

Alignment of the new  
**Pennsylvania PreK Standards** with the  
**High/Scope Child Observation Record**  
**(COR)** and the  
**High/Scope Key Experiences**

## Approaches to Learning

<b><i>Demonstrate initiative and curiosity</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
AL 1.1 Choose to participate in an increasing variety of experiences	<b>C. Initiating play</b> 4. During play with other children, child adds an idea that modifies the play. 5. Child joins with other children in playing a game with rules.	Creating and experiencing collaborative play
AL 1.2 Develop increased ability to make independent choices	<b>A. Making choices and plans</b> 4. Child makes a plan with one or two details. 5. Child makes a plan with three or more details	Making and expressing choices, plans, and decisions

Indicators	High/Scope COR Items and Developmental Levels	High/Scope Key Experiences
<p>AL 1.3 Demonstrate growing eagerness and delight to learn about and discuss a growing range of topics, ideas and tasks</p>	<p><b>A. Making choices and plans</b></p> <p>5. Child makes a plan with three or more details.</p> <p><b>R. Using vocabulary</b></p> <p>3. Child uses vocabulary related to a particular subject.</p> <p>4. Child uses two or more words to describe something.</p> <p>5. Child asks about the meaning of a word.</p> <p><b>U. Demonstrating knowledge about books</b></p> <p>3. Child asks another person to read a book to him or her.</p> <p>4. Looking at the pictures in a book, child tells the story or makes up a story related to the pictures.</p> <p>5. Child points to the words in a book or follows a line of text while telling or reading the story</p>	<p>Making and expressing choices, plans, and decisions</p> <p>Describing objects, events, and relations</p> <p>Having fun with language: listening to stories and poems, making up stories and rhymes</p>

Indicators	High/Scope COR Items and Developmental Levels	High/Scope Key Experiences
<p>AL 1.4 Use multiple strategies and all available senses to explore and learn from the environment</p>	<p><b>I. Making and building models</b>  1. Child uses clay, dough, paper, blocks, sand, wire, pipe cleaners, or scrap materials.  2. Child notices and says that a material looks like something else.  3. Child uses sounds, actions, or words to show what a material stands for.  4. Child makes a model with three or more basic parts.  5. Child makes a model with details on one or more of the basic parts.</p> <p><b>CC. Identifying position and direction</b>  1. Child moves or places an object as requested.  2. Child uses a position word.  3. Child uses a direction word.  4. Child uses a distance word.  5. Reading a map, child uses a position, direction, or distance word.</p> <p><b>DD. Identifying sequence, change, and causality</b>  1. Child anticipates the next event in a sequence.  2. Child describes a sequence of events.  3. Child describes a change in an object or situation.  4. Child compares the rates or durations of two events.  5. Child explains that an event or change happens because of something else.</p> <p><b>EE. Identifying materials and properties</b>  <i>Levels:</i>  1. Child identifies a property of an object.</p>	<p>Making models out of clay, blocks, and other materials</p> <p>Recognizing objects by sight, sound, touch, taste, and smell</p> <p>Observing people, places, and things from different spatial viewpoints</p> <p>Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood</p> <p>Interpreting spatial relations in drawings, pictures, and photographs</p> <p>Anticipating, remembering, and describing sequences of events</p>

	<p>2. Child identifies the material an object is made of.</p> <p>3. Child identifies a part of an object and the whole it belongs to.</p> <p>4. Child selects a material based on its properties.</p> <p>5. Child numbers the parts or features of an object.</p> <p><b>FF. Identifying natural and living things</b>  <b>Levels:</b></p> <p>1. Child names a natural object or material.</p> <p>2. Child performs an action helpful to plants or animals.</p> <p>3. Child characterizes something as living or not living.</p> <p>4. Child identifies a change (in a material or the environment) and a possible cause.</p> <p>5. Child identifies where a natural object or material comes from</p>	<p>Exploring and describing similarities, differences, and the attributes of things</p> <p>Using and describing something in several ways</p>
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<b><i>Demonstrate engagement and persistence</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
AL 2.1 Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences	<b>B. Solving problems with materials</b> 1. Child expresses frustration when encountering a problem with materials. 2. Child identifies a problem with materials and asks for help. 3. Child tries one way to solve a problem with materials. 4. Child tries two ways to solve a problem with materials. 5. Child tries three or more ways to solve a problem with materials	Solving problems encountered in play
AL 2.2 Demonstrate increasing ability to set goals and develop and follow through on plans	<b>A. Making choices and plans</b> 1. Child indicates a choice by pointing or some other action. 2. Child expresses a choice in one or two words. 3. Child expresses a choice with a short sentence. 4. Child makes a plan with one or two details. 5. Child makes a plan with three or more details.	Making and expressing choices, plans, and decisions
AL 2.3 Show growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions	<b>B. Solving problems with materials</b> 1. Child expresses frustration when encountering a problem with materials. 2. Child identifies a problem with materials and asks for help. 3. Child tries one way to solve a problem with materials. 4. Child tries two ways to solve a problem with materials. 5. Child tries three or more ways to solve a problem with materials	Solving problems encountered in play

<b><i>Demonstrate reasoning and problem solving skills</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
AL 3.1 Demonstrate a growing ability to predict possible outcomes related to cause and effect	<b>DD. Identifying sequence, change, and causality</b> 5. Child explains that an event or change happens because of something else	
AL 3.2 Develop increasing ability to find more than one solution to a question, task or problem	<b>B. Solving problems with materials</b> 3. Child tries one way to solve a problem with materials. 4. Child tries two ways to solve a problem with materials. 5. Child tries three or more ways to solve a problem with materials	Solving problems encountered in play
AL 3.3 Seek and/or accept help from others when encountering a problem	<b>B. Solving problems with materials</b> 2. Child identifies a problem with materials and asks for help.	Solving problems encountered in play
AL 3.4 Grow in recognizing and solving problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults	<b>B. Solving problems with materials</b> 2. Child identifies a problem with materials and asks for help. 3. Child tries one way to solve a problem with materials. 4. Child tries two ways to solve a problem with materials. 5. Child tries three or more ways to solve a problem with materials	Solving problems encountered in play

Indicators	High/Scope COR Items and Developmental Levels	High/Scope Key Experiences
<p>AL 3.5 Develop increasing abilities to classify, compare and contrast objects, events and experiences</p>	<p><b>Y. Sorting objects</b></p> <ol style="list-style-type: none"> <li>1. Child creates collections of five or more objects.</li> <li>2. Child sorts a collection into smaller groups of similar objects.</li> <li>3. In sorting, child groups objects that are the same in some way but different in others.</li> <li>4. In sorting, child groups objects that are the same in some way and identifies the similarity.</li> <li>5. Child identifies two or more similarities between objects or groups.</li> </ol> <p><b>AA. Comparing properties</b></p> <ol style="list-style-type: none"> <li>1. Child makes or responds to a statement that includes a comparison word.</li> <li>2. Child describes contrasting objects using a word and its opposite.</li> <li>3. Child makes an object or structure smaller or bigger and comments on the change.</li> <li>4. Child uses a comparison word to describe the difference between two objects.</li> <li>5. Child uses a conventional or unconventional measuring tool and states the result.</li> </ol>	<p>Sorting and matching</p> <p>Exploring and describing similarities, differences, and the attributes of things</p> <p>Using and describing something in several ways</p> <p>Holding more than one attribute in mind at a time</p> <p>Distinguishing between some and all</p> <p>Describing characteristics something does not possess or what class it does not belong to</p> <p>Comparing attributes (longer/shorter, bigger/smaller)</p> <p>Comparing the number of things in two sets to determine “more,” “fewer,” “same number”</p> <p>Experiencing and comparing time intervals</p> <p>Fitting one ordered set of objects to another through trial and error (small cup—small saucer/medium cup—medium saucer/big cup—big saucer)</p>

	<p><b>DD. Identifying sequence, change, and causality</b></p> <ol style="list-style-type: none"> <li>1. Child anticipates the next event in a sequence.</li> <li>2. Child describes a sequence of events.</li> <li>3. Child describes a change in an object or situation.</li> <li>4. Child compares the rates or durations of two events.</li> </ol>	
<p>AL 3.6 Demonstrate skills in representation and symbolic thinking</p>	<p><b>BB. Counting</b></p> <ol style="list-style-type: none"> <li>1. Child uses a number word.</li> <li>2. Child counts objects, naming one number for each object.</li> <li>3. Child counts or responds to a request for 5 to 10 objects.</li> <li>4. Child counts 11 or more objects and uses the last number to say how many.</li> <li>5. Child counts two groups of objects and says which one has more.</li> </ol> <p><b>EE. Identifying materials and properties</b></p> <ol style="list-style-type: none"> <li>1. Child identifies a property of an object.</li> <li>2. Child identifies the material an object is made of.</li> <li>3. Child identifies a part of an object and the whole it belongs to.</li> <li>4. Child selects a material based on its properties.</li> <li>5. Child numbers the parts or features of an object.</li> </ol>	<p>Comparing attributes (longer/shorter, bigger/smaller)</p> <p>Comparing the number of things in two sets to determine “more,” “fewer,” “same number”</p> <p>Describing characteristics something does not possess or what class it does not belong to</p> <p>Using and describing something in several ways</p> <p>Holding more than one attribute in mind at a time</p>

<b><i>Demonstrate flexibility, risk taking and responsibility</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
AL 4.1 Demonstrate increasing ability to differentiate between appropriate and inappropriate (or dangerous) risk-taking		
AL 4.2 Demonstrate willingness to choose a variety of familiar and new experiences		Creating and experiencing collaborative play
AL 4.3 Accept responsibility for learning through active participation verbally or nonverbally		

<b><i>Demonstrate imagination, creativity and invention</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
AL 5.1 Approach tasks and experiences with increased flexibility, imagination and inventiveness	<p><b>I. Making and building models</b></p> <ol style="list-style-type: none"> <li>1. Child uses clay, dough, paper, blocks, sand, wire, pipe cleaners, or scrap materials.</li> <li>2. Child notices and says that a material looks like something else.</li> <li>3. Child uses sounds, actions, or words to show what a material stands for.</li> <li>4. Child makes a model with three or more basic parts.</li> <li>5. Child makes a model with details on one or more of the basic parts.</li> </ol> <p><b>J. Drawing and painting pictures</b></p> <ol style="list-style-type: none"> <li>1. Child uses a marker, crayon, pencil, chalk, paint, or finger paint.</li> <li>2. When drawing or painting, child notices an unintended result and says what it looks like.</li> <li>3. Child draws or paints something and explains what it stands for.</li> <li>4. Child draws or paints a picture that includes four or more basic parts.</li> <li>5. Child draws or paints a picture with details on one or more of the basic parts.</li> </ol> <p><b>K. Pretending</b></p> <ol style="list-style-type: none"> <li>1. Child pretends to be an animal, an object, or another person.</li> <li>2. Child uses one or more objects to stand for another object.</li> <li>3. Child uses both words and actions to portray a role, situation, or setting.</li> <li>4. Child engages in role play with two or more other children.</li> </ol>	<p>Relating models, pictures, and photographs to real places and things</p> <p>Pretending and role playing</p> <p>Making models out of clay, blocks, and other materials</p> <p>Drawing and painting</p>

