

Alignment of the Connecticut Preschool Curriculum Framework With HighScope's Preschool Child Observation Record (COR), 2nd edition

The following chart shows how items from the **Connecticut Preschool Curriculum Framework** (revised 2006) 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.

Connecticut Content Standards

Preschool COR

<p><i>Personal and Social Development</i></p> <p>Preschool programs will provide children with the opportunities to exhibit curiosity, creativity, self-direction and persistence in learning situations.</p> <p>Engage in activities that they select or create and demonstrate self-direction in use of materials.</p> <p>Demonstrate the ability to use a minimum of two different strategies to attempt to solve a problem.</p> <p>Demonstrate delight or satisfaction when completing a task or solving a problem.</p>	<p><i>I. Initiative</i> A. Making choices or plans</p> <p><i>I. Initiative</i> B. Solving problems with materials</p> <p><i>II. Social Relations</i> H. Understanding and expressing feelings</p>
<p>Preschool programs will provide children with opportunities to demonstrate awareness of one’s own and others’ feelings.</p> <p>Use words to express emotions or feelings.</p>	<p><i>II. Social Relations</i> H. Understanding and expressing feelings</p>
<p>Preschool programs will provide children with opportunities to interact appropriately with peers and familiar adults.</p> <p>Interact with one or more children, beginning to play or work cooperatively.</p> <p>Enter into or initiate a play situation.</p> <p>Demonstrate empathy and caring for others.</p> <p>Seek help from peers or adults.</p>	<p><i>I. Initiative</i> C. Initiating play</p> <p><i>II. Social Relations</i> F. Relating to other children</p> <p><i>I. Initiative</i> C. Initiating play</p> <p><i>II. Social Relations</i> F. Relating to other children</p> <p><i>II. Social Relations</i> H. Understanding and expressing feelings</p> <p><i>II. Social Relations</i> G. Resolving interpersonal conflict</p>
<p>Preschool programs will provide children with opportunities to use age-appropriate conflict-resolution strategies.</p> <p>Use words to identify the conflict.</p> <p>Engage in developing solutions and work to resolve conflicts.</p>	<p><i>II. Social Relations</i> G. Resolving interpersonal conflict</p> <p><i>II. Social Relations</i> G. Resolving interpersonal conflict</p>

Connecticut Content Standards

Preschool COR

<p>Seek adult help with involved in conflict.</p>	<p>II. Social Relations G. Resolving interpersonal conflict</p>
<p>Preschool programs will provide children with opportunities to recognize similarities and appreciate differences in people. Interact with a variety of children in the program.</p>	<p>I. Initiative C. Initiating play II. Social Relations F. Relating to other children</p>
<p>Physical Development</p> <p>Preschool programs will provide children with opportunities to engage in a wide variety of gross-motor activities that are child selected and teacher initiated. Demonstrate competence in a variety of activities that require coordinated movement using large muscles. Perform activities that combine large-muscle movements with equipment. Combine a sequence of several motor skills in an organized way. Choose to engage in physical activity that is child selected or teacher initiated.</p>	<p>IV. Movement and Music L. Moving in various ways IV. Movement and Music M. Moving with objects IV. Movement and Music O. Moving to music IV. Movement and Music L. Moving in various ways M. Moving with objects O. Moving to music</p>
<p>Preschool programs will provide children with opportunities to use a variety of materials that promote eye-hand coordination and small-muscle development. Perform fine-motor tasks that require small-muscle strength and control. Use eye-hand coordination to successfully perform fine-motor tasks. Show beginning control of writing, drawing and art tools.</p>	<p>III. Creative Representation J. Drawing and painting pictures V. Language and Literacy X. Writing III. Creative Representation I. Making and building models III. Creative Representation J. Drawing and painting pictures V. Language and Literacy X. Writing</p>

