

Alignment of the Arizona Early Learning Standards With HighScope's Preschool Key Developmental Indicators

The following chart shows how items from the **Arizona Early Learning Standards (2005)** correspond to items from HighScope's Preschool **Key Developmental Indicators (KDIs)** (March 2010).

The educational content of HighScope preschool programs is built around **58 Key Developmental Indicators (KDIs)**. The KDIs are early childhood milestones that guide teachers as they plan and assess learning experiences and interact with children to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and emotional development; physical development and health; language, literacy, and communication; mathematics; creative arts; science and technology; and social studies.

Arizona Early Learning Standards

Key Developmental Indicators

| <i>I. Social Emotional Standard</i> | |
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| <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>B. Social and Emotional Development</p> <p>7. Self-identity: Children have a positive self-identity.</p> <p>H. Social Studies</p> <p>53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p> <p>B. Social and Emotional Development</p> <p>9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>10. Empathy: Children demonstrate empathy toward others.</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>B. Social and Emotional Development</p> <p>11. Community: Children participate in the community of the classroom.</p> <p>12. Building relationships: Children build relationships with other children and adults.</p> <p>B. Social and Emotional Development</p> <p>12. Building relationships: Children build relationships with other children and adults.</p> |
| <p>STRAND 3: Responsibility for Self and Others</p> <p>Concept 1: Self-Control The child follows and understands rules and routines in various environments.</p> <p>Concept 2: Respect The child acknowledges the rights and property of self and others.</p> | <p>B. Social and Emotional Development</p> <p>11. Community: Children participate in the community of the classroom.</p> <p>B. Social and Emotional Development</p> <p>11. Community: Children participate in the community of the classroom.</p> <p>15. Conflict resolution: Children resolve social conflicts.</p> |

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| <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>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>A. Approaches to Learning</p> <ol style="list-style-type: none">1. Initiative: Children demonstrate initiative as they explore their world.2. Planning: Children make plans and follow through on their intentions: <p>A. Approaches to Learning</p> <ol style="list-style-type: none">1. Initiative: Children demonstrate initiative as they explore their world. <p>A. Approaches to Learning</p> <ol style="list-style-type: none">3. Engagement: Children focus on activities that interest them.4. Problem solving: Children solve problems encountered in play. <p>A. Approaches to Learning</p> <ol style="list-style-type: none">1. Initiative: Children demonstrate initiative as they explore their world. <p>A. Approaches to Learning</p> <ol style="list-style-type: none">4. Problem solving: Children solve problems encountered in play. <p>A. Approaches to Learning</p> <ol style="list-style-type: none">1. Initiative: Children demonstrate initiative as they explore their world. <p>B. Social and Emotional Development</p> <ol style="list-style-type: none">8. Sense of competence: Children feel they are competent. |
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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>D. Language, Literacy, and Communication</p> <ol style="list-style-type: none">21. Comprehension: Children understand language. |
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| <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>D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language.</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>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>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>D. Language, Literacy, and Communication 28. Book knowledge: Children demonstrate knowledge about books.</p> <p>D. Language, Literacy, and Communication 24. Phonological awareness: Children identify distinct sounds in spoken language.</p> <p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 23. Vocabulary: Children understand and use a variety of words and phrases.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language. 26. Reading: Children read for pleasure and information.</p> |
| <p>STRAND 3: Pre-Writing Process</p> <p>Concept 1: Written Expression The child uses writing materials to communicate ideas.</p> | <p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p> |

Arizona Early Learning Standards

Key Developmental Indicators

| III. Mathematics Standard | |
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| <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>E. Mathematics</p> <p>31. Number words and symbols: Children recognize and use number words and symbols.</p> <p>32. Counting: Children count things.</p> <p>E. Mathematics</p> <p>32. Counting: Children count things.</p> <p>33. Part-whole relationships: Children combine and separate quantities of objects.</p> |
| <p>STRAND 2: Data Analysis</p> <p>Concept 1: Data Collection and Organization The child collects, organizes, and displays relevant data.</p> <p>Concept 2: Data Analysis The child uses data to see relationships and make sense of the environment.</p> | <p>E. Mathematics</p> <p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p> <p>E. Mathematics</p> <p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p> |
| <p>STRAND 3: Patterns</p> <p>Concept 1: Patterns The child recognizes, copies, and creates patterns.</p> | <p>E. Mathematics</p> <p>38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> |
| <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>E. Mathematics</p> <p>34. Shapes: Children identify, name, and describe shapes.</p> <p>35. Spatial awareness: Children recognize spatial relationships among people and objects.</p> <p>E. Mathematics</p> <p>36. Measuring: Children measure to describe, compare, and order things.</p> <p>37. Unit: Children understand and use the concept of unit.</p> |

