

Alignment of the Arizona Early Learning Standards With HighScope's Preschool Child Observation Record (COR), 2nd edition

The following chart shows how items from the **Arizona Early Learning Standards** (revised 2005) correspond to items from HighScope's **Preschool Child Observation Record (COR), 2nd edition**. The Preschool COR is an observation-based assessment instrument for children aged 2½–6 years. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope educational approach). It is divided into 6 major categories that are critical for school success: **Initiative; Social Relations; Creative Representation; Movement and Music; Language and Literacy; and Mathematics and Science**. Each category contains between 3 and 8 items, and each item has 5 developmental levels, ranging from 1 (the simplest) to 5 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.

Note that this alignment only includes items from the Preschool COR. It does not represent the full scope of the HighScope Preschool Curriculum because many abilities which are covered in our curriculum resources are not assessed on the COR. To fully evaluate how well state standards align with HighScope, it is necessary to also look closely at HighScope's curriculum materials. See the last page of this document for a list of HighScope's major curriculum resources and the topics they cover.

Arizona Early Learning Standards

Preschool COR

<p><i>I. Social Emotional Standard</i></p> <p>STRAND 1: Knowledge of Self</p> <p>Concept 1: Self-Awareness The child demonstrates an awareness of his or her self.</p> <p>Concept 2: Recognition and Expression of Feelings The child recognizes and expresses feelings of self and others.</p>	<p><i>I. Initiative</i> A. Making choices and plans</p> <p><i>II. Social Relations</i> G. Resolving interpersonal conflict H. Understanding and expressing feelings</p>
<p>STRAND 2: Social Interactions With Others</p> <p>Concept 1: Separation The child demonstrates the ability to separate from familiar adults.</p> <p>Concept 2: Cooperation The child demonstrates the ability to give and take during social interactions.</p>	<p><i>II. Social Relations</i> E. Relating to adults F. Relating to other children</p> <p><i>II. Social Relations</i> E. Relating to adults F. Relating to other children G. Resolving interpersonal conflict</p>
<p>STRAND 3: Responsibility for Self and Others</p> <p>Concept 2: Respect The child acknowledges the rights and property of self and others.</p>	<p><i>I. Initiative</i> D. Taking care of personal needs</p> <p><i>II. Social Relations</i> G. Resolving interpersonal conflict</p>
<p>STRAND 4: Approaches to Learning</p> <p>Concept 1: Curiosity The child is inquisitive about new experiences.</p> <p>Concept 2: Initiative The child demonstrates independence.</p>	<p><i>I. Initiative</i> A. Making choices and plans C. Initiating play</p> <p><i>II. Social Relations</i> E. Relating to adults F. Relating to other children</p> <p><i>I. Initiative</i> A. Making choices and plans</p> <p><i>II. Social Relations</i> E. Relating to adults F. Relating to other children</p>

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<p>Concept 3: Persistence The child demonstrates the ability to maintain and sustain a challenging task.</p> <p>Concept 4: Creativity The child demonstrates the ability to express his/her own unique way of seeing the world.</p> <p>Concept 5: Problem-solving The child demonstrates the ability to seek solutions to problems.</p> <p>Concept 6: Confidence The child demonstrates self-assurance in a variety of circumstances.</p>	<p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>III. Creative Representation K. Pretending</p> <p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>II. Social Relations H. Understanding and expressing feelings</p>
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<p>II. Language & Literacy Standard</p>	
<p>STRAND 1: Oral Language Development</p> <p>Concept 1: Listening and Understanding The child listens with understanding to directions, stories, and conversations.</p> <p>Concept 2: Speaking and Communicating The child uses verbal and nonverbal communication to share ideas for a variety of purposes (e.g., ask questions, express needs, and obtain information).</p>	<p>V. Language and Literacy T. Showing awareness of sounds in words U. Demonstrating knowledge about books</p> <p>II. Social Relations E. Relating to adults F. Relating to other children H. Understanding and expressing feelings</p> <p>V. Language and Literacy Q. Listening to and understanding speech T. Showing awareness of sounds in words</p>

<p>STRAND 2: Pre-Reading Process</p> <p>Concept 1: Print Awareness The child knows that print carries messages.</p> <p>Concept 2: Book Handling Skills The child demonstrates how to handle books appropriately and with care.</p>	<p>V. Language and Literacy U. Demonstrating knowledge about books W. Reading X. Writing</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p>
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<p>Concept 3: Sounds and Rhythms of Spoken Language (Phonological Awareness) The child hears and understands the different sounds of spoken language.</p> <p>Concept 4: Letter Knowledge The child demonstrates knowledge of the alphabet.</p> <p>Concept 5: Vocabulary Development The child understands and uses increasingly complex vocabulary.</p> <p>Concept 6: Comprehending Stories The child shows an interest in books and comprehends stories read aloud.</p>	<p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy R. Using vocabulary S. Using complex patterns of speech</p> <p>VI. Mathematics and Science AA. Comparing properties CC. Identifying position and direction</p> <p>V. Language and Literacy U. Demonstrating knowledge about books W. Reading</p>
<p>STRAND 3: Pre-Writing Process</p> <p>Concept 1: Written Expression The child uses writing materials to communicate ideas.</p>	<p>III. Creative Representation J. Drawing and painting pictures</p> <p>V. Language and Literacy X. Writing</p>
<p>III. Mathematics Standard</p> <p>STRAND 1: Number Sense and Operations</p> <p>Concept 1: Number Sense The child uses numbers and counting as a means to determine quantity and solve problems.</p> <p>Concept 2: Numerical Operations The child uses numbers and counting as a means to compare quantity and understand number relationships.</p>	<p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p>
<p>STRAND 3: Patterns</p> <p>Concept 1: Patterns The child recognizes, copies, and creates patterns.</p>	<p>VI. Mathematics and Science Z. Identifying patterns</p>

