

## **Alignment of the Georgia’s Content Standards With HighScope’s Preschool Child Observation Record (COR), 2nd edition**

The following chart shows how items from the **Georgia’s Content Standards** (revised March 2008) 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.

**Georgia's Content Standards**

**Preschool COR**

<i>Language &amp; Literacy Development</i>	
<p><b>LD 1. Children will develop skills in listening for the purpose of comprehension</b></p> <p><b>LD 1 a.</b> Listens to and follows spoken directions</p> <p><b>LD 1 b.</b> Responds to questions</p> <p><b>LD 1 d.</b> Listens to stories read aloud and shows understanding through body language or by interacting appropriately</p> <p><b>LD 1 g.</b> Uses pictures or symbols to identify concepts</p> <p><b>LD 1 h.</b> Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story)</p>	<p><b>V. Language and Literacy</b> Q. Listening to and understanding speech</p> <p><b>V. Language and Literacy</b> Q. Listening to and understanding speech</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books W. Reading</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p>
<p><b>LD 2. Children will learn to discriminate the sounds of language (phonological awareness)</b></p> <p><b>LD 2 a.</b> Differentiates sounds that are the same and different</p> <p><b>LD 2 b.</b> Repeats rhymes, poems and finger plays</p> <p><b>LD 2 c.</b> Recognizes the same beginning sounds in different words (alliteration)</p> <p><b>LD 2 e.</b> Creates and invents words by substituting one sound for another</p>	<p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words</p> <p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words</p> <p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words</p> <p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words</p>
<p><b>LD 3. Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books</b></p> <p><b>LD 3 a.</b> Increases vocabulary through everyday communication</p> <p><b>LD 3 b.</b> Uses new vocabulary words correctly within the context of play or other classroom experiences</p> <p><b>LD 3 c.</b> Connects new vocabulary with prior educational experiences</p>	<p><b>V. Language and Literacy</b> Q. Listening to and understanding speech S. Using complex patterns of speech</p> <p><b>V. Language and Literacy</b> R. Using vocabulary</p> <p><b>V. Language and Literacy</b> R. Using vocabulary</p>

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<p><b>LD 4. Children will develop and expand expressive language skills (speaking)</b></p> <p><b>LD 4 a.</b> Uses language for a variety of purposes</p> <p><b>LD 4 b.</b> Engages in conversations with adults and children</p> <p><b>LD 4 c.</b> Uses complete sentences of increasing length in conversation</p> <p><b>LD 4 d.</b> Uses language to pretend or create</p>	<p><b>V. Language and Literacy</b> Q. Listening to and understanding speech S. Using complex patterns of speech</p> <p><b>V. Language and Literacy</b> Q. Listening to and understanding speech</p> <p><b>V. Language and Literacy</b> S. Using complex patterns of speech</p> <p><b>III. Creative Representation</b> K. Pretending</p>
<p><b>LD 5. Children will begin to develop age-appropriate strategies that will assist in reading</b></p> <p><b>LD 5 a.</b> Demonstrates an interest in books or stories</p> <p><b>LD 5 b.</b> Discusses books or stories read aloud</p> <p><b>LD 5 c.</b> Exhibits book-handling skills</p> <p><b>LD 5 d.</b> Associates symbols with objects, concepts and functions</p> <p><b>LD 5 e.</b> Recognizes that print has meaning and represents spoken language in written form</p> <p><b>LD 5 f.</b> Dramatizes, tells and retells poems and stories</p> <p><b>LD 5 g.</b> Identifies some individual letters of the alphabet</p> <p><b>LD 5 h.</b> Shares books and engages in pretend-reading with other children</p> <p><b>LD 5 i.</b> Recognizes books as a source of information</p> <p><b>LD 5 m.</b> Uses pictures or symbols</p>	<p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> W. Reading</p> <p><b>V. Language and Literacy</b> W. Reading X. Writing</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> V. Using letter names and sounds</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> W. Reading X. Writing</p>

