

Alignment of the Connecticut Preschool Curriculum Framework With HighScope's Preschool Key Developmental Indicators

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

Connecticut Content Standards

Key Developmental Indicators

<i>Personal and Social Development</i>	
<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>Sustain attention to task.</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>A. Approaches to Learning</p> <p>1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>2. Planning: Children make plans and follow through on their intentions.</p> <p>A. Approaches to Learning</p> <p>3. Engagement: Children focus on activities that interest them.</p> <p>A. Approaches to Learning</p> <p>4. Problem solving: Children solve problems encountered in play.</p> <p>B. Social and Emotional Development</p> <p>8. Sense of competence: Children feel they are competent.</p> <p>9. Emotions: Children recognize, label, and regulate their feelings.</p>
<p>Preschool programs will provide children with opportunities to describe themselves using several basic characteristics.</p> <p>Refer to themselves by first and last name.</p> <p>Identify themselves by family and by gender.</p>	<p>B. Social and Emotional Development</p> <p>7. Self-identity: Children have a positive self-identity.</p> <p>B. Social and Emotional Development</p> <p>7. Self-identity: Children have a positive self-identity.</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>B. Social and Emotional Development</p> <p>9. Emotions: Children recognize, label, and regulate their feelings.</p>
<p>Preschool programs will provide children with opportunities to participate in and exhibit self-control in group situations.</p> <p>Participate in small- and large-group activities.</p>	<p>B. Social and Emotional Development</p> <p>11. Community: Children participate in the community of the classroom.</p>

Connecticut Content Standards

Key Developmental Indicators

<p>Manage transition from one activity to the next.</p> <p>Follow classroom and playground rules.</p> <p>Be aware of and follow the classroom schedule and routines.</p>	<p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p> <p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p> <p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</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>B. Social and Emotional Development 13. Cooperative play: children engage in cooperative play.</p> <p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p> <p>B. Social and Emotional Development 10. Empathy: Children demonstrate empathy toward others.</p> <p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</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>Seek adult help with involved in conflict.</p>	<p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p> <p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p> <p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p>

Connecticut Content Standards

Key Developmental Indicators

<p>Preschool programs will provide children with opportunities to recognize similarities and appreciate differences in people.</p> <p>State at least two ways in which children are similar and two ways in which they are different.</p> <p>Interact with a variety of children in the program.</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>12. Building relationships: Children build relationships with other children and adults.</p> <p>H. Social Studies</p> <p>53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</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.</p> <p>Demonstrate competence in a variety of activities that require coordinated movement using large muscles.</p> <p>Perform activities that combine large-muscle movements with equipment.</p> <p>Combine a sequence of several motor skills in an organized way.</p> <p>Choose to engage in physical activity that is child selected or teacher initiated.</p>	<p>C. Physical Development and Health</p> <p>16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>C. Physical Development and Health</p> <p>16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>C. Physical Development and Health</p> <p>16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>C. Physical Development and Health</p> <p>16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>20. Healthy behavior: Children engage in healthy practices.</p>
<p>Preschool programs will provide children with opportunities to use a variety of materials that promote eye-hand coordination and small-muscle development.</p> <p>Perform fine-motor tasks that require small-muscle strength and control.</p>	<p>C. Physical Development and Health</p> <p>17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>

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Key Developmental Indicators

<p>Use eye-hand coordination to successfully perform fine-motor tasks.</p> <p>Show beginning control of writing, drawing and art tools.</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>C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>
<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>C. Physical Development and Health 18. Body awareness: Children know about their bodies and how to navigate them in space.</p> <p>E. Mathematics 35. Spatial awareness: Children recognize spatial relationships among people and objects.</p>
<p>Preschool programs will provide children with opportunities to choose nutritious meals and snacks.</p> <p>Recognize and eat a variety of nutritious foods.</p>	<p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</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>C. Physical Development and Health 19. Personal care: Children carry out personal care routines on their own.</p> <p>C. Physical Development and Health 19. Personal care: Children carry out personal care routines on their own.</p>
<p>Cognitive Development</p> <p>Logical — Mathematical/Scientific Thinking</p> <p>Preschool programs will provide children with opportunities to express wonder, ask questions and seek answers about the natural world.</p> <p>Ask questions about and comment on observations and experimentation.</p>	<p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 47. Experimenting: Children experiment to test their ideas.</p>

Connecticut Content Standards

Key Developmental Indicators

<p>Collect, describe and record information.</p>	<p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events. 49. Drawing conclusions: Children draw conclusions based on their experiences and observations. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p>
<p>Use equipment for investigation.</p>	<p>G. Science and Technology 47. Experimenting: Children experiment to test their ideas. 52. Tools and technology: Children explore and use tools and technology.</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>Make and verify predictions about what will occur.</p>	<p>G. Science and Technology 47. Experimenting: Children experiment to test their ideas. 48. Predicting: Children predict what they expect will happen. 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p>
<p>Compare and contrast objects and events.</p>	<p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events.</p>
<p>Classify objects and events based on self-selected criteria.</p>	<p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events.</p>
<p>Use language that shows understanding of scientific principles to explain why things happen.</p>	<p>G. Science and Technology 49. Drawing conclusions: Children draw conclusions based on their experiences and observations. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p>
<p>Engage in a scientific experiment with a peer or with a small group.</p>	<p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events. 47. Experimenting: Children experiment to test their ideas.</p>

Connecticut Content Standards

Key Developmental Indicators

Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.