Connecticut Content Standards

Preschool COR

<p>Preschool programs will provide children with opportunities to demonstrate spatial awareness in both fine- and gross-motor activities.</p> <p>Move through an environment with body control.</p> <p>Demonstrate spatial awareness in fine-motor activities.</p>	<p>IV. Movement and Music L. Moving in various ways</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p>
<p>Preschool programs will provide children with opportunities to practice basic hygiene and self-help skills.</p> <p>Practice personal hygiene.</p> <p>Use self-help skills.</p>	<p>I. Initiative D. Taking care of personal needs</p> <p>I. Initiative D. Taking care of personal needs</p>
<p>Cognitive Development</p> <p>Logical — Mathematical/Scientific Thinking</p> <p>Preschool programs will provide children with opportunities to recognize and solve problems through active exploration, including trial and error and interacting with peers and adults.</p> <p>Compare and contrast objects and events.</p> <p>Classify objects and events based on self-selected criteria.</p> <p>Use language that shows understanding of scientific principles to explain why things happen.</p>	<p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science Y. Sorting objects</p> <p>V. Language and Literacy R. Using vocabulary</p>
<p>Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.</p> <p>Recognize simple patterns and duplicate or extend them.</p> <p>Create and duplicate patterns and shapes using a variety of materials.</p> <p>Sort objects by one or more attributes and regroup the objects based on a new attribute.</p>	<p>VI. Mathematics and Science Z. Identifying properties</p> <p>VI. Mathematics and Science Z. Identifying properties</p> <p>VI. Mathematics and Science Y. Sorting objects</p>

Connecticut Content Standards

Preschool COR

<p>Order several objects on the basis of one attribute.</p> <p>Show spatial awareness by demonstrating an understanding of position and order.</p> <p>Use common instruments to measure things.</p> <p>Demonstrate understanding of one-to-one correspondence while counting.</p> <p>Show curiosity and independent interest in number-related activities.</p> <p>Demonstrate an understanding of sequence of events and time periods.</p>	<p>VI. Mathematics and Science Y. Sorting objects</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p>
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<p>Language and Literacy</p> <p>Preschool programs will provide children with opportunities to communicate their experiences, ideas and feelings by speaking.</p> <p>Use multiple-word sentences or phrases to describe ideas, feelings and actions.</p> <p>Speak to initiate a conversation or enter into a play situation.</p> <p>Speak for a variety of other purposes.</p>	<p>II. Social Relations H. Understanding and expressing feelings</p> <p>V. Language and Literacy Q. Listening to and understanding speech S. Using complex patterns of speech</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p>
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<p>Preschool programs will provide children with opportunities to listen with understanding to directions, conversations and stories.</p> <p>Demonstrate understanding of basic conversational vocabulary.</p> <p>Demonstrate understanding of messages in conversation.</p>	<p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p>
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<p>Preschool programs will provide children with opportunities to exhibit interest in reading.</p> <p>Show independent interest in reading-related activities.</p>	<p>V. Language and Literacy U. Demonstrate knowledge about books</p>
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Connecticut Content Standards

Preschool COR

<p>Demonstrate book awareness.</p> <p>Recognize matching sounds and some printed letters.</p> <p>Recognize several printed words.</p>	<p>V. Language and Literacy U. Demonstrate knowledge about books</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy W. Reading</p>
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<p>Preschool programs will provide children with opportunities to use different forms of writing such as drawing, letter-like forms, invented spelling and conversational forms.</p> <p>Use symbols or drawings to express thoughts, feelings and ideas.</p> <p>Print or copy their first name.</p> <p>Use letter-like approximations to write words or ideas.</p>	<p>III. Creative Representation J. Drawing and painting pictures</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p>
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<p>Creative Expression/Aesthetic Development</p> <p>Preschool programs will provide children with opportunities to exhibit curiosity about and explore how materials function and affect the senses.</p> <p>Use a variety of art materials and activities for sensory experience and exploration.</p>	<p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p>
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<p>Preschool programs will provide children with opportunities to represent fantasy and real-life experiences through pretend play.</p> <p>Assume the role of someone or something else and talk in the language/ tone appropriate for that person or thing.</p> <p>Engage in cooperative pretend play with another child.</p>	<p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation K. Pretending</p>
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Connecticut Content Standards

Preschool COR

Preschool programs will provide children with opportunities to engage in musical and creative movement activities.

Participate in group musical experiences, which may include listening to music, singing songs, doing finger plays and using musical instruments.

Initiate the singing of songs, finger plays, the use of musical instruments or the use of tapes or compact discs.

Participate in creative movement and dance.

IV. Movement and Music

- N. Feeling and expressing steady beat
- O. Moving to music
- P. Singing

IV. Movement and Music

- P. Singing

IV. Movement and Music

- O. Moving to music

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*