classroom community so that each child feels accepted and gains a sense of belonging.</p>	<p>11. Community: Children participate in the community of the classroom. 12. Building relationships: Children build relationships with other children and adults. 55. Decision making: Children participate in making classroom decisions.</p>	<p>G. Community FF. Knowledge of self and others</p>
<p>2.L.03 Children are provided varied opportunities and materials to build their understanding of diversity in</p> <ul style="list-style-type: none"> a. culture, b. family structure, c. ability, d. language, e. age, and f. gender <p>in non-stereotypical ways.</p>	<p>53. Diversity: Children understand that people have diverse characteristics, interests, and abilities. 54. Community roles: Children recognize that people have different roles and functions in the community.</p>	<p>E. Building relationships with adults F. Building relationships with other children FF. Knowledge of self and others</p>
<p>2.L.04 Children are provided opportunities and materials to explore social roles in the family and workplace through play.</p>	<p>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play. 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities. 54. Community roles: Children recognize that people have different roles and functions in the community.</p>	<p>AA. Pretend play FF. Knowledge of self and others</p>
<p>2.L.05 Children are provided varied opportunities and materials to learn about the community in which they live.</p>	<p>54. Community roles: Children recognize that people have different roles and functions in the community. 56. Geography: Children recognize and interpret features and locations in their environment.</p>	<p>FF. Knowledge of self and others</p>

2.L — Curriculum Content Area for Cognitive Development: Social Studies	HighScope Key Developmental Indicator (KDI)	COR Advantage 1.5 Items
<p>2.L.06 Children have varied opportunities to engage in discussions about</p> <ul style="list-style-type: none"> a. fairness, b. friendship, c. responsibility, d. authority, and e. differences. 	<p>7. Self-identity: Children have a positive self-identity. 12. Building relationships: Children build relationships with other children and adults. 15. Conflict resolution: Children resolve social conflicts. 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities. 55. Decision making: Children participate in making classroom decisions.</p>	<ul style="list-style-type: none"> E. Building relationships with adults F. Building relationships with other children G. Community H. Conflict resolution
<p>2.L.07 Children are provided varied opportunities and materials to learn about physical characteristics of their local environment as a foundation for learning geography.</p>	<p>56. Geography: Children recognize and interpret features and locations in their environment.</p>	<p>GG. Geography</p>
<p>2.L.08 Children are provided varied opportunities and materials to learn how people affect their environment in</p> <ul style="list-style-type: none"> a. positive (e.g., recycling) and b. negative (e.g., polluting) ways. 	<p>58. Ecology: Children understand the importance of taking care of their environment.</p>	<p>DD. Natural and physical world</p>
<p>2.L.09 Children are provided varied opportunities and materials that allow them to contribute to the well-being of</p> <ul style="list-style-type: none"> a. their classroom and b. the community, including care for the social and physical environments in which they live. 	<p>11. Community: Children participate in the community of the classroom. 55. Decision making: Children participate in making classroom decisions. 58. Ecology: Children understand the importance of taking care of their environment</p>	<ul style="list-style-type: none"> G. Community DD. Natural and physical world
<p>2.L.10 Children are provided opportunities and materials that build a foundation for understanding economic concepts (e.g., playing restaurant, managing a store, and identifying and exchanging money).</p>	<p>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play. 54. Community roles: Children recognize that people have different roles and functions in the community.</p>	<ul style="list-style-type: none"> AA. Pretend play FF. Knowledge of self and others