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<p>STRAND 4: Geometry and Measurement</p> <p>Concept 1: Spatial Relationships and Geometry The child demonstrates an understanding of spatial relationships and recognizes attributes of common shapes.</p> <p>Concept 2: Measurement The child uses measurement to make and describe comparisons in the environment.</p>	<p>VI. Mathematics and Science AA. Comparing properties DD. Identifying sequence, change, and causality EE. Identifying materials and properties</p> <p>VI. Mathematics and Science AA. Comparing properties DD. Identifying sequence, change, and causality</p>
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<p>STRAND 5: Structure and Logic</p> <p>Concept 1: Logic and Reasoning The child recognizes and describes relationships among/between objects relative to their observable attributes.</p>	<p>VI. Mathematics and Science Y. Sorting objects Z. Identifying patterns</p>
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<p>IV. Science Standard</p>	
<p>STRAND 1: Inquiry</p> <p>Concept 1: Observations, Questions, and Hypotheses The child asks questions and makes predications based on observations of events in the environment.</p> <p>Concept 3: Analysis and Conclusions The child forms conclusions about his/her observations and experimentations.</p> <p>Concept 4: Communication The child describes, discusses or presents predictions, explanations and generalizations.</p>	<p>VI. Mathematics and Science EE. Identifying materials and properties FF. Identifying natural and living things</p> <p>VI. Mathematics and Science AA. Comparing properties DD. Identifying sequence, change, and causality</p> <p>VI. Mathematics and Science EE. Identifying materials and properties</p>

<p>V. Social Studies Standard</p>	
<p>STRAND 1: American History</p> <p>Concept 1: Research Skills The child demonstrates an understanding that information can be obtained from a variety of sources to answer questions about one's life.</p>	<p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p>

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<p>STRAND 3: Civics/Government</p> <p>Concept 1: Rights, Responsibilities and Roles of Citizenship</p> <p>The child demonstrates a sense of belonging to the community and contributes to its care.</p>	<p>VI. Mathematics and Science</p> <p>FF. Identifying natural and living things</p>
<p>STRAND 4: Geography</p> <p>Concept 1: The World in Spatial Terms</p> <p>The child demonstrates an awareness of location and spatial relationships.</p>	<p>VI. Mathematics and Science</p> <p>CC. Identifying position and direction</p>
<p>VI. Physical Development, Health, & Safety Standard</p> <p>STRAND 1: Physical and Motor Development</p> <p>Concept 1: Gross Motor Development</p> <p>The child moves with balance and control.</p> <p>Concept 2: Gross Motor Development</p> <p>Child demonstrates coordination of body movements.</p> <p>Concept 3: Fine Motor Development</p> <p>The child uses fingers and hands to manipulate tools and materials.</p>	<p>IV. Movement and Music</p> <p>L. Moving in various ways</p> <p>IV. Movement and Music</p> <p>M. Moving with objects</p> <p>III. Creative Representation</p> <p>I. Making and building models</p> <p>J. Drawing and painting pictures</p> <p>IV. Movement and Music</p> <p>M. Moving with objects</p>
<p>STRAND 2: Health</p> <p>Concept 1: Hygiene and Health Practices</p> <p>Child demonstrates knowledge of personal health practices and routines.</p>	<p>I. Initiative</p> <p>D. Taking care of personal needs</p> <p>III. Creative Representation</p> <p>I. Making and building models</p>
<p>VIII. Fine Arts Standard</p> <p>STRAND 1: Visual Art</p> <p>Concept 1: Creating Art</p> <p>The child uses a wide variety of materials, media, tools, techniques and processes to explore and create.</p>	<p>III. Creative Representation</p> <p>I. Making and building models</p> <p>J. Drawing and painting pictures</p>

Arizona Early Learning Standards

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<p>STRAND 2: Music and Creative Movement</p> <p>Concept 1: Creating Music and Movement The child uses a wide variety of instruments, techniques and music to explore and create.</p> <p>Concept 3: Music and Creative Movement as Inquiry The child responds to music and creative movement through various means.</p>	<p><i>IV. Movement and Music</i> O. Moving to music P. Singing</p> <p><i>IV. Movement and Music</i> O. Moving to music</p>
<p>STRAND 3: Dramatic Play</p> <p>Concept 1: Creating Dramatic Play The child uses dramatic play and props to explore and create.</p> <p>Concept 2: Dramatic Play in Context The child uses dramatic play as he/she begins to make sense of his/her environment and community.</p>	<p><i>IV. Movement and Music</i> P. Singing</p> <p><i>IV. Movement and Music</i> P. Singing</p>

HighScope Preschool Curriculum Resources

Print resources are listed below. Face-to-face or online training is also available on these curriculum topics.