	<p>5. Child steps out of a role-play situation to clarify it or give directions, then returns to the play.</p> <p><b>Y. Sorting objects</b> 5. Child identifies two or more similarities between objects or groups.</p> <p><b>Z. Identifying patterns</b> 4. Child finds or points out a repeating or graduated series. 5. Child adds additional objects to extend a repeating or graduated series</p> <p><b>AA. Comparing properties</b> 5. Child uses a conventional or unconventional measuring tool and states the result.</p> <p><b>DD. Identifying sequence, change, and causality</b> 1. Child anticipates the next event in a sequence. 2. Child describes a sequence of events. 3. Child describes a change in an object or situation. 4. Child compares the rates or durations of two events. 5. Child explains that an event or change happens because of something else.</p>	<p>Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue)</p> <p>Fitting one ordered set of objects to another through trial and error (small cup—small saucer/medium cup—medium saucer/big cup—big saucer)</p> <p>Changing the shape and arrangement of objects (wrapping, twisting, stretching, stacking, enclosing)</p> <p>Observing people, places, and things from different spatial viewpoints</p> <p>Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood</p> <p>Interpreting spatial relations in drawings, pictures, and photographs</p> <p>Experiencing and describing rates of movement</p> <p>Experiencing and comparing time intervals</p>
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	<p><b>FF. Identifying natural and living things</b></p> <ol style="list-style-type: none"> <li>1. Child names a natural object or material.</li> <li>2. Child performs an action helpful to plants or animals.</li> <li>3. Child characterizes something as living or not living.</li> <li>4. Child identifies a change (in a material or the environment) and a possible cause.</li> <li>5. Child identifies where a natural object or material comes from.</li> </ol>	
<p>AL 5.2 Use or combine materials/strategies in novel ways to explore and solve problems</p>	<p><b>B. Solving problems with materials</b></p> <ol style="list-style-type: none"> <li>3. Child tries one way to solve a problem with materials.</li> <li>4. Child tries two ways to solve a problem with materials.</li> <li>5. Child tries three or more ways to solve a problem with materials</li> </ol> <p><b>K. Pretending</b></p> <ol style="list-style-type: none"> <li>1. Child pretends to be an animal, an object, or another person.</li> <li>2. Child uses one or more objects to stand for another object.</li> <li>3. Child uses both words and actions to portray a role, situation, or setting.</li> <li>4. Child engages in role play with two or more other children.</li> <li>5. Child steps out of a role-play situation to clarify it or give directions, then returns to the play.</li> </ol> <p><b>AA. Comparing properties</b></p> <ol style="list-style-type: none"> <li>5. Child uses a conventional or unconventional measuring tool and states the result.</li> </ol>	<p>Solving problems encountered in play</p> <p>Making models out of clay, blocks, and other materials</p> <p>Drawing and painting</p>

	<p><b>CC. Identifying position and direction</b> 5. Reading a map, child uses a position, direction, or distance word.</p> <p><b>DD. Identifying sequence, change, and causality</b> 1. Child anticipates the next event in a sequence. 2. Child describes a sequence of events. 3. Child describes a change in an object or situation. 4. Child compares the rates or durations of two events. 5. Child explains that an event or change happens because of something else.</p> <p><b>EE. Identifying materials and properties</b> 1. Child identifies a property of an object. 2. Child identifies the material an object is made of. 3. Child identifies a part of an object and the whole it belongs to. 4. Child selects a material based on its properties. 5. Child numbers the parts or features of an object.</p> <p><b>FF. Identifying natural and living things</b> 1. Child names a natural object or material. 2. Child performs an action helpful to plants or animals. 3. Child characterizes something as living or not living. 4. Child identifies a change (in a material or the environment) and a possible cause. 5. Child identifies where a natural object or material comes from.</p>	<p>Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood</p> <p>Interpreting spatial relations in drawings, pictures, and photographs</p> <p>Anticipating, remembering, and describing sequences of events</p> <p>Experiencing and describing rates of movement</p> <p>Experiencing and comparing time intervals</p> <p>Exploring and describing similarities, differences, and the attributes of things</p>
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## Creative Arts

<b><i>Use a variety of visual art forms for creative expression and representation</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
CA 1.1 Show curiosity and explore visual materials and activities	<p><b>I. Making and building models</b></p> <ol style="list-style-type: none"> <li>1. Child uses clay, dough, paper, blocks, sand, wire, pipe cleaners, or scrap materials.</li> <li>2. Child notices and says that a material looks like something else.</li> <li>3. Child uses sounds, actions, or words to show what a material stands for.</li> <li>4. Child makes a model with three or more basic parts.</li> <li>5. Child makes a model with details on one or more of the basic parts.</li> </ol> <p><b>J. Drawing and painting pictures</b></p> <ol style="list-style-type: none"> <li>1. Child uses a marker, crayon, pencil, chalk, paint, or finger paint.</li> <li>2. When drawing or painting, child notices an unintended result and says what it looks like.</li> <li>3. Child draws or paints something and explains what it stands for.</li> <li>4. Child draws or paints a picture that includes four or more basic parts.</li> <li>5. Child draws or paints a picture with details on one or more of the basic parts.</li> </ol>	<p>Recognizing objects by sight, sound, touch, taste, and smell</p> <p>Imitating actions and sounds</p> <p>Relating models, pictures, and photographs to real places and things</p> <p>Pretending and role playing</p> <p>Making models out of clay, blocks, and other materials</p> <p>Drawing and painting</p>
CA 1.2 Demonstrate the ability to represent experiences, thoughts and ideas through the use of visual art forms	<p><b>I. Making and building models</b></p> <ol style="list-style-type: none"> <li>1. Child uses clay, dough, paper, blocks, sand, wire, pipe cleaners, or scrap materials.</li> <li>2. Child notices and says that a material looks like something else.</li> <li>3. Child uses sounds, actions, or words to show what a material stands for.</li> <li>4. Child makes a model with three or more</li> </ol>	<p>Recognizing objects by sight, sound, touch, taste, and smell</p> <p>Imitating actions and sounds</p> <p>Relating models, pictures, and photographs to real places and things</p>

	<p>basic parts. 5. Child makes a model with details on one or more of the basic parts.</p> <p><b>J. Drawing and painting pictures</b> 1. Child uses a marker, crayon, pencil, chalk, paint, or finger paint. 2. When drawing or painting, child notices an unintended result and says what it looks like. 3. Child draws or paints something and explains what it stands for. 4. Child draws or paints a picture that includes four or more basic parts. 5. Child draws or paints a picture with details on one or more of the basic parts.</p>	<p>Pretending and role playing Making models out of clay, blocks, and other materials</p> <p>Drawing and painting</p> <p>Recognizing objects by sight, sound, touch, taste, and smell</p> <p>Imitating actions and sounds</p> <p>Relating models, pictures, and photographs to real places and things</p> <p>Pretending and role playing</p> <p>Making models out of clay, blocks, and other materials</p> <p>Drawing and painting</p>
<p>CA 1.3 Select different media to express emotions and ideas</p>	<p><b>I. Making and building models</b> 1. Child uses clay, dough, paper, blocks, sand, wire, pipe cleaners, or scrap materials. 2. Child notices and says that a material looks like something else. 3. Child uses sounds, actions, or words to show what a material stands for. 4. Child makes a model with three or more basic parts. 5. Child makes a model with details on one or more of the basic parts.</p> <p><b>J. Drawing and painting pictures</b> 1. Child uses a marker, crayon, pencil, chalk, paint, or finger paint. 2. When drawing or painting, child notices an unintended result and says what it looks like. 3. Child draws or paints something and</p>	<p>Making models out of clay, blocks, and other materials</p> <p>Drawing and painting</p>

	<p>explains what it stands for.</p> <p>4. Child draws or paints a picture that includes four or more basic parts.</p> <p>5. Child draws or paints a picture with details on one or more of the basic parts.</p> <p><b>K. Pretending</b></p> <p>1. Child pretends to be an animal, an object, or another person.</p> <p>2. Child uses one or more objects to stand for another object.</p> <p>3. Child uses both words and actions to portray a role, situation, or setting.</p> <p>4. Child engages in role play with two or more other children.</p> <p>5. Child steps out of a role-play situation to clarify it or give directions, then returns to the play.</p>	<p>Pretending and role playing</p>
<p>CA 1.4 Shows a growing ability to demonstrate care and persistence in a variety of art projects</p>	<p><b>I. Making and building models</b></p> <p>1. Child uses clay, dough, paper, blocks, sand, wire, pipe cleaners, or scrap materials.</p> <p>2. Child notices and says that a material looks like something else.</p> <p>3. Child uses sounds, actions, or words to show what a material stands for.</p> <p>4. Child makes a model with three or more basic parts.</p> <p>5. Child makes a model with details on one or more of the basic parts.</p> <p><b>J. Drawing and painting pictures</b></p> <p>1. Child uses a marker, crayon, pencil, chalk, paint, or finger paint.</p> <p>2. When drawing or painting, child notices an unintended result and says what it looks like.</p> <p>3. Child draws or paints something and explains what it stands for.</p> <p>4. Child draws or paints a picture that includes four or more basic parts.</p> <p>5. Child draws or paints a picture with details</p>	<p>Making models out of clay, blocks, and other materials</p> <p>Drawing and painting</p>

on one or more of the basic parts.

***Express self through movement and music***

<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
<p>CA 2.1 Express self through movement Moving with objects</p>	<p><b>L. Moving in various ways</b>            1. Child pounds with, shakes, twists, or swings an arm or a leg.            2. Child runs, marches, gallops, or jumps.            3. Child walks up or down stairs, alternating feet.            4. Child names a movement and does it.            5. Child hops, skips, or twirls around and stops without falling.</p> <p><b>M. Moving with objects</b>            1. Child throws or kicks an object.            2. Child catches an object.            3. Child coordinates both hands to manipulate one or more objects.            4. Child dribbles a ball.            5. Child strikes a moving object with a bat or paddle.</p> <p><b>N. Feeling and expressing steady beat</b>            1. Child engages in a steady movement.            2. Child joins others in a steady movement.            3. Child maintains a steady beat to music for 4--8 beats.            4. Child maintains a steady beat to music for 12--16 beats.            5. Child chants or sings while maintaining movement to a steady beat.</p>	<p>Expressing creativity in movement</p> <p>Describing movement</p> <p>Acting upon movement directions</p> <p>Feeling and expressing steady beat</p> <p>Moving with objects</p>

	<p><b>O. Moving to music</b></p> <ol style="list-style-type: none"> <li>1. Child moves to music.</li> <li>2. Child imitates others as they move to music.</li> <li>3. Child names a movement and engages in it to music.</li> <li>4. Child creates and repeats a two-movement pattern to music.</li> <li>5. Child creates (or copies) and repeats a pattern of four or more movements to music.</li> </ol>	Moving to music
CA 2.2 Show beginning understanding of movement elements and techniques	<p><b>L. Moving in various ways</b></p> <ol style="list-style-type: none"> <li>1. Child pounds with, shakes, twists, or swings an arm or a leg.</li> <li>2. Child runs, marches, gallops, or jumps.</li> <li>3. Child walks up or down stairs, alternating feet.</li> <li>4. Child names a movement and does it.</li> <li>5. Child hops, skips, or twirls around and stops without falling.</li> </ol>	Describing movement
CA 2.3 Respond to different forms of music	<p><b>O. Moving to music</b></p> <ol style="list-style-type: none"> <li>1. Child moves to music.</li> <li>2. Child imitates others as they move to music.</li> <li>3. Child names a movement and engages in it to music.</li> <li>4. Child creates and repeats a two-movement pattern to music.</li> <li>5. Child creates (or copies) and repeats a pattern of four or more movements to music.</li> </ol> <p><b>P. Singing</b></p> <ol style="list-style-type: none"> <li>1. Child makes vocal sounds that vary in pitch.</li> <li>2. Child hums or sings while engaged in another activity.</li> <li>3. Child sings part of a simple song with others.</li> <li>4. Child sings a three-pitch song.</li> </ol>	<p>Exploring and identifying sounds</p> <p>Exploring the singing voice</p> <p>Developing melody</p> <p>Singing songs</p>

	5. Child sings a song with five or more pitches	
CA 2.4 Show increasing understanding and ability to use movement and music	<p><b>N. Feeling and expressing steady beat</b></p> <ol style="list-style-type: none"> <li>1. Child engages in a steady movement.</li> <li>2. Child joins others in a steady movement.</li> <li>3. Child maintains a steady beat to music for 4--8 beats.</li> <li>4. Child maintains a steady beat to music for 12--16 beats.</li> <li>5. Child chants or sings while maintaining movement to a steady beat.</li> </ol> <p><b>O. Moving to music</b></p> <ol style="list-style-type: none"> <li>1. Child moves to music.</li> <li>2. Child imitates others as they move to music.</li> <li>3. Child names a movement and engages in it to music.</li> <li>4. Child creates and repeats a two-movement pattern to music.</li> <li>5. Child creates (or copies) and repeats a pattern of four or more movements to music</li> </ol>	<p>See indicators above plus:</p> <p>Playing simple musical instruments</p>