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<p><b>LD 6. Children will begin to develop age-appropriate writing skills</b></p> <p><b>LD 6 a.</b> Experiments with a variety of writing tools, materials and surfaces</p> <p><b>LD 6 b.</b> Uses scribbles, shapes, pictures and letters, or other forms of writing</p> <p><b>LD 6 c.</b> Uses print to communicate ideas and information (writing for a purpose)</p> <p><b>LD 6 e.</b> Uses left-to-right pattern of writing</p>	<p><b>III. Creative Representation</b> J. Drawing and painting pictures</p> <p><b>V. Language and Literacy</b> X. Writing</p> <p><b>V. Language and Literacy</b> X. Writing</p> <p><b>V. Language and Literacy</b> X. Writing</p> <p><b>V. Language and Literacy</b> X. Writing</p>
<p><b>Mathematical Development</b></p> <p><b>MD 1. Children will begin to develop an understanding of numbers</b></p> <p><b>MD 1 b.</b> Arranges sets of objects in one-to-one correspondence</p> <p><b>MD 1 c.</b> Counts objects using one-to-one correspondence</p> <p><b>MD 1 d.</b> Compares sets of objects using language</p> <p><b>MD 1 e.</b> Begins to understand concept of part and whole using real objects</p> <p><b>MD 1 g.</b> Associates numeral name with set of objects</p>	<p><b>VI. Mathematics and Science</b> BB. Counting</p> <p><b>VI. Mathematics and Science</b> BB. Counting</p> <p><b>VI. Mathematics and Science</b> Y. Sorting objects AA. Comparing properties</p> <p><b>VI. Mathematics and Science</b> EE. Identifying materials and properties</p> <p><b>VI. Mathematics and Science</b> BB. Counting</p>
<p><b>MD 2. Children will create and duplicate simple patterns</b></p> <p><b>MD 2 a.</b> Copies a pattern using sounds or physical movements</p> <p><b>MD 2 b.</b> Recognizes and reproduces simple patterns of objects</p> <p><b>MD 2 c.</b> Reproduces and extends a pattern using objects</p> <p><b>MD 2 d.</b> Independently creates patterns using objects</p>	<p><b>IV. Movement and Music</b> O. Moving to music</p> <p><b>VI. Mathematics and Science</b> Z. Identifying patterns</p> <p><b>VI. Mathematics and Science</b> Z. Identifying patterns</p> <p><b>VI. Mathematics and Science</b> Z. Identifying patterns</p>

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<p><b>MD 2 e.</b> Spontaneously recognizes and identifies patters in the environment</p>	<p><b>VI. Mathematics and Science</b> Z. Identifying patterns</p>
<p><b>MD 3. Children will sort and classify objects</b></p> <p><b>MD 3 a.</b> Matches like objects</p> <p><b>MD 3 b.</b> Sorts objects using one characteristic</p> <p><b>MD 3 c.</b> Classifies objects using more than one characteristic</p> <p><b>MD 3 d.</b> Sorts and classifies objects using self-selected criteria</p> <p><b>MD 3 e.</b> Explains sorting and classifying strategy</p>	<p><b>VI. Mathematics and Science</b> Y. Sorting objects</p> <p><b>VI. Mathematics and Science</b> Y. Sorting objects</p> <p><b>VI. Mathematics and Science</b> Y. Sorting objects</p> <p><b>VI. Mathematics and Science</b> Y. Sorting objects</p> <p><b>VI. Mathematics and Science</b> Y. Sorting objects</p>
<p><b>MD 4. Children will develop a sense of space and an understanding of basic geometric shapes</b></p> <p><b>MD 4 a.</b> Recognizes, describes and compares basic geometric shapes</p> <p><b>MD 4 c.</b> Uses language to indicate where things are in space: positions, directions, distances, order</p>	<p><b>VI. Mathematics and Science</b> EE. Identifying materials and properties</p> <p><b>VI. Mathematics and Science</b> CC. Identifying position and direction</p>
<p><b>MD 5. Children will learn how to use a variety of non-standard and standard means of measurement</b></p> <p><b>MD 5 a.</b> Associates and describes the passage of time with actual events</p> <p><b>MD 5 b.</b> Uses mathematical language to describe experiences involving measurement</p> <p><b>MD 5 c.</b> Measures the passage of time using non-standard or standard measurements</p> <p><b>MD 5 d.</b> Measures the length of objects using non-standard or standard measures</p> <p><b>MD 5 e.</b> Measures the volume (capacity) of objects using non-standard or standard measures</p>	<p><b>VI. Mathematics and Science</b> DD. Identifying sequence, change, and causality</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties</p>

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<p><b>MD 5 f.</b> Measures and compares the weight of objects using non-standard or standard measures</p> <p><b>MD 5 g.</b> Orders two or more objects by size (seriation)</p>	<p><b>VI. Mathematics and Science</b> AA. Comparing properties</p> <p><b>VI. Mathematics and Science</b> Z. Identifying patterns</p>
<p><b>Scientific Development</b></p>	
<p><b>SD 1. Children will use processes of science to actively explore and increase understanding of the environment</b></p> <p><b>SD 1 c.</b> Uses language to describe observation</p>	<p><b>VI. Mathematics and Science</b> AA. Comparing properties EE. Identifying materials and properties</p>
<p><b>SD 2. Children will acquire scientific knowledge related to life science</b></p> <p><b>SD 2 b.</b> Recognizes there are basic requirements for all common life forms</p> <p><b>SD 2 c.</b> Observes, explores, and describes a variety of living and non-living objects</p>	<p><b>VI. Mathematics and Science</b> FF. Identifying natural and living things</p> <p><b>VI. Mathematics and Science</b> FF. Identifying natural and living things</p>
<p><b>SD 3. Children will acquire scientific knowledge related to physical science</b></p> <p><b>SD 3 b.</b> Describes objects by their physical properties</p>	<p><b>VI. Mathematics and Science</b> EE. Identifying materials and properties</p>
<p><b>SD 4. Children will acquire scientific knowledge related to earth science</b></p> <p><b>SD 4 a.</b> Investigates, compares, and contrasts seasonal changes in the immediate environment</p>	<p><b>VI. Mathematics and Science</b> FF. Identifying natural and living things</p>
<p><b>Social Studies Development</b></p>	
<p><b>SS 3. Children will express beginning geographic thinking</b></p> <p><b>SS 3 c.</b> Uses and responds to words to indicate directionality, position, and size</p>	<p><b>VI. Mathematics and Science</b> CC. Identifying position and direction</p>
<p><b>Creative Development</b></p>	
<p><b>CD 1. Children will explore and use a variety of materials to develop artistic expression</b></p>	