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| <p>STRAND 5: Structure and Logic</p> <p>Concept 1: Logic and Reasoning</p> <p>The child recognizes and describes relationships among/between objects relative to their observable attributes.</p> | <p>G. Science and Technology</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p> |
| <p>IV. Science Standard</p> <p>STRAND 1: Inquiry</p> <p>Concept 1: Observations, Questions, and Hypotheses</p> <p>The child asks questions and makes predications based on observations of events in the environment.</p> <p>Concept 2: Investigation (Scientific Testing)</p> <p>The child tests predictions through exploration and experimentation.</p> <p>Concept 3: Analysis and Conclusions</p> <p>The child forms conclusions about his/her observations and experimentations.</p> <p>Concept 4: Communication</p> <p>The child describes, discusses or presents predictions, explanations and generalizations.</p> | <p>A. Approaches to Learning</p> <p>5. Use of resources: Children gather information and formulate ideas about their world.</p> <p>G. Science and Technology</p> <p>45. Observing: Children observe the materials and processes in their environment.</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p> <p>47. Experimenting: Children experiment to test their ideas.</p> <p>48. Predicting: Children predict what they expect will happen.</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>G. Science and Technology</p> <p>47. Experimenting: Children experiment to test their ideas.</p> <p>52. Tools and technology: Children explore and use tools and technology.</p> <p>G. Science and Technology</p> <p>49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p> <p>G. Science and Technology</p> <p>50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p> |

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Key Developmental Indicators

| V. Social Studies Standard | |
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| <p>STRAND 1: American History</p> <p>Concept 1: Research Skills</p> <p>The child demonstrates an understanding that information can be obtained from a variety of sources to answer questions about one's life.</p> | <p>A. Approaches to Learning</p> <p>5. Use of resources: Children gather information and formulate ideas about their world.</p> <p>G. Science and Technology</p> <p>52. Tools and technology: Children explore and use tools and technology.</p> <p>H. Social Studies</p> <p>56. Geography: Children recognize and interpret features and locations in their environment.</p> |
| <p>STRAND 2: World History</p> <p>Concept 1: Diversity (Contemporary World)</p> <p>The child recognizes that he lives in a place with many people, and that there are people and events in other parts of the world.</p> | <p>H. Social Studies</p> <p>53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p> |
| <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>H. Social Studies</p> <p>54. Community roles: Children recognize that people have different roles and functions in the community.</p> <p>55. Decision making: Children participate in making classroom decisions.</p> <p>58. Ecology: Children understand the importance of taking care of their environment.</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>E. Mathematics</p> <p>35. Spatial awareness: Children recognize spatial relationships among people and objects.</p> <p>H. Social Studies</p> <p>56. Geography: Children recognize and interpret features and locations in their environment.</p> |

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| <p>Concept 2: family Identity (Human Systems) The child recognizes self as a member of a family</p> | <p>H. Social Studies 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities. 54. Community roles: Children recognize that people have different roles and functions in the community.</p> |
| <p>STRAND 5: Economics Concept 1: Foundations of Economics The child demonstrates knowledge of the interactions between people, resources, and regions.</p> | <p>H. Social Studies 54. Community roles: Children recognize that people have different roles and functions in the community.</p> |
| <p>VI. Physical Development, Health, & Safety Standard</p> <p>STRAND 1: Physical and Motor Development Concept 1: Gross Motor Development The child moves with balance and control.</p> <p>Concept 2: Gross Motor Development Child demonstrates coordination of body movements.</p> <p>Concept 3: Fine Motor Development The child uses fingers and hands to manipulate tools and materials.</p> | <p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> |
| <p>STRAND 2: Health Concept 1: Hygiene and Health Practices Child demonstrates knowledge of personal health practices and routines.</p> | <p>C. Physical Development and Health 19. Personal care: Children carry out personal care routines on their own. 20. Healthy behavior: Children engage in healthy practices.</p> |

Arizona Early Learning Standards

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| <p>STRAND 3: Safety</p> <p>Concept 1: Safety, Injury Prevention</p> <p>Child demonstrates knowledge of personal safety practices and routines.</p> | <p>C. Physical Development and Health</p> <p>20. Healthy behavior: Children engage in healthy practices.</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>Concept 2: Art in Context</p> <p>The child uses art as he/she begins to make sense of the environment and community.</p> <p>Concept 3: Art as Inquiry</p> <p>The child reflects upon, describes and analyzes the characteristics and qualities of his work and the work of others.</p> | <p>F. Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>F. Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>F. Creative Arts</p> <p>44. Appreciating the arts: Children appreciate the creative arts.</p> |
| <p>STRAND 2: Music and Creative Movement</p> <p>Concept 1: Creating Music and Movement</p> <p>The child uses a wide variety of instruments, techniques and music to explore and create.</p> <p>Concept 2: Music and Creative Movement in Context</p> <p>The child uses creative movement and music as he/she begin to make sense of the environment and community.</p> | <p>F. Creative Arts</p> <p>41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>F. Creative Arts</p> <p>41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> |

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| <p>Concept 3: Music and Creative Movement as Inquiry The child responds to music and creative movement through various means.</p> | <p>F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts.</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>Concept 3: Dramatic Play as Inquiry The child responds to dramatic play experiences.</p> | <p>F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p>F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p>F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts.</p> |