<b><i>Participate in a variety of dramatic play experiences</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
CA 3.1 Represent fantasy and real-life experiences through pretend play	<b>K. Pretending</b> 1. Child pretends to be an animal, an object, or another person. 2. Child uses one or more objects to stand for another object. 3. Child uses both words and actions to portray a role, situation, or setting. 4. Child engages in role play with two or more other children. 5. Child steps out of a role-play situation to clarify it or give directions, then returns to the play.	Imitating actions and sounds  Relating models, pictures, and photographs to real places and things  Pretending and role playing
CA 3.2 Show increasing imagination and creativity in play	<b>K. Pretending</b> 1. Child pretends to be an animal, an object, or another person. 2. Child uses one or more objects to stand for another object. 3. Child uses both words and actions to portray a role, situation, or setting. 4. Child engages in role play with two or more other children. 5. Child steps out of a role-play situation to clarify it or give directions, then returns to the play.	Imitating actions and sounds  Relating models, pictures, and photographs to real places and things  Pretending and role playing
CA 3.3 Participate in teacher-guided dramatic activities (acting out a story)		Pretending and role playing
CA 3.4 Express own ideas through dramatic play activities	<b>K. Pretending</b> 1. Child pretends to be an animal, an object, or another person. 2. Child uses one or more objects to stand for another object.	Imitating actions and sounds  Relating models, pictures, and photographs to real places and things

	<p>3. Child uses both words and actions to portray a role, situation, or setting.</p> <p>4. Child engages in role play with two or more other children.</p> <p>5. Child steps out of a role-play situation to clarify it or give directions, then returns to the play.</p>	Pretending and role playing
<p>CA 3.5 Engage in cooperative pretend play with another child</p>	<p><b>C. Initiating play</b></p> <p>4. During play with other children, child adds an idea that modifies the play.</p> <p>5. Child joins with other children in playing a game with rules.</p> <p><b>K. Pretending</b></p> <p>4. Child engages in role play with two or more other children.</p> <p>5. Child steps out of a role-play situation to clarify it or give directions, then returns to the play.</p>	<p>Creating and experiencing collaborative play</p> <p>Pretending and role playing</p>

<b>Show a developing appreciation of a variety of art forms</b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
CA 4.1 Understand and share opinions about others' artistic products and experiences		Relating models, pictures, and photographs to real places and things
CA 4.2 Use oral language to describe or explain art	<b>I. Making and building models</b> 2. Child notices and says that a material looks like something else.	Relating models, pictures, and photographs to real places and things
CA 4.3 Use the different elements of creative art	<b>I. Making and building models</b> 1. Child uses clay, dough, paper, blocks, sand, wire, pipe cleaners, or scrap materials. 2. Child notices and says that a material looks like something else. 3. Child uses sounds, actions, or words to show what a material stands for. 4. Child makes a model with three or more basic parts. 5. Child makes a model with details on one or more of the basic parts.  <b>J. Drawing and painting pictures</b> 1. Child uses a marker, crayon, pencil, chalk, paint, or finger paint. 2. When drawing or painting, child notices an unintended result and says what it looks like. 3. Child draws or paints something and explains what it stands for. 4. Child draws or paints a picture that includes four or more basic parts. 5. Child draws or paints a picture with details on one or more of the basic parts	Pretending and role playing  Making models out of clay, blocks, and other materials  Drawing and painting

CA 4.4 Appreciate listening to a variety of music forms		Exploring and identifying sounds
CA 4.5 Recognize and name a variety of art forms		

## Language and Literacy – Receptive Language

<b><i>Develop and expand listening and understanding skills</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
RL 1.1 Listen responsively to directions, stories and conversations	<b>Q. Listening to and understanding speech</b> 1. Child responds with actions or words to a suggestion, request, or question. 2. When listening to a story, rhyme, or narrative, child anticipates and fills in a word or phrase. 3. When listening to a story, rhyme, or narrative, child comments on or asks a question about it.	Having fun with language: listening to stories and poems, making up stories and rhymes
RL 1.2 Follow simple and multiple-step directions	<b>Q. Listening to and understanding speech</b> 1. Child responds with actions or words to a suggestion, request, or question.	Having fun with language: listening to stories and poems, making up stories and rhymes  Acting upon movement directions
RL 1.3 Demonstrate increasing understanding of new vocabulary introduced in conversations, activities, stories or books	<b>R. Using vocabulary</b> 1. Child talks about people or objects close at hand. 2. Child talks about absent people or objects. 3. Child uses vocabulary related to a particular subject. 4. Child uses two or more words to describe something. 5. Child asks about the meaning of a word.	Talking with others about personally meaningful experiences
RL 1.4 Recognize expressions, gestures and body language cues		
RL 1.5 Understand that communication occurs in different ways including various languages, devices, and gestures		

RL 1.6. Respond to question	<b>Q. Listening to and understanding speech</b> 1. Child responds with actions or words to a suggestion, request, or question.	Having fun with language: listening to stories and poems, making up stories and rhymes
RL 1.7 Demonstrate with increasing understanding that technology can be used to gain information		

## Language and Literacy – Expressive Language

<b><i>Communicate ideas, experiences and feeling for a variety of purposes</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
EL 1.1 Speak clearly enough to be understood by most listeners	<p><b>S. Using complex patterns of speech</b></p> <ol style="list-style-type: none"> <li>1. Child uses words and phrases.</li> <li>2. Child uses a sentence of four or more words.</li> <li>3. Child uses two or more simple sentences in a row.</li> <li>4. Child uses a compound subject or object in a sentence.</li> <li>5. Child uses a clause that starts with "when," "if," "because," or "since" in a sentence.</li> </ol>	
EL 1.2 Recite rhymes, songs, and familiar text	<p><b>P. Singing</b></p> <ol style="list-style-type: none"> <li>3. Child sings part of a simple song with others.</li> <li>4. Child sings a three-pitch song.</li> <li>5. Child sings a song with five or more pitches.</li> </ol> <p><b>T. Showing awareness of sounds in words</b></p> <ol style="list-style-type: none"> <li>2. Child joins in saying or repeating a rhyme or a series of words that start with the same sound.</li> <li>3. Child rhymes one word with another or makes up a phrase or sentence that includes a rhyme.</li> </ol>	Having fun with language: listening to stories and poems, making up stories and rhymes.
EL 1.3 Use an increasingly complex and varied spoken vocabulary	<p><b>R. Using vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Child talks about people or objects close at hand.</li> <li>2. Child talks about absent people or objects.</li> <li>3. Child uses vocabulary related to a particular subject.</li> <li>4. Child uses two or more words to describe something.</li> <li>5. Child asks about the meaning of a word.</li> </ol>	Talking with others about personally meaningful experiences

	<p><b>S. Using complex patterns of speech</b></p> <ol style="list-style-type: none"> <li>1. Child uses words and phrases.</li> <li>2. Child uses a sentence of four or more words.</li> <li>3. Child uses two or more simple sentences in a row.</li> <li>4. Child uses a compound subject or object in a sentence.</li> <li>5. Child uses a clause that starts with "when," "if," "because," or "since" in a sentence</li> </ol>	
EL 1.4 Ask and answer relevant questions and share experiences individually and in groups	<p><b>Q. Listening to and understanding speech</b></p> <ol style="list-style-type: none"> <li>1. Child responds with actions or words to a suggestion, request, or question.</li> <li>2. When listening to a story, rhyme, or narrative, child anticipates and fills in a word or phrase.</li> <li>3. When listening to a story, rhyme, or narrative, child comments on or asks a question about it.</li> <li>4. Child contributes to an ongoing conversation.</li> <li>5. Child sustains a dialogue by taking three or more conversational turns.</li> </ol>	Talking with others about personally meaningful experiences
EL 1.5 Initiate and responds appropriately in conversation and discussions with adults and children	<p><b>Q. Listening to and understanding speech</b></p> <ol style="list-style-type: none"> <li>1. Child responds with actions or words to a suggestion, request, or question.</li> <li>2. When listening to a story, rhyme, or narrative, child anticipates and fills in a word or phrase.</li> <li>3. When listening to a story, rhyme, or narrative, child comments on or asks a question about it.</li> <li>4. Child contributes to an ongoing conversation.</li> <li>5. Child sustains a dialogue by taking three or more conversational turns.</li> </ol>	Talking with others about personally meaningful experiences
EL 1.6 Use verbal and nonverbal language to communicate for a variety of		

purposes		
EL 1.7 Use a variety of sentence length and structures with increasing competence	<p><b>S. Using complex patterns of speech</b></p> <ol style="list-style-type: none"> <li>1. Child uses words and phrases.</li> <li>2. Child uses a sentence of four or more words.</li> <li>3. Child uses two or more simple sentences in a row.</li> <li>4. Child uses a compound subject or object in a sentence.</li> <li>5. Child uses a clause that starts with "when," "if," "because," or "since" in a sentence.</li> </ol>	
EL 1.8 Modulate voice, volume and intonation		Exploring the singing voice

## Language and Literacy - Comprehension

<b><i>Needs heading here</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
C 1.1 Retell a simple story in sequence using illustrations in a book or literary props	<p><b>U. Demonstrating knowledge about books</b></p> <ol style="list-style-type: none"> <li>1. Child shows interest when a book is read aloud.</li> <li>2. Child holds a book right-side up, turns the pages, and looks at them.</li> <li>3. Child asks another person to read a book to him or her.</li> <li>4. Looking at the pictures in a book, child tells the story or makes up a story related to the pictures.</li> <li>5. Child points to the words in a book or follows a line of text while telling or reading the story.</li> </ol> <p><b>DD. Identifying sequence, change, and causality</b></p> <ol style="list-style-type: none"> <li>1. Child anticipates the next event in a sequence.</li> <li>2. Child describes a sequence of events.</li> </ol>	Reading in various ways: reading storybooks, signs and symbols, one's own writing
C 1.2 Identify beginning, middle and end of a story		
C 1.3 Draw connections between story events, personal experiences and other books	<p><b>U. Demonstrating knowledge about books</b></p> <ol style="list-style-type: none"> <li>1. Child shows interest when a book is read aloud.</li> <li>2. Child holds a book right-side up, turns the pages, and looks at them.</li> <li>3. Child asks another person to read a book to him or her.</li> <li>4. Looking at the pictures in a book, child tells the story or makes up a story related to the</li> </ol>	Reading in various ways: reading storybooks, signs and symbols, one's own writing

	<p>pictures.</p> <p>5. Child points to the words in a book or follows a line of text while telling or reading the story.</p>	
C 1.4 Recognize different tones of stories (e.g., happy, sad, excitement)	<p><b>H. Understanding and expressing feelings</b></p> <ol style="list-style-type: none"> <li>1. Child expresses an emotion.</li> <li>2. Child comforts another child.</li> <li>3. Child talks about an emotion.</li> <li>4. Child represents an emotion through pretend play or art.</li> <li>5. Child identifies an emotion and gives a reason for it.</li> </ol>	Expressing feelings in words
C 1.5 Identify facts in a selection		
C 1.6 Differentiate between real and make-believe	<p><b>K. Pretending</b></p> <ol style="list-style-type: none"> <li>1. Child pretends to be an animal, an object, or another person.</li> <li>2. Child uses one or more objects to stand for another object.</li> <li>3. Child uses both words and actions to portray a role, situation, or setting.</li> <li>4. Child engages in role play with two or more other children.</li> <li>5. Child steps out of a role-play situation to clarify it or give directions, then returns to the play.</li> </ol>	Reading in various ways: reading storybooks, signs and symbols, one's own writing
C 1.7 Make predictions from what is read, heard or seen in illustrations	<p><b>W. Reading</b></p> <ol style="list-style-type: none"> <li>1. Child uses the same word to name more than one object.</li> <li>2. Child says what a picture or symbol represents.</li> <li>3. Child calls attention to print.</li> <li>4. Child recognizes a written word.</li> <li>5. Child reads aloud a simple phrase or sentence.</li> </ol>	Reading in various ways: reading storybooks, signs and symbols, one's own writing
C 1.8 Use illustration clues to infer and	<p><b>Q. Listening to and understanding speech</b></p> <ol style="list-style-type: none"> <li>1. Child responds with actions or words to a</li> </ol>	Talking with others about personally meaningful experiences

predict what happens next in a story	suggestion, request, or question. 2. When listening to a story, rhyme, or narrative, child anticipates and fills in a word or phrase. 3. When listening to a story, rhyme, or narrative, child comments on or asks a question about it. 4. Child contributes to an ongoing conversation. 5. Child sustains a dialogue by taking three or more conversational turns.	Describing objects, events, and relations
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## Language and Literacy – Literacy