Comprehensive Curriculum Manuals

Educating Young Children: Active Learning Practices for Preschool and Child Care Programs

Topics: Introduction; 1. Active participatory learning; 2. Establishing a supportive climate; 3. Involving families in active learning settings; 4. Working in teams; 5. Arranging and equipping spaces for active learners; 6. The HighScope daily routine; 7. The HighScope plan-do-review process; 8. Group times, outside times, transition times; 9. Introduction to HighScope's curriculum content; 10. Approaches to learning; 11. Language, literacy, and communication; 12. Social and emotional development; 13. Physical development, health, and well-being; 14. Mathematics: Seriation; 15. Mathematics: Number; 16. Mathematics: Space; 17. Science and technology: Classification; 18. Science and technology: Time; 19. Social studies; 20: The arts: Visual art; 21. The arts: Dramatic art; 22. The arts: Music

Essentials of Active Learning in Preschool: Getting to Know the HighScope Curriculum

Topics: 1. Why should early childhood programs use a curriculum? 2. What is the HighScope Preschool Curriculum? 3. What is the theory behind the HighScope Curriculum? 4. What is the research-based evidence in support of the HighScope Curriculum? 5. What does adult-child interaction look like in a HighScope program? 6. What does the learning environment look like in a HighScope program? 7. What is the HighScope daily routine? 8. How do HighScope programs work with parents? 9. How do staff in HighScope programs work together? 10. What is the HighScope Curriculum in approaches to learning? 11. What is the HighScope Curriculum in language, literacy, and communication? 12. What is the HighScope Curriculum in social and emotional development?

13. What is the HighScope Curriculum in physical development, health, and well-being? 14. What is the HighScope Curriculum in mathematics? 15. What is the HighScope Curriculum in science and technology? 16. What is the HighScope Curriculum in social studies? 17. What is the HighScope Curriculum in the arts? 18. How does HighScope assess children? 19. How does HighScope assess programs? 20. How does HighScope apply active participatory learning to adults? 21. What training and certification does HighScope offer?

Curriculum Resources on Specific Topics

Language, Literacy and Communication

Growing Readers Early Literacy Curriculum (activity card set, teacher's manual)

Topics: Vocabulary; Phonological awareness; Alphabetic principle; Concepts about print

Other Language, Literacy, and Communication titles

Fee, Fie, Phonemic Awareness: 130 Prereading Activities for Preschoolers

Let's Talk Literacy: Practical Readings for Preschool Teachers

Letter Links: Alphabet Learning With Children's Names

Preschool Readers and Writers: Early Literacy Strategies for Teachers

Storybook Talk: Conversations for Comprehension

Mathematics, Science, and Technology

Numbers Plus Preschool Mathematics Curriculum (activity card set, teacher's manual, parent booklets)

Topics: Number sense and operations; Geometry; Measurement; Algebra; Data analysis

Other Mathematics, Science, and Technology titles

“I’m Older Than You. I’m Five!” Math in the Preschool Classroom
Real Science in Preschool: Here, There, and Everywhere

Social and Emotional Development

Me, You, Us: Social-Emotional Learning in Preschool

Topics: Introduction; 1. The importance of social-emotional learning; 2. An overview of child development and teaching practices; 3. Developing a positive self-identity; 4. Feeling empathy; 5. Developing a sense of competence; 6. Recognizing and labeling emotions; 7. Developing a sense of community; 8. Engaging in cooperative play; 9. Valuing diversity; 10. Developing a framework for moral behavior; 11. Resolving conflicts; 12. Creating and following rules; 13. Creating and participating in a democracy; 14. Preparing ourselves to be role models; 15. Social-emotional learning at home; 16. Reaching out to our communities

Other Social and Emotional Development titles

You Can’t Come to My Birthday Party! Conflict Resolution With Young Children
You’re Not My Friend Anymore! Illustrated Answers to Questions About Young Children’s Challenging Behaviors

Daily Routine and Learning Environment

Setting Up the Preschool Classroom

Diversity

Building a HighScope Program: Multicultural Programs

Parent Resources

The Essential Parent Workshop Resource
Helping Your Preschool Child Become a Reader
Helping Your Young Child Learn About Mathematics

Lesson and Activity Plans

HighScope Step by Step: Lesson Plans for the First 30 Days
Small-Group Times to Scaffold Early Learning
50 Large-Group Times for Active Learners
Explore and Learn Quick Cards: 50 Activities for Large Groups (card set)
Explore and Learn Quick Cards: 80 Activities for Small Groups (card set)
Making Connections: Movement, Music, & Literacy
Movement in Steady Beat
Movement Plus Music
Movement Plus Rhymes, Songs, & Singing Games

Special Needs

I Belong: Active Learning for Children With Special Needs