Recognize simple patterns and duplicate or extend them.

Create and duplicate patterns and shapes using a variety of materials.

Sort objects by one or more attributes and regroup the objects based on a new attribute.

Order several objects on the basis of one attribute.

Show spatial awareness by demonstrating an understanding of position and order.

Use common instruments to measure things.

Demonstrate understanding of one-to-one correspondence while counting.

Show curiosity and independent interest in number-related activities.

Estimate and verify the number of objects.

Demonstrate an understanding of sequence of events and time periods.

Collect, organize and display information.

E. Mathematics

38. Patterns: Children identify, describe, copy, complete, and create patterns.

E. Mathematics

34. Shapes: Children identify, name, and describe shapes.

38. Patterns: Children identify, describe, copy, complete, and create patterns.

G. Science and Technology

46. Classifying: Children classify materials, actions, people, and events.

E. Mathematics

38. Patterns: Children identify, describe, copy, complete, and create patterns.

E. Mathematics

35. Spatial awareness: Children recognize spatial relationships among people and objects.

E. Mathematics

36. Measuring: Children measure to describe, compare, and order things.

37. Unit: Children understand and use the concept of unit.

E. Mathematics

32. Counting: Children count things.

E. Mathematics

31. Number words and symbols: Children recognize and use number words and symbols.

32. Counting: Children count things.

E. Mathematics

36. Measuring: Children measure to describe, compare, and order things.

E. Mathematics

38. Patterns: Children identify, describe, copy, complete, and create patterns.

E. Mathematics

39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.

Connecticut Content Standards

Key Developmental Indicators

<p>Language and Literacy</p> <p>Preschool programs will provide children with opportunities to communicate their experiences, ideas and feelings by speaking.</p> <p>Speak clearly, including use of appropriate tone and inflection.</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><i>D. Language, Literacy, and Communication</i> 22. Speaking: Children express themselves using language.</p> <p><i>D. Language, Literacy, and Communication</i> 22. Speaking: Children express themselves using language.</p> <p><i>D. Language, Literacy, and Communication</i> 21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.</p> <p><i>D. Language, Literacy, and Communication</i> 22. Speaking: Children express themselves using language.</p>
<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>Retell information from a story.</p>	<p><i>D. Language, Literacy, and Communication</i> 21. Comprehension: Children understand language.</p> <p><i>D. Language, Literacy, and Communication</i> 21. Comprehension: Children understand language.</p> <p><i>D. Language, Literacy, and Communication</i> 26. Reading: Children read for pleasure and information.</p>
<p>Preschool programs will provide children with opportunities to exhibit interest in reading.</p> <p>Show independent interest in reading-related activities.</p> <p>Attend to a story.</p> <p>Demonstrate book awareness.</p>	<p><i>D. Language, Literacy, and Communication</i> 26. Reading: Children read for pleasure and information.</p> <p><i>D. Language, Literacy, and Communication</i> 26. Reading: Children read for pleasure and information.</p> <p><i>D. Language, Literacy, and Communication</i> 28. Book knowledge: Children demonstrate knowledge about books.</p>

Connecticut Content Standards

Key Developmental Indicators

<p>Recognize matching sounds and some printed letters.</p> <p>Recognize several printed words.</p>	<p>D. Language, Literacy, and Communication 24. Phonological awareness: Children identify distinct sounds in spoken language. 25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p>
<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>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p> <p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p> <p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p>
<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>Select to use the art media.</p>	<p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>
<p>Preschool programs will provide children with opportunities to create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) works that express or represent experiences, ideas, feelings and fantasy using various media.</p> <p>Demonstrate the ability to represent experiences, thoughts and ideas using several art forms.</p>	<p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>

Connecticut Content Standards

Key Developmental Indicators

<p>Use a variety of visual art media for self-expression.</p>	<p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>
<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>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>Preschool programs will provide children with opportunities to engage in musical and creative movement activities.</p> <p>Participate in group musical experiences, which may include listening to music, singing songs, doing finger plays and using musical instruments.</p> <p>Initiate the singing of songs, finger plays, the use of musical instruments or the use of tapes or compact discs.</p> <p>Participate in creative movement and dance.</p>	<p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>F. Creative Arts 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p>
<p>Preschool programs will provide children with opportunities to describe or respond to their own creative work or the creative work of others.</p> <p>Use oral language to explain or describe or ask questions about a work of art.</p> <p>Express interest in and show appreciation for the creative work of others.</p>	<p>F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts.</p> <p>F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts.</p>