<b><i>Develop an understanding of the sounds of language (phonological awareness)</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
L 1.1 Recognize similarities and differences in environmental and speech sounds	<b>T. Showing awareness of sounds in words</b> 1. During play, child makes the sound of an animal or vehicle, or some other environmental sound. 2. Child joins in saying or repeating a rhyme or a series of words that start with the same sound.	Having fun with language: listening to stories and poems, making up stories and rhymes
L 1.2 Develop understanding of word awareness.	<b>T. Showing awareness of sounds in words</b> 3. Child rhymes one word with another or makes up a phrase or sentence that includes a rhyme. 4. Child says that two words begin with the same sound. 5. Child creates a pair or series of words that start with the same sound.	Having fun with language: listening to stories and poems, making up stories and rhymes
L 1.3 Progress from matching sounds and rhymes in familiar words, games, songs, finger plays, stories and poems	<b>T. Showing awareness of sounds in words</b> 1. During play, child makes the sound of an animal or vehicle, or some other environmental sound. 2. Child joins in saying or repeating a rhyme or a series of words that start with the same sound. 3. Child rhymes one word with another or makes up a phrase or sentence that includes a rhyme. 4. Child says that two words begin with the same sound. 5. Child creates a pair or series of words that start with the same sound.	Having fun with language: listening to stories and poems, making up stories and rhymes

L 1.4	Recognize that two or more words begin with the same sound. (alliteration)	<b>T. Showing awareness of sounds in words</b> 4. Child says that two words begin with the same sound.	
L 1.5	Segment and blends, words into syllables then phonemes		
L 1.6.	Segment onset and rime		
L 1.6	Identify initial sounds in words		
L 1.7	Demonstrate understanding that speech sounds are represented in print by letter sounds.	<b>X. Writing</b> 1. Child writes using pictures, squiggles, or letterlike forms. 2. Child uses clay, wire, or sticks to make a recognizable letter. 3. Child writes two or more recognizable letters. 4. Child writes a string of letters and reads them or asks to have them read. 5. Child writes a phrase or sentence of two or more words.	Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms

## Language and Literacy – Literacy

<b><i>Develop and expand awareness of concepts of print</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
L 2.1 Demonstrate an understanding that symbols represent objects, events or people	<b>X. Writing</b> 2. Child uses clay, wire, or sticks to make a recognizable letter. 3. Child writes two or more recognizable letters. 4. Child writes a string of letters and reads them or asks to have them read. 5. Child writes a phrase or sentence of two or more words	Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms
L 2.2 Recognize environmental print including logos and signs	<b>W. Reading</b> 1. Child uses the same word to name more than one object. 2. Child says what a picture or symbol represents. 3. Child calls attention to print. 4. Child recognizes a written word. 5. Child reads aloud a simple phrase or sentence.	Reading in various ways: reading storybooks, signs and symbols, one's own writing
L 2.3 Identify a few familiar words in print	<b>W. Reading</b> 3. Child calls attention to print.	Reading in various ways: reading storybooks, signs and symbols, one's own writing
L 2.4 Demonstrate an understanding that illustrations and print convey meaning	<b>U. Demonstrating knowledge about books</b> 1. Child shows interest when a book is read aloud.	Reading in various ways: reading storybooks, signs and symbols, one's own writing
L 2.5 Preview cover and illustrations prior to a story being read	<b>U. Demonstrating knowledge about books</b> 2. Child holds a book right-side up, turns the pages, and looks at them.	Reading in various ways: reading storybooks, signs and symbols, one's own writing
L 2.6 Demonstrate understanding that text contains information	<b>W. Reading</b> 4. Child recognizes a written word.	Reading in various ways: reading storybooks, signs and symbols, one's own writing

L 2.7	Demonstrate awareness that print moves from top to bottom and from left to right	<b>U. Demonstrating knowledge about books</b> 2. Child holds a book right-side up, turns the pages, and looks at them.	
L 2.8	Recognizes a word as a unit of print, that letters are grouped to form words, that words form sentences, and that words are separated by spaces	<b>W. Reading</b> 4. Child recognizes a written word. 5. Child reads aloud a simple phrase or sentence.  <b>X. Writing</b> 3. Child writes two or more recognizable letters. 4. Child writes a string of letters and reads them or asks to have them read. 5. Child writes a phrase or sentence of two or more words	Reading in various ways: reading storybooks, signs and symbols, one's own writing  Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms
L 2.9	Recognize some conventions of print (e.g. capital letter, period, question mark, and exclamation point)		

<b><i>Develop book knowledge and appreciation</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
L 3.1 Demonstrate interest in books and stories read aloud.	<b>U. Demonstrating knowledge about books</b> 1. Child shows interest when a book is read aloud.	
L 3.2 Show growing interest in reading related activities.	<b>U. Demonstrating knowledge about books</b> 1. Child shows interest when a book is read aloud. 2. Child holds a book right-side up, turns the pages, and looks at them. 3. Child asks another person to read a book to him or her. 4. Looking at the pictures in a book, child tells the story or makes up a story related to the pictures.	
L 3.3 Respond and make connections to story events and characters by relating personal experiences.		Reading in various ways: reading storybooks, signs and symbols, one's own writing
L 3.4 Demonstrate an understanding that different forms of text have different purposes (e.g. books, signs, lists, charts, and menu).	<b>U. Demonstrating knowledge about books</b> 5. Child points to the words in a book or follows a line of text while telling or reading the story	
L 3.5 Develop book handing skills	<b>U. Demonstrating knowledge about books</b> 2. Child holds a book right-side up, turns the pages, and looks at them.	

***Develop increasing understanding of letter knowledge***

Indicators	High/Scope COR Items and Developmental Levels	High/Scope Key Experiences
<p>L4.1 Shows progress in associating the names of letters with their shapes and sounds</p>	<p><b>V. Using letter names and sounds</b>                      1. Child says or sings some letters.                      2. Child names three or more alphabet letters he or she is holding, looking at, typing, or making.                      3. Child makes the sound of a letter in a word he or she is looking at, writing, or typing.                      4. Child names 10 or more letters over time.                      5. Child says a word and identifies the beginning letter or letter sound.</p>	
<p>L 4.2 Identify at least 10 letters of the alphabet, especially those in their own name</p>	<p><b>V. Using letter names and sounds</b>                      4. Child names 10 or more letters over time.</p>	
<p>L 4.3 Increase ability to notice the beginning letters in familiar words.</p>	<p><b>V. Using letter names and sounds</b>                      5. Child says a word and identifies the beginning letter or letter sound.</p>	

***Use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms***

Indicators	High/Scope COR Items and Developmental Levels	High/Scope Key Experiences
L 5.1 Use scribbles to communicate in writing	<b>X. Writing</b> 1. Child writes using pictures, squiggles, or letterlike forms.	Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms
L 5.2 Use recognizable drawings to express thoughts, feelings and ideas	<b>J. Drawing and painting pictures</b> 3. Child draws or paints something and explains what it stands for.	Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms
L 5.3 Use letter-like forms, letters or random letter strings to express thoughts, feelings and ideas	<b>X. Writing</b> 1. Child writes using pictures, squiggles, or letterlike forms. 2. Child uses clay, wire, or sticks to make a recognizable letter.	Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms
L 5.4 Write own name and other meaningful words	<b>X. Writing</b> 5. Child writes a phrase or sentence of two or more words.	Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms
L 5.5 Begin to explore letter sound associations while writing	<b>V. Using letter names and sounds</b> 3. Child makes the sound of a letter in a word he or she is looking at, writing, or typing.	

<b><i>Understand that writing is a way of communicating for a variety of purposes</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
L 6.1    Begin to represent stories and experiences through pictures, scribbles, letter-like forms, dictation and play	<b>J. Drawing and painting pictures</b> 1. Child uses a marker, crayon, pencil, chalk, paint, or finger paint. 2. When drawing or painting, child notices an unintended result and says what it looks like. 3. Child draws or paints something and explains what it stands for.	Pretending and role playing  Having fun with language: listening to stories and poems, making up stories and rhymes  Having fun with language: listening to stories and poems, making up stories and rhymes  Reading in various ways: reading storybooks, signs and symbols, one's own writing  Dictating stories
L 6.2    Understands that writing serves a variety of purposes	<b>If writing materials are made available in all areas of the classroom, these 2 indicators should readily manifest themselves. “Writing letters,” preparing a “menu,” “taking an order” in a restaurant, writing a “grocery list,” or simply writing a sign for a block structure provide opportunities for children to learn about the uses of writing.</b>	
L 6.3    Approximates writing to communicate effectively for different audiences and purposes		

## Logical-Mathematical

<b><i>Learn about numbers, numerical representation, and simple numerical operations</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
LM 1.1 Use counting and numbers as part of play and as a means for determining quantity	<p><b>K. Pretending</b></p> <ol style="list-style-type: none"> <li>3. Child uses both words and actions to portray a role, situation, or setting.</li> <li>4. Child engages in role play with two or more other children.</li> <li>5. Child steps out of a role-play situation to clarify it or give directions, then returns to the play.</li> </ol> <p><b>Z. Identifying patterns</b></p> <ol style="list-style-type: none"> <li>1. Child lines up three or more objects one after the other.</li> <li>2. Child arranges four or more objects in a repeating series.</li> <li>3. Child arranges three or more objects in a graduated series.</li> <li>4. Child finds or points out a repeating or graduated series.</li> <li>5. Child adds additional objects to extend a repeating or graduated series</li> </ol> <p><b>BB. Counting</b></p> <ol style="list-style-type: none"> <li>1. Child uses a number word.</li> <li>2. Child counts objects, naming one number for each object.</li> <li>3. Child counts or responds to a request for 5 to 10 objects.</li> <li>4. Child counts 11 or more objects and uses the last number to say how many.</li> <li>5. Child counts two groups of objects and says which one has more.</li> </ol>	<p>Pretending and role playing</p> <p>Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue)</p> <p>Counting objects</p>

LM 1.2 Count up to ten objects in meaningful context with emerging one-to-one correspondence	<b>BB. Counting</b> 2. Child counts objects, naming one number for each object.	Counting objects
LM 1.3 Understand number concepts, vocabulary, quantities and written numerals in meaningful ways	<b>BB. Counting</b> 1. Child uses a number word. 2. Child counts objects, naming one number for each object. 3. Child counts or responds to a request for 5 to 10 objects. 4. Child counts 11 or more objects and uses the last number to say how many. 5. Child counts two groups of objects and says which one has more.	Comparing the number of things in two sets to determine more, fewer, same number
LM 1.4 Begin to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to	<b>AA. Comparing properties</b> 1. Child makes or responds to a statement that includes a comparison word. 2. Child describes contrasting objects using a word and its opposite. 3. Child makes an object or structure smaller or bigger and comments on the change. 4. Child uses a comparison word to describe the difference between two objects. 5. Child uses a conventional or unconventional measuring tool and states the result.	Comparing attributes (longer/shorter, bigger/smaller)
LM 1.5 Develop increased abilities to combine, separate and name “how many” concrete objects	<b>BB. Counting</b> 5. Child counts two groups of objects and says which one has more.	Comparing the number of things in two sets to determine more, fewer, same number
LM 1.6 Use ordinal number words to describe the position of objects (first, second, third)	<b>CC. Identifying position and direction</b> 1. Child moves or places an object as requested. 2. Child uses a position word.	
LM 1.7 Begin to solve problems using numbers	<b>BB. Counting</b> 5. Child counts two groups of objects and says which one has more.	Comparing the number of things in two sets to determine more, fewer, same number