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<p><b>CD 1 a.</b> Experiments with a variety of materials and activities for sensory experience and exploration</p> <p><b>CD 1 b.</b> Uses materials to create original work and for self-expression</p> <p><b>CD 1 c.</b> Shares details about personal creations (paintings, drawings, 3-D sculptures, block structures)</p>	<p><b>III. Creative Representation</b></p> <p>I. Making and building models J. Drawing and painting pictures</p> <p><b>III. Creative Representation</b></p> <p>I. Making and building models J. Drawing and painting pictures</p> <p><b>III. Creative Representation</b></p> <p>I. Making and building models J. Drawing and painting pictures</p>
<p><b>CD 2. Children will participate in music and movement activities</b></p> <p><b>CD 2 b.</b> Participates in group signing or other musical activities</p> <p><b>CD 2 c.</b> Participates in creative movement and dance</p>	<p><b>IV. Movement and Music</b></p> <p>O. Moving to music P. Singing</p> <p><b>IV. Movement and Music</b></p> <p>N. Feeling and expressing steady beat O. Moving to music</p>
<p><b>CD 3. Children will use drama to express individuality</b></p> <p><b>CD 3 a.</b> Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences</p> <p><b>CD 3 c.</b> Participates in activities using symbolic materials and gestures to represent real objects and situations</p>	<p><b>III. Creative Representation</b></p> <p>K. Pretending</p> <p><b>III. Creative Representation</b></p> <p>K. Pretending</p>
<p><b>Social &amp; Emotional Development</b></p> <p><b>SE 1. Children will develop confidence and positive self-awareness</b></p> <p><b>SE 1 d.</b> Develops personal preferences</p>	<p><b>I. Initiative</b></p> <p>A. Making choices and plans</p>
<p><b>SE 2. Children will develop curiosity, initiative, self-direction and persistence</b></p> <p><b>SE 2 a.</b> Shows interest in learning new concepts and trying new experiences</p> <p><b>SE 2 b.</b> Initiates interaction with others</p>	<p><b>I. Initiative</b></p> <p>C. Initiating play</p> <p><b>I. Initiative</b></p> <p>C. Initiating play</p> <p><b>II. Social Relations</b></p> <p>E. Relating to adults F. Relating to other children</p>

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<p><b>SE 3. Children will increase the capacity for self-control</b></p> <p><b>SE 3 e.</b> Expresses feelings through appropriate gestures, actions and language</p>	<p><b>II. Social Relations</b></p> <p>H. Understanding and expressing feelings</p>
<p><b>SE 4. Children will develop interpersonal and social skills for relating with other members of the learning community</b></p> <p><b>SE 4 a.</b> Interacts appropriately with peers and familiar adults</p> <p><b>SE 4 b.</b> Begins to recognize the needs and rights of others</p> <p><b>SE 4 c.</b> Shows empathy and understanding to others</p> <p><b>SE 4 e.</b> Participates in resolving conflicts and disagreements with others</p>	<p><b>II. Social Relations</b></p> <p>E. Relating to adults F. Relating to other children</p> <p><b>II. Social Relations</b></p> <p>G. Resolving interpersonal conflict H. Understanding and expressing feelings</p> <p><b>II. Social Relations</b></p> <p>H. Understanding and expressing feelings</p> <p><b>II. Social Relations</b></p> <p>G. Resolving interpersonal conflict</p>
<p><b>Health &amp; Physical Development</b></p> <p><b>HPD 1. Children will participate in a variety of gross-motor activities to develop control, balance, strength and coordination</b></p> <p><b>HPD 1 a.</b> Develops coordination and balance</p> <p><b>HPD 1 b.</b> Coordinates movements to perform tasks</p> <p><b>HPD 1 c.</b> Participates in a variety of indoor and outdoor activities that increase strength, endurance, and flexibility</p>	<p><b>IV. Movement and Music</b></p> <p>L. Moving in various ways M. Moving with objects</p> <p><b>IV. Movement and Music</b></p> <p>L. Moving in various ways M. Moving with objects</p> <p><b>IV. Movement and Music</b></p> <p>L. Moving in various ways M. Moving with objects</p>
<p><b>HPD 2. Children will participate in activities that foster fine motor development</b></p> <p><b>HPD 2 a.</b> Performs fine-motor tasks that require small-muscle strength and control</p>	<p><b>III. Creative Representation</b></p> <p>I. Making and building models J. Drawing and painting pictures</p>

**HPD 3. Children understand healthy and safe living practices**

**HPD 3 a.** Participates in activities related to health and personal care routine

***I. Initiative***

D. Taking care of personal needs

## 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*