## Logical-Mathematical

<b><i>Understand patterns, relations and functions</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
LM 2.1 Recognize how things are alike (comparisons) and identify objects that belong together (classification)	<p><b>Y. Sorting objects</b></p> <ol style="list-style-type: none"> <li>1. Child creates collections of five or more objects.</li> <li>2. Child sorts a collection into smaller groups of similar objects.</li> <li>3. In sorting, child groups objects that are the same in some way but different in others.</li> <li>4. In sorting, child groups objects that are the same in some way and identifies the similarity.</li> <li>5. Child identifies two or more similarities between objects or groups.</li> </ol> <p><b>AA. Comparing properties</b></p> <ol style="list-style-type: none"> <li>1. Child makes or responds to a statement that includes a comparison word.</li> <li>2. Child describes contrasting objects using a word and its opposite.</li> <li>3. Child makes an object or structure smaller or bigger and comments on the change.</li> <li>4. Child uses a comparison word to describe the difference between two objects.</li> <li>5. Child uses a conventional or unconventional measuring tool and states the result.</li> </ol>	Exploring and describing similarities, differences, and the attributes of things
LM 2.2 Sort, categorize, classify and order objects by one attribute	<p><b>Y. Sorting objects</b></p> <ol style="list-style-type: none"> <li>3. In sorting, child groups objects that are the same in some way but different in others.</li> </ol>	Exploring and describing similarities, differences, and the attributes of things

<p>LM 2.3 Sort, categorize, classify and order objects by more than one attribute</p>	<p><b>Y. Sorting objects</b> 5. Child identifies two or more similarities between objects or groups.</p>	<p>Exploring and describing similarities, differences, and the attributes of things</p> <p>Holding more than one attribute in mind at a time</p>
<p>LM 2.4 Order objects by properties (e.g. from small to large, lightest to darkest)</p>	<p><b>Z. Identifying patterns</b> 3. Child arranges three or more objects in a graduated series. 4. Child finds or points out a repeating or graduated series. 5. Child adds additional objects to extend a repeating or graduated series.</p>	<p>Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue)</p>
<p>LM 2.5 Explain why and how objects are organized</p>	<p><b>Z. Identifying patterns</b> 4. Child finds or points out a repeating or graduated series.</p> <p><b>AA. Comparing properties</b> 2. Child describes contrasting objects using a word and its opposite. 3. Child makes an object or structure smaller or bigger and comments on the change.</p>	<p>Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue)</p>
<p>LM 2.6 Recognize, describe and extend patterns</p>	<p><b>Z. Identifying patterns</b> 4. Child finds or points out a repeating or graduated series. 5. Child adds additional objects to extend a repeating or graduated series.</p>	<p>Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue)</p>
<p>LM 2.7 Create patterns in self-directed activities.*</p> <p>*Within a consistent daily routine, children in a High/Scope classroom pursue only self-initiated activities, although the nature of the materials or type of activity might be initiated and supported by the teacher.</p>	<p><b>Z. Identifying patterns</b> 1. Child lines up three or more objects one after the other. 2. Child arranges four or more objects in a repeating series. 3. Child arranges three or more objects in a graduated series. 4. Child finds or points out a repeating or graduated series. 5. Child adds additional objects to extend a repeating or graduated series.</p>	<p>Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue)</p>

## Logical-Mathematical

<i>Develop concepts of space and shape</i>		
Indicators	High/Scope COR Items and Developmental Levels	High/Scope Key Experiences
LM 3.1 Recognize, name, describe, build, draw, and compare two and three dimensional shapes		Distinguishing and describing shapes
LM 3.2 Progress in ability to put together and take apart shapes		Distinguishing and describing shapes
LM 3.3 Begin to be able to determine whether or not two shapes are the same size and shape		Distinguishing and describing shapes
LM 3.4 Recognize geometric shapes in books, artwork, and the environment		Distinguishing and describing shapes
LM 3.5. Understand directionality, order, and positions of objects, using words such as up, down, over, under, top, bottom, inside, outside, in front of, behind	<b>CC. Identifying position and direction</b> 3. Child uses a direction word. 4. Child uses a distance word.	Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood
LM 3.6 Show an awareness of symmetry		

## Logical-Mathematical

<b><i>Develop and use measurement concepts</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
LM 4.1 Demonstrate awareness of measurement attributes (length, volume, weight, area, time and temperature)	<b>AA. Comparing properties</b> 1. Child makes or responds to a statement that includes a comparison word. 2. Child describes contrasting objects using a word and its opposite. 3. Child makes an object or structure smaller or bigger and comments on the change. 4. Child uses a comparison word to describe the difference between two objects. 5. Child uses a conventional or unconventional measuring tool and states the result	
LM 4.2 Develop an awareness of seriation. Compare attributes such as length (shorter – taller), size (bigger – smaller), weight (heavier – lighter), in everyday situations	<b>Z. Identifying patterns</b> 1. Child lines up three or more objects one after the other. 2. Child arranges four or more objects in a repeating series. 3. Child arranges three or more objects in a graduated series. 4. Child finds or points out a repeating or graduated series. 5. Child adds additional objects to extend a repeating or graduated series	Comparing attributes (longer/shorter, bigger/smaller) Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue) Fitting one ordered set of objects to another through trial and error (small cup—small saucer/medium cup—medium saucer/big cup—big saucer)

	<p><b>AA. Comparing properties</b></p> <ol style="list-style-type: none"> <li>1. Child makes or responds to a statement that includes a comparison word.</li> <li>2. Child describes contrasting objects using a word and its opposite.</li> <li>3. Child makes an object or structure smaller or bigger and comments on the change.</li> <li>4. Child uses a comparison word to describe the difference between two objects.</li> <li>5. Child uses a conventional or unconventional measuring tool and states the result</li> </ol>	
<p>LM 4.3 Use standard and non-standard measures in everyday situations</p>	<p><b>AA. Comparing properties</b></p> <ol style="list-style-type: none"> <li>5. Child uses a conventional or unconventional measuring tool and states the result</li> </ol>	

## Logical-Mathematical

<b><i>Represent and interpret data</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
LM 5.1 Gather information about themselves and their surroundings		
LM 5.2 Contribute data for simple graphs		
LM 5.3 Organize and display data on graphs using objects and picture		
LM 5.4 “Read” and interpret displays of data using words to compare (e.g. quantity, size, speed, and weight)	<b>AA. Comparing properties</b> 4. Child uses a comparison word to describe the difference between two objects.	

## Logical-Mathematical

<b><i>Reason, predict and problem solve</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
LM 6.1 Make predictions based on observations and information		
LM 6.2 Use simple strategies to problem solve		
LM 6.3 Tell others how to solve a problem	<b>B. Solving problems with materials</b> 3. Child tries one way to solve a problem with materials. 4. Child tries two ways to solve a problem with materials. 5. Child tries three or more ways to solve a problem with materials.	Solving problems encountered in play
LM 6.4 Understand that there is more than one way to solve a problem	<b>B. Solving problems with materials</b> 3. Child tries one way to solve a problem with materials. 4. Child tries two ways to solve a problem with materials. 5. Child tries three or more ways to solve a problem with materials.	Solving problems encountered in play
LM 6.5 Develop the ability to compare/contrast solution strategies		
LM 6.6 Use the language of mathematics to express mathematical ideas		

**Personal-Social**

<b><i>Develop self concept</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
PS 1.1 Is aware of self and one's own preferences	<p><b>E. Relating to adults</b></p> <ol style="list-style-type: none"> <li>1. Child participates in a conversation initiated by a familiar adult.</li> <li>2. Child participates in a conversation initiated by an unfamiliar adult.</li> <li>3. Child initiates an interaction with an adult.</li> <li>4. Child sustains an interaction with an adult.</li> <li>5. Child involves an adult in an activity and sustains the involvement.</li> </ol> <p><b>F. Relating to other children</b></p> <ol style="list-style-type: none"> <li>1. Child responds when another child initiates an interaction.</li> <li>2. Child initiates an interaction with another child.</li> <li>3. Child sustains an interaction with another child.</li> <li>4. Child invites another child to play.</li> <li>5. Child shows loyalty to another child.</li> </ol>	Building relationships with children and adults
PS 1.2 Show independence in a wide range of activities	<p><b>C. Initiating play</b></p> <ol style="list-style-type: none"> <li>1. Child engages in exploratory play.</li> <li>2. Child makes something with materials.</li> <li>3. Child engages in pretend play.</li> <li>4. During play with other children, child adds an idea that modifies the play.</li> <li>5. Child joins with other children in playing a game with rules.</li> </ol>	Creating and experiencing collaborative play

<p>PS 1.3 Know and state independent thoughts and feelings</p>	<p><b>H. Understanding and expressing feelings</b></p> <ol style="list-style-type: none"> <li>1. Child expresses an emotion.</li> <li>2. Child comforts another child.</li> <li>3. Child talks about an emotion.</li> <li>4. Child represents an emotion through pretend play or art.</li> <li>5. Child identifies an emotion and gives a reason for it.</li> </ol>	<p>Being sensitive to the feelings, interests, and needs of others</p>
<p>PS 1.4 Attempt new experiences with confidence and independence</p>	<p><b>C. Initiating play</b></p> <ol style="list-style-type: none"> <li>1. Child engages in exploratory play.</li> <li>2. Child makes something with materials.</li> <li>3. Child engages in pretend play.</li> <li>4. During play with other children, child adds an idea that modifies the play.</li> <li>5. Child joins with other children in playing a game with rules.</li> </ol>	<p>Creating and experiencing collaborative play</p>
<p>PS 1.5 Show pride in accomplishments.</p>		

## Personal-Social

<b><i>Develop self-regulation</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
PS 2.1 Recognize and label feelings	<b>H. Understanding and expressing feelings</b> 3. Child talks about an emotion. 4. Child represents an emotion through pretend play or art. 5. Child identifies an emotion and gives a reason for it.	Expressing feelings in words
PS 2.2 Express feelings, needs, opinions, and wants that are appropriate to the situation	<b>H. Understanding and expressing feelings</b> 3. Child talks about an emotion. 4. Child represents an emotion through pretend play or art. 5. Child identifies an emotion and gives a reason for it.	Expressing feelings in words
PS 2.3 Understand consequences of own behavior		
PS 2.4 Follow rules and routines in classroom and other settings	<b>D. Taking care of personal needs</b> 1. Child observes as others do a self-care activity. 2. Child accomplishes some parts of a self-care activity. 3. Child accomplishes all parts of a self-care activity. 4. Child identifies the need for a tool and uses it independently to accomplish a personal goal. 5. Child helps another child in a self-care activity or program routine.	Participating in group routines
PS 2.5 Use materials with purpose, safety, and respect		Solving problems encountered in play

PS 2.6	Pay attention as required by the task		
PS 2.7	Make transitions between activities		Participating in group routines
PS 2.8	Follow adult directions		Acting upon movement directions
PS 2.9	Able to wait before acting in required situations		Participating in group routines Expressing feelings in words Taking care of one's own needs

**Personal-Social**

<b><i>Develop social interactions</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
PS 3.1 Trust familiar adults and close peers	<p><b>E. Relating to adults</b></p> <ol style="list-style-type: none"> <li>1. Child participates in a conversation initiated by a familiar adult.</li> <li>2. Child participates in a conversation initiated by an unfamiliar adult.</li> <li>3. Child initiates an interaction with an adult.</li> <li>4. Child sustains an interaction with an adult.</li> <li>5. Child involves an adult in an activity and sustains the involvement.</li> </ol> <p><b>F. Relating to other children</b></p> <ol style="list-style-type: none"> <li>1. Child responds when another child initiates an interaction.</li> <li>2. Child initiates an interaction with another child.</li> <li>3. Child sustains an interaction with another child.</li> <li>4. Child invites another child to play.</li> <li>5. Child shows loyalty to another child.</li> </ol>	Building relationships with children and adults
PS 3.2 Enter into and initiates play with peers	<p><b>C. Initiating play</b></p> <ol style="list-style-type: none"> <li>1. Child engages in exploratory play.</li> <li>2. Child makes something with materials.</li> <li>3. Child engages in pretend play.</li> <li>4. During play with other children, child adds an idea that modifies the play.</li> <li>5. Child joins with other children in playing a game with rules</li> </ol> <p><b>F. Relating to other children</b></p> <ol style="list-style-type: none"> <li>3. Child sustains an interaction with another child.</li> </ol>	Creating and experiencing collaborative play

<p>PS 3.3 Enjoy playing with a specific other child in a variety of activities</p>	<p><b>F. Relating to other children</b>  1. Child responds when another child initiates an interaction.  2. Child initiates an interaction with another child.  3. Child sustains an interaction with another child.  4. Child invites another child to play.  5. Child shows loyalty to another child.</p>	<p>Building relationships with children and adults</p>
<p>PS 3.4 Respond with empathy to children are upset and in need</p>	<p><b>H. Understanding and expressing feelings</b>  1. Child expresses an emotion.  2. Child comforts another child.  3. Child talks about an emotion.  4. Child represents an emotion through pretend play or art.  5. Child identifies an emotion and gives a reason for it.</p>	<p>Being sensitive to the feelings, interests, and needs of others</p>
<p>PS 3.5 Seek help from peers and adults when needed</p>	<p><b>G. Resolving interpersonal conflict</b>  2. Child requests adult help in resolving a conflict with another child.</p>	<p>Dealing with social conflict</p>
<p>PS 3.6 Respect the feelings, rights, and belongings of others</p>	<p><b>H. Understanding and expressing feelings</b>  1. Child expresses an emotion.  2. Child comforts another child.  3. Child talks about an emotion.  4. Child represents an emotion through pretend play or art.  5. Child identifies an emotion and gives a reason for it.</p>	<p>Being sensitive to the feelings, interests, and needs of others</p>
<p>PS 3.7 Cooperate in small and large group activities</p>	<p><b>C. Initiating play</b>  4. During play with other children, child adds an idea that modifies the play.  5. Child joins with other children in playing a game with rules</p>	<p>Creating and experiencing collaborative play</p>
<p>PS 3.8 Play cooperatively with 2-3 peers for a sustained time</p>	<p><b>C. Initiating play</b>  5. Child joins with other children in playing a game with rules</p>	<p>Creating and experiencing collaborative play</p>
<p>PS 3.9 Take turns in games and tasks</p>	<p><b>C. Initiating play</b>  5. Child joins with other children in playing a game with rules</p>	<p>Creating and experiencing collaborative play</p>

PS 3.10 Share materials when appropriate	<b>C. Initiating play</b> 5. Child joins with other children in playing a game with rules	Creating and experiencing collaborative play
PS 3.11 Show increasing abilities to resolve conflicts with peers	<b>G. Resolving interpersonal conflict</b> 1. In a conflict with another child, child responds with yelling or physical action. 2. Child requests adult help in resolving a conflict with another child. 3. Child identifies the problem in a conflict with another child. 4. With adult help, child offers a solution to a conflict. 5. Child negotiates the resolution of a conflict with another child.	Dealing with social conflict

## Personal-Social

<b><i>Develop self –care and self reliance</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
PS 4.1 Choose materials and activities independently	<b>A. Making choices and plans</b> 1. Child indicates a choice by pointing or some other action. 2. Child expresses a choice in one or two words. 3. Child expresses a choice with a short sentence. 4. Child makes a plan with one or two details. 5. Child makes a plan with three or more details	Solving problems encountered in play
PS 4.2 Put away materials on own	<b>D. Taking care of personal needs</b> 4. Child identifies the need for a tool and uses it independently to accomplish a personal goal. 5. Child helps another child in a self-care activity or program routine.	Taking care of one's own needs
PS 4.3 Show increasing self-reliance in self-care activities. (e.g., toileting, grooming, dressing, eating)	<b>D. Taking care of personal needs</b> 1. Child observes as others do a self-care activity. 2. Child accomplishes some parts of a self-care activity. 3. Child accomplishes all parts of a self-care activity. 4. Child identifies the need for a tool and uses it independently to accomplish a personal goal. 5. Child helps another child in a self-care activity or program routine.	Taking care of one's own needs
PS 4.4 Recognize situations that are unsafe and behaves accordingly		

## Physical Motor

<b><i>Develop coordination, balance, spatial awareness and strength through gross motor activities</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
PP 1.1 Demonstrate growing control of large body movements	<p><b>L. Moving in various ways</b></p> <ol style="list-style-type: none"> <li>1. Child pounds with, shakes, twists, or swings an arm or a leg.</li> <li>2. Child runs, marches, gallops, or jumps.</li> <li>3. Child walks up or down stairs, alternating feet.</li> <li>4. Child names a movement and does it.</li> <li>5. Child hops, skips, or twirls around and stops without falling</li> </ol>	<p>Moving in nonlocomotor ways (anchored movement: bending, twisting, rocking, swinging one's arms)</p> <p>Moving in locomotor ways (nonanchored movement: running, jumping, hopping, skipping, marching, climbing)</p>
PP 1.2 Complete activities that combine motor movements with equipment	<p><b>M. Moving with objects</b></p> <ol style="list-style-type: none"> <li>1. Child throws or kicks an object.</li> <li>2. Child catches an object.</li> <li>3. Child coordinates both hands to manipulate one or more objects.</li> <li>4. Child dribbles a ball.</li> <li>5. Child strikes a moving object with a bat or paddle.</li> </ol>	<p>Moving with objects</p>
PP 1.3 Combine a sequence of motor skills	<p><b>L. Moving in various ways</b></p> <ol style="list-style-type: none"> <li>1. Child pounds with, shakes, twists, or swings an arm or a leg.</li> <li>2. Child runs, marches, gallops, or jumps.</li> <li>3. Child walks up or down stairs, alternating feet.</li> <li>4. Child names a movement and does it.</li> <li>5. Child hops, skips, or twirls around and stops without falling.</li> </ol> <p><b>M. Moving with objects</b></p> <ol style="list-style-type: none"> <li>1. Child throws or kicks an object.</li> <li>2. Child catches an object.</li> <li>3. Child coordinates both hands to manipulate one or more objects.</li> </ol>	<p>Moving in nonlocomotor ways (anchored movement: bending, twisting, rocking, swinging one's arms)</p> <p>Moving in locomotor ways (nonanchored movement: running, jumping, hopping, skipping, marching, climbing)</p> <p>Moving with objects</p>

	<p>4. Child dribbles a ball. 5. Child strikes a moving object with a bat or paddle.</p> <p><b>O. Moving to music</b> 4. Child creates and repeats a two-movement pattern to music. 5. Child creates (or copies) and repeats a pattern of four or more movements to music</p>	<p>Moving to music</p>
<p>PP 1.4 Engage in teacher or child-initiated physical activity</p>	<p><b>L. Moving in various ways</b> 1. Child pounds with, shakes, twists, or swings an arm or a leg. 2. Child runs, marches, gallops, or jumps. 3. Child walks up or down stairs, alternating feet. 4. Child names a movement and does it. 5. Child hops, skips, or twirls around and stops without falling.</p> <p><b>M. Moving with objects</b> 1. Child throws or kicks an object. 2. Child catches an object. 3. Child coordinates both hands to manipulate one or more objects. 4. Child dribbles a ball. 5. Child strikes a moving object with a bat or paddle.</p> <p><b>N. Feeling and expressing steady beat</b> 1. Child engages in a steady movement. 2. Child joins others in a steady movement. 3. Child maintains a steady beat to music for 4--8 beats. 4. Child maintains a steady beat to music for 12--16 beats. 5. Child chants or sings while maintaining movement to a steady beat.</p>	<p>Moving in nonlocomotor ways (anchored movement: bending, twisting, rocking, swinging one's arms)</p> <p>Moving in locomotor ways (nonanchored movement: running, jumping, hopping, skipping, marching, climbing)</p> <p>Feeling and expressing steady beat</p>

<p>PP 1.5 Performs skills that require increasing endurance, strength and flexibility</p>	<p><b>L. Moving in various ways</b></p> <ol style="list-style-type: none"> <li>1. Child pounds with, shakes, twists, or swings an arm or a leg.</li> <li>2. Child runs, marches, gallops, or jumps.</li> <li>3. Child walks up or down stairs, alternating feet.</li> <li>4. Child names a movement and does it.</li> <li>5. Child hops, skips, or twirls around and stops without falling.</li> </ol> <p><b>M. Moving with objects</b></p> <ol style="list-style-type: none"> <li>1. Child throws or kicks an object.</li> <li>2. Child catches an object.</li> <li>3. Child coordinates both hands to manipulate one or more objects.</li> <li>4. Child dribbles a ball.</li> <li>5. Child strikes a moving object with a bat or paddle</li> </ol>	<p>Moving in nonlocomotor ways (anchored movement: bending, twisting, rocking, swinging one's arms)</p> <p>Moving in locomotor ways (nonanchored movement: running, jumping, hopping, skipping, marching, climbing)</p> <p>Moving with objects</p>
<p>PP 1.6 Performs basic rhythmic skills alone or with a partner</p>	<p><b>N. Feeling and expressing steady beat</b></p> <ol style="list-style-type: none"> <li>1. Child engages in a steady movement.</li> <li>2. Child joins others in a steady movement.</li> <li>3. Child maintains a steady beat to music for 4--8 beats.</li> <li>4. Child maintains a steady beat to music for 12--16 beats.</li> <li>5. Child chants or sings while maintaining movement to a steady beat.</li> </ol>	<p>Feeling and expressing steady beat</p>

## Physical Motor

<b><i>Develop coordination, balance, spatial awareness and strength through fine motor activities</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
PM 2.2 Strengthen and control small muscles in hands	<b>M. Moving with objects</b> 3. Child coordinates both hands to manipulate one or more objects.	Moving with objects
PM 2.2 Exhibit manual coordination and dexterity.	<b>M. Moving with objects</b> 3. Child coordinates both hands to manipulate one or more objects.	Moving with objects
PM 2.3 Coordinate eye-hand movement	<b>M. Moving with objects</b> 3. Child coordinates both hands to manipulate one or more objects.	Moving with objects

**Physical Motor**

<b><i>Develop awareness and engage in health and safety practices</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
PM 3.1 Demonstrate awareness of healthy lifestyle practices	<p><b>D. Taking care of personal needs</b></p> <ol style="list-style-type: none"> <li>1. Child observes as others do a self-care activity.</li> <li>2. Child accomplishes some parts of a self-care activity.</li> <li>3. Child accomplishes all parts of a self-care activity.</li> <li>4. Child identifies the need for a tool and uses it independently to accomplish a personal goal.</li> <li>5. Child helps another child in a self-care activity or program routine.</li> </ol>	Taking care of one's own needs
PM 3.2 Show increasing imagination and creativity in play	<p><b>I. Making and building models</b></p> <ol style="list-style-type: none"> <li>1. Child uses clay, dough, paper, blocks, sand, wire, pipe cleaners, or scrap materials.</li> <li>2. Child notices and says that a material looks like something else.</li> <li>3. Child uses sounds, actions, or words to show what a material stands for.</li> <li>4. Child makes a model with three or more basic parts.</li> <li>5. Child makes a model with details on one or more of the basic parts.</li> </ol> <p><b>J. Drawing and painting pictures</b></p> <ol style="list-style-type: none"> <li>1. Child uses a marker, crayon, pencil, chalk, paint, or finger paint.</li> <li>2. When drawing or painting, child notices an unintended result and says what it looks like.</li> <li>3. Child draws or paints something and explains what it stands for.</li> <li>4. Child draws or paints a picture that</li> </ol>	<p>Making models out of clay, blocks, and other materials</p> <p>Drawing and painting</p>

	<p>includes four or more basic parts. 5. Child draws or paints a picture with details on one or more of the basic parts.</p> <p><b>K. Pretending</b></p> <ol style="list-style-type: none"> <li>1. Child pretends to be an animal, an object, or another person.</li> <li>2. Child uses one or more objects to stand for another object.</li> <li>3. Child uses both words and actions to portray a role, situation, or setting.</li> <li>4. Child engages in role play with two or more other children.</li> <li>5. Child steps out of a role-play situation to clarify it or give directions, then returns to the play.</li> </ol>	Pretending and role playing
PM 3.3 Demonstrate awareness of good hygiene practices	<p><b>D. Taking care of personal needs</b></p> <ol style="list-style-type: none"> <li>1. Child observes as others do a self-care activity.</li> <li>2. Child accomplishes some parts of a self-care activity.</li> <li>3. Child accomplishes all parts of a self-care activity.</li> <li>4. Child identifies the need for a tool and uses it independently to accomplish a personal goal.</li> <li>5. Child helps another child in a self-care activity or program routine.</li> </ol>	Taking care of ones own needs
PM 3.4 Identify potentially harmful objects, substances or behaviors		
PM 3.5 Be aware of and follow universal safety rules		
PM 3.6 Develop awareness of good nutritional practices		
PM 3.7 Exhibit knowledge that some foods are better for your body than others		

## Physical Motor

<b><i>Engage in appropriate physical activity</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
PM 4.1 Participate in moderate to vigorous physical activity daily		
PM 4.2 Follow rules when playing games	<b>C. Initiating play</b> 5. Child joins with other children in playing a game with rules.	Creating and experiencing collaborative play
PM 4.3 Demonstrate turn taking & cooperation during physical activity	<b>F. Relating to other children</b> 3. Child sustains an interaction with another child. 4. Child invites another child to play. 5. Child shows loyalty to another child.	Building relationships with children and adults
PM 4.4 Interact positively w/ others regardless of personal differences	<b>G. Resolving interpersonal conflict</b> 3. Child identifies the problem in a conflict with another child. 4. With adult help, child offers a solution to a conflict. 5. Child negotiates the resolution of a conflict with another child.	Dealing with social conflict
PM 4.5 Transition from high energy to low energy activities		

## Program Partnerships

<p><b><i>Quality ECE Programs must work closely with parents to advance their child’s development and learning in the program and at home, as well as help parents gain confidence and competence as their child’s primary teacher. Programs must have written procedures that are consistently implemented to assure that the objectives are met.</i></b></p>	
Indicators	High/Scope Preschool Program Quality Assessment, 2 <sup>nd</sup> edition*
<p>PP 1.1 Programs must provide parents with opportunities to share information about their child including their child’s stage of development, interests and skill levels.</p>	<p><b>V. Parent Involvement and Family Services</b>            V-D. Staff and parents exchange information about the curriculum and its relationship to children’s development.             V-E. Staff and parents interact informally to share information about the day’s activities and children’s experiences.             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>
<p>PP 1.2 Programs must work collaboratively with parents to prepare their child for the age appropriate screening process.</p>	<p>.</p>
<p>PP 1.3 Programs must conduct, within 45 calendar days of the child’s entry, an age appropriate screening to identify strengths and concerns. The screening must be sensitive to the child’s cultural background and delivered in the language spoken by the child.</p>	<p><b>IV. Curriculum Planning and Assessment</b>            IV-E. Staff regularly use a child observation measure of proven reliability and validity to assess children’s developmental progress</p>
<p>PP 1.4 Programs must use the information gathered from the screening process, and in collaboration with parents, set goals for the child and determine how best to provide appropriate programming.</p>	<p><b>IV. Curriculum Planning and Assessment</b>            IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.</p>

**\*The High/Scope Preschool Program Quality Assessment (PQA) is a rating instrument designed to evaluate the quality of early childhood programs and identify staff training needs.**

<p>PP 1.5 Programs must provide parents with opportunities to enhance their parenting skills, their knowledge and understanding of the developmental needs and activities of their children, their child observation skills, and their ability to provide nurturing/supportive environments and relationships.</p>	<p><b>V. Parent Involvement and Family Services</b></p> <p>V-F. Staff and parents exchange information about how to promote and extend children's learning and 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>
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## Program Partnerships

***Quality ECE programs must connect parents to necessary and appropriate community services that may help the child and/or the family. Programs must have written procedures that are consistently implemented to assure that the objectives are met.***

<b>Indicators</b>	<b>High/Scope Preschool Program Quality Assessment, 2<sup>nd</sup> edition</b>
<p>PP 2.1 Programs must have current information about community resources and services available to young children and their families.</p>	<p><b>V. Parent Involvement and Family Services</b>            V-H. The program or its host agency provides diagnostic and special education services for special needs children.             V-I. Staff provide parents with referrals and access to supportive services as needed.</p>
<p>PP 2.2 Programs must provide parents with information on medical, dental, nutrition, and mental health education programs in the community.</p>	<p><b>V. Parent Involvement and Family Services</b>            V-H. The program or its host agency provides diagnostic and special education services for special needs children.             V-I. Staff provide parents with referrals and access to supportive services as needed.</p>
<p>PP 2.3 Programs must identify, through family and staff observation and dialogue, the family/child's need for and interest in additional services.</p>	<p><b>V. Parent Involvement and Family Services</b>            V-H. The program or its host agency provides diagnostic and special education services for special needs children.             V-I. Staff provide parents with referrals and access to supportive services as needed.</p>
<p>PP 2.4 Program personnel must connect families with resources and services appropriate to their needs and interests, including Early Intervention, Mental Health Services, Physical Health Services (including medical, dental, vision and hearing), Social Services, Adult Education Services (including family literacy), and Cultural Resources (such as libraries, museums and parks).</p>	<p><b>V. Parent Involvement and Family Services</b>            V-H. The program or its host agency provides diagnostic and special education services for special needs children.             V-I. Staff provide parents with referrals and access to supportive services as needed.</p>

<p>PP 2.5 Program personnel must support families in evaluating the effectiveness of the services received, and in identifying next steps.</p>	<p><b>V. Parent Involvement and Family Services</b></p> <p>V-H. The program or its host agency provides diagnostic and special education services for special needs children.</p> <p>V-I. Staff provide parents with referrals and access to supportive services as needed.</p>
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## Program Partnerships

***Quality ECE programs must work with parents to identify strengths and needs of their child to facilitate successful transition for the child from one setting to another. Programs must have written procedures that are consistently implemented to assure that the objectives are met.***

Indicators	High/Scope Preschool Program Quality Assessment, 2 <sup>nd</sup> edition
<p>PP 3.1 Programs must offer parents an individual meeting, in addition to the regular parent conference, to provide written information about their child's strengths and needs related to transitioning to another classroom or educational setting.</p>	<p><b>V. Parent Involvement and Family Services</b>  V-J. Program activities are coordinated with community agencies and/or the public schools to facilitate the delivery of services to families and/or children's transition to kindergarten.</p>
<p>PP 3.2 Programs must assist parents as they prepare their children for the new educational setting.</p>	<p><b>V. Parent Involvement and Family Services</b>  V-J. Program activities are coordinated with community agencies and/or the public schools to facilitate the delivery of services to families and/or children's transition to kindergarten.</p>
<p>PP 3.3 Programs must work collaboratively with the receiving program to enhance continuity of experiences for the child.</p>	<p><b>V. Parent Involvement and Family Services</b>  V-J. Program activities are coordinated with community agencies and/or the public schools to facilitate the delivery of services to families and/or children's transition to kindergarten.</p>
<p>PP 3.4 Programs must work collaboratively with the receiving program to determine content and format of transition information to be documented.</p>	<p><b>V. Parent Involvement and Family Services</b>  V-J. Program activities are coordinated with community agencies and/or the public schools to facilitate the delivery of services to families and/or children's transition to kindergarten.</p>
<p>PP 3.5 Programs must transfer relevant child records, with consent of the parents, to the receiving school or program.</p>	<p><b>V. Parent Involvement and Family Services</b>  V-J. Program activities are coordinated with community agencies and/or the public schools to facilitate the delivery of services to families and/or children's transition to kindergarten.</p>

## Program Partnerships

***Quality ECE programs must work with parents to participate in governance of the program, being informed of early childhood education services and establishing effective services for children in the community. Programs must have written procedures that are consistently implemented to assure that the objectives are met.***

Indicators	High/Scope Preschool Program Quality Assessment, 2 <sup>nd</sup> edition
PP 4.1 Provide parents with opportunities to have input on program policies and procedures at least annually.	<b>V. Parent Involvement and Family Services</b> V-B. Parents are represented on program advisory and/or policymaking committees.
PP 4.2 Provide parents with opportunities to participate in annual assessment of program progress.	<b>V. Parent Involvement and Family Services</b> V-B. Parents are represented on program advisory and/or policymaking committees.
PP 4.3 Provide information about the program philosophy, curriculum, operating procedures, volunteer and governance opportunities.	<b>V. Parent Involvement and Family Services</b> V-A. The program provides a variety of opportunities for parents to become involved in the program.
PP 4.4 Provide information about quality improvement initiatives (such as Keystone Stars).	<b>V. Parent Involvement and Family Services</b> V-D. Staff and parents exchange information about the curriculum and its relationship to children's development.
PP 4.5 Provide information about proposed or final regulatory or policy changes affecting the program for their child through newsletters, newspaper articles, bulletin boards, etc.	<b>VI. Parent Involvement and Family Services</b> V-D. Staff and parents exchange information about the curriculum and its relationship to children's development.
PP 4.6 Provide a means of expressing early concerns and/or resolving concerns about differences between program implementation and parent.	<b>VII. Parent Involvement and Family Services</b> V-D. Staff and parents exchange information about the curriculum and its relationship to children's development.

## Science

<b><i>Demonstrate understanding of the process of scientific inquiry</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
SC 1.1 Show curiosity by asking questions and seeking information	<p><b>Q. Listening to and understanding speech</b></p> <ol style="list-style-type: none"> <li>1. Child responds with actions or words to a suggestion, request, or question.</li> <li>2. When listening to a story, rhyme, or narrative, child anticipates and fills in a word or phrase.</li> <li>3. When listening to a story, rhyme, or narrative, child comments on or asks a question about it.</li> <li>4. Child contributes to an ongoing conversation.</li> <li>5. Child sustains a dialogue by taking three or more conversational turns</li> </ol>	
SC 1.2 Collect, describe and record information	<p><b>CC. Identifying position and direction</b></p> <ol style="list-style-type: none"> <li>1. Child moves or places an object as requested.</li> <li>2. Child uses a position word.</li> <li>3. Child uses a direction word.</li> <li>4. Child uses a distance word.</li> <li>5. Reading a map, child uses a position, direction, or distance word.</li> </ol> <p><b>DD. Identifying sequence, change, and causality</b></p> <ol style="list-style-type: none"> <li>1. Child anticipates the next event in a sequence.</li> <li>2. Child describes a sequence of events.</li> <li>3. Child describes a change in an object or situation.</li> <li>4. Child compares the rates or durations of two events.</li> <li>5. Child explains that an event or change</li> </ol>	<p>Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood</p> <p>Interpreting spatial relations in drawings, pictures, and photographs</p>

	<p>happens because of something else.</p> <p><b>EE. Identifying materials and properties</b></p> <ol style="list-style-type: none"> <li>1. Child identifies a property of an object.</li> <li>2. Child identifies the material an object is made of.</li> <li>3. Child identifies a part of an object and the whole it belongs to.</li> <li>4. Child selects a material based on its properties.</li> <li>5. Child numbers the parts or features of an object.</li> </ol> <p><b>FF. Identifying natural and living things</b></p> <ol style="list-style-type: none"> <li>1. Child names a natural object or material.</li> <li>2. Child performs an action helpful to plants or animals.</li> <li>3. Child characterizes something as living or not living.</li> <li>4. Child identifies a change (in a material or the environment) and a possible cause.</li> <li>5. Child identifies where a natural object or material comes from.</li> </ol>	
<p>SC 1.3 Use tools and equipment to explore objects</p>	<p><b>AA. Comparing properties</b></p> <ol style="list-style-type: none"> <li>5. Child uses a conventional or unconventional measuring tool and states the result.</li> </ol> <p><b>CC. Identifying position and direction</b></p> <ol style="list-style-type: none"> <li>5. Reading a map, child uses a position, direction, or distance word.</li> </ol>	
<p>SC 1.4 Make and verify predictions</p>	<p><b>Q. Listening to and understanding speech</b></p> <ol style="list-style-type: none"> <li>2. When listening to a story, rhyme, or narrative, child anticipates and fills in a word or phrase.</li> </ol> <p><b>S. Using complex patterns of speech</b></p> <ol style="list-style-type: none"> <li>5. Child uses a clause that starts with "when," "if," "because," or "since" in a sentence.</li> </ol>	

	<p><b>FF. Identifying natural and living things</b></p> <p>3. Child characterizes something as living or not living.</p> <p>4. Child identifies a change (in a material or the environment) and a possible cause.</p> <p>5. Child identifies where a natural object or material comes from.</p>	
<p>SC 1.5 Compare, contrast and classify objects and data</p>	<p><b>Y. Sorting objects</b></p> <p>1. Child creates collections of five or more objects.</p> <p>2. Child sorts a collection into smaller groups of similar objects.</p> <p>3. In sorting, child groups objects that are the same in some way but different in others.</p> <p>4. In sorting, child groups objects that are the same in some way and identifies the similarity.</p> <p>5. Child identifies two or more similarities between objects or groups.</p> <p><b>Z. Identifying patterns</b></p> <p>1. Child lines up three or more objects one after the other.</p> <p>2. Child arranges four or more objects in a repeating series.</p> <p>3. Child arranges three or more objects in a graduated series.</p> <p>4. Child finds or points out a repeating or graduated series.</p> <p>5. Child adds additional objects to extend a repeating or graduated series.</p> <p><b>AA. Comparing properties</b></p> <p>1. Child makes or responds to a statement that includes a comparison word.</p> <p>2. Child describes contrasting objects using a word and its opposite.</p> <p>3. Child makes an object or structure smaller or bigger and comments on the change.</p> <p>4. Child uses a comparison word to describe</p>	<p>Sorting and matching</p> <p>Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue)</p> <p>Comparing attributes (longer/shorter, bigger/smaller)</p>

	<p>the difference between two objects.</p> <p>5. Child uses a conventional or unconventional measuring tool and states the result.</p>	
<p>SC 1.6 Use language that shows understanding of scientific principles</p>	<p><b>S. Using complex patterns of speech</b></p> <p>5. Child uses a clause that starts with "when," "if," "because," or "since" in a sentence.</p> <p><b>AA. Comparing properties</b></p> <p>4. Child uses a comparison word to describe the difference between two objects.</p> <p>5. Child uses a conventional or unconventional measuring tool and states the result.</p> <p><b>CC. Identifying position and direction</b></p> <p>2. Child uses a position word.</p> <p>3. Child uses a direction word.</p> <p>4. Child uses a distance word.</p> <p>5. Reading a map, child uses a position, direction, or distance word.</p>	<p>Comparing attributes (longer/shorter, bigger/smaller)</p> <p>Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood</p>
<p>SC 1.7 Participate in scientific investigations</p>	<p><b>FF. Identifying natural and living things</b></p> <p>1. Child names a natural object or material.</p> <p>2. Child performs an action helpful to plants or animals.</p> <p>3. Child characterizes something as living or not living.</p> <p>4. Child identifies a change (in a material or the environment) and a possible cause.</p> <p>5. Child identifies where a natural object or material comes from.</p>	

## Science

<b><i>Acquire knowledge about the characteristics of living things</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
SC 2.1 Recognize the difference between living and nonliving things	<b>FF. Identifying natural and living things</b> 3. Child characterizes something as living or not living.	
SC 2.2 Notice changes in living things over time	<b>FF. Identifying natural and living things</b> 4. Child identifies a change (in a material or the environment) and a possible cause.	
SC 2.3 Understand that plants and animals have life cycles	<b>FF. Identifying natural and living things</b> 4. Child identifies a change (in a material or the environment) and a possible cause.	
SC 2.4 Notice similarities and differences and categories of plants and animals	<b>FF. Identifying natural and living things</b> 5. Child identifies where a natural object or material comes from.	

## Science

<b><i>Acquire knowledge about the physical properties of objects</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
SC 3.1 Describe, compare and categorize objects, based on their properties	<b>AA. Comparing properties</b> 1. Child makes or responds to a statement that includes a comparison word. 2. Child describes contrasting objects using a word and its opposite. 3. Child makes an object or structure smaller or bigger and comments on the change. 4. Child uses a comparison word to describe the difference between two objects. 5. Child uses a conventional or unconventional measuring tool and states the result	Comparing attributes (longer/shorter, bigger/smaller)
SC 3.2 Explore simple machines		
SC 3.3 Explore, identify and describe changes that occur over time	<b>DD. Identifying sequence, change, and causality</b> 1. Child anticipates the next event in a sequence. 2. Child describes a sequence of events. 3. Child describes a change in an object or situation. 4. Child compares the rates or durations of two events. 5. Child explains that an event or change happens because of something else.	Experiencing and comparing time intervals  Anticipating, remembering, and describing sequences of events
SC 3.4 Use five senses to explore world		

SC 3.5 Experiment with the effect of their own actions on objects	<b>FF. Identifying natural and living things</b> 4. Child identifies a change (in a material or the environment) and a possible cause.	
SC 3.6 Understand that tools perform specific functions		

## Science

<b><i>Acquire knowledge about the earth and space</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
SC 4.1 Understand changes in the environment, including weather and seasonal changes	<b>FF. Identifying natural and living things</b> 4. Child identifies a change (in a material or the environment) and a possible cause.	
SC 4.2 Investigate properties of rocks, soil and water	<b>EE. Identifying materials and properties</b> 1. Child identifies a property of an object. 2. Child identifies the material an object is made of. 3. Child identifies a part of an object and the whole it belongs to. 4. Child selects a material based on its properties. 5. Child numbers the parts or features of an object.	
SC 4.3 Explore the characteristics of the sun, moon, stars and clouds		

<p>SC 4.4 Understand the importance of natural resources; that the environment provides for the needs of the people</p>	<p><b>EE. Identifying materials and properties</b></p> <ol style="list-style-type: none"> <li>1. Child identifies a property of an object.</li> <li>2. Child identifies the material an object is made of.</li> <li>3. Child identifies a part of an object and the whole it belongs to.</li> <li>4. Child selects a material based on its properties.</li> <li>5. Child numbers the parts or features of an object.</li> </ol> <p><b>FF. Identifying natural and living things</b></p> <ol style="list-style-type: none"> <li>1. Child names a natural object or material.</li> <li>2. Child performs an action helpful to plants or animals.</li> <li>3. Child characterizes something as living or not living.</li> <li>4. Child identifies a change (in a material or the environment) and a possible cause.</li> <li>5. Child identifies where a natural object or material comes from.</li> </ol>	
<p>SC 4.5 Begin to understand how human activities may change the environment</p>		
<p>SC 4.6 Participate in a variety of activities that preserve the environment</p>		

## Social Studies

<b><i>Develop an understanding of self within a community</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
SS 1.1 Identify similarities and differences of personal characteristics	<b>Y. Sorting objects</b> 1. Child creates collections of five or more objects. 2. Child sorts a collection into smaller groups of similar objects. 3. In sorting, child groups objects that are the same in some way but different in others. 4. In sorting, child groups objects that are the same in some way and identifies the similarity. 5. Child identifies two or more similarities between objects or groups	Exploring and describing similarities, differences, and the attributes of things
SS 1.2 Demonstrate an appreciation of one's own characteristics and those of others and others' cultures	<b>H. Understanding and expressing feelings</b> 1. Child expresses an emotion. 2. Child comforts another child. 3. Child talks about an emotion. 4. Child represents an emotion through pretend play or art. 5. Child identifies an emotion and gives a reason for it.	Being sensitive to the feelings, interests, and needs of others
SS 1.3 Display an awareness of his/her role as a member of a group, such as the family or the class	<b>C. Initiating play</b> 5. Child joins with other children in playing a game with rules.  <b>F. Relating to other children</b> 1. Child responds when another child initiates an interaction. 2. Child initiates an interaction with another child. 3. Child sustains an interaction with another child. 4. Child invites another child to play. 5. Child shows loyalty to another child.	Participating in group routines  Building relationships with children and adults  Creating and experiencing collaborative play  Dealing with social conflict



<b><i>Develop understanding of past, present and future</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
SS 2.1 Demonstrate understanding of the sequence of events	<p><b>D. Taking care of personal needs</b></p> <ol style="list-style-type: none"> <li>1. Child observes as others do a self-care activity.</li> <li>2. Child accomplishes some parts of a self-care activity.</li> <li>4. Child identifies the need for a tool and uses it independently to accomplish a personal goal.</li> </ol> <p><b>DD. Identifying sequence, change, and causality</b></p> <ol style="list-style-type: none"> <li>1. Child anticipates the next event in a sequence.</li> <li>2. Child describes a sequence of events.</li> </ol>	Anticipating, remembering, and describing sequences of events
SS 2.2 Understand how things, people and places change over time	<p><b>DD. Identifying sequence, change, and causality</b></p> <ol style="list-style-type: none"> <li>3. Child describes a change in an object or situation.</li> <li>5. Child explains that an event or change happens because of something else.</li> </ol> <p><b>FF. Identifying natural and living things</b></p> <ol style="list-style-type: none"> <li>1. Child names a natural object or material.</li> <li>2. Child performs an action helpful to plants or animals.</li> <li>3. Child characterizes something as living or not living.</li> <li>4. Child identifies a change (in a material or the environment) and a possible cause.</li> <li>5. Child identifies where a natural object or material comes from.</li> </ol>	Experiencing and comparing time intervals

<p>SS 2.3 Demonstrate an ability to connect new ideas to past experiences</p>	<p><b>FF. Identifying natural and living things</b> 4. Child identifies a change (in a material or the environment) and a possible cause. 5. Child identifies where a natural object or material comes from.</p>	
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<b><i>Develop an understanding of the role of consumers</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
SS 3.1 Demonstrate knowledge about community workers and their roles	Although there is not a social studies category in the COR, every day the block and house areas will provide ample opportunities to assess a child’s familiarity with these indicators. For example, children playing store and paying for their groceries, taking an order in a restaurant, playing family, Mom going off to work at the Electric company are just a few of the examples of the way young children learn about economics and the dynamics of community life.	
SS 3.2 Demonstrate an awareness of the uses of money		
SS 3.3 Develop an understanding of how goods and services are produced and distributed		

<b><i>Develop an understanding of space and geography</i></b>		
<b>Indicators</b>	<b>High/Scope COR Items and Developmental Levels</b>	<b>High/Scope Key Experiences</b>
SS 4.1 Recognize how things are spatially related to one another	<b>CC. Identifying position and direction</b> 1. Child moves or places an object as requested. 2. Child uses a position word. 3. Child uses a direction word. 4. Child uses a distance word. 5. Reading a map, child uses a position, direction, or distance word.	Observing people, places, and things from different spatial viewpoints  Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood
SS 4.2 Describe the characteristics of where they live and visit	<b>See note from preceding page</b>	
SS 4.3 Identify location and direction	<b>CC. Identifying position and direction</b> 1. Child moves or places an object as requested. 2. Child uses a position word. 3. Child uses a direction word. 4. Child uses a distance word. 5. Reading a map, child uses a position, direction, or distance word.	Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood
SS 4.4 Begin to understand that maps represent actual places	<b>CC. Identifying position and direction</b> 5. Reading a map, child uses a position, direction, or distance word.	