

## **Alignment of the Hawaii Preschool Content Standards With HighScope's Preschool Key Developmental Indicators**

The following chart shows how items from the **Hawaii Preschool Content Standards** (December 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.

## Hawaii Preschool Content Standards

## Key Developmental Indicators

<b>Domain I: Physical Development, Health and Safety</b>	
<p><b>Standard 1:</b> Develop health awareness and skills.</p>	<p><b>C. Physical Development and Health</b>  <b>19. Personal care:</b> Children carry out personal care routines on their own.  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>
<p><b>Standard 2:</b> Learn and follow basic safety rules.</p>	<p><b>C. Physical Development and Health</b>  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>
<p><b>Standard 3:</b> Acquire basic self help skills.</p>	<p><b>C. Physical Development and Health</b>  <b>19. Personal care:</b> Children carry out personal care routines on their own.</p>
<p><b>Standard 4:</b> Increase sensory awareness.</p>	<p><b>C. Physical Development and Health</b>  <b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.  <b>F. Creative Arts</b>  <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>
<p><b>Standard 5:</b> Develop strength and coordination of small muscles.</p>	<p><b>C. Physical Development and Health</b>  <b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>
<p><b>Standard 6:</b> Develop strength and coordination of large muscles.</p>	<p><b>C. Physical Development and Health</b>  <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p>

<b>Domain II: Personal and Social Development</b>	
<p><b>Standard 1:</b> Understand and express feelings appropriately.</p>	<p><b>B. Social and Emotional Development</b>  <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p>
<p><b>Standard 2:</b> Develop positive and realistic self-concept.</p>	<p><b>B. Social and Emotional Development</b>  <b>7. Self-identity:</b> Children have a positive self-identity.</p>
<p><b>Standard 3:</b> Develop social skills and positive peer and adult relationships.</p>	<p><b>B. Social and Emotional Development</b>  <b>12. Building relationships:</b> Children build relationships with other children and adults.  <b>15. Conflict resolution:</b> Children resolve social conflicts.</p>

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<p><b>Standard 4:</b> Develop a positive and open approach to learning.</p>	<p><b>A. Approaches to Learning</b></p> <p><b>1. Initiative:</b> Children demonstrate initiative as they explore their world.</p> <p><b>2. Planning:</b> Children make plans and follow through on their intentions.</p> <p><b>3. Engagement:</b> Children focus on activities that interest them.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>11. Community:</b> Children participate in the community of the classroom.</p>
<p><b>Standard 5:</b> Acquire behaviors and skills expected in school.</p>	<p><b>B. Social and Emotional Development</b></p> <p><b>11. Community:</b> Children participate in the community of the classroom.</p>

<p><b>Domain III: Communication, Language Development and Literacy</b></p>	
<p><b>Communication: Speaking and Listening</b></p> <p><b>Standard 1:</b> Use language in a variety of ways.</p>	<p><b>D. Language, Literacy, and Communication</b></p> <p><b>22. Speaking:</b> Children express themselves using language.</p>
<p><b>Standard 2:</b> Listen with comprehension to a variety of spoken forms of language.</p>	<p><b>D. Language, Literacy, and Communication</b></p> <p><b>21. Comprehension:</b> Children understand language.</p>

<p><b>Language Acquisition</b></p> <p><b>Standard 3:</b> Acquire increasingly rich vocabulary and sentence structure.</p>	<p><b>D. Language, Literacy, and Communication</b></p> <p><b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p>
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<p><b>Emergent Reading and Writing</b></p> <p><b>Standard 4:</b> Recognize and use symbols.</p>	<p><b>D. Language, Literacy, and Communication</b></p> <p><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>
<p><b>Standard 5:</b> Enjoy and understand books.</p>	<p><b>D. Language, Literacy, and Communication</b></p> <p><b>26. Reading:</b> Children read for pleasure and information.</p>
<p><b>Standard 6:</b> Show interest in writing.</p>	<p><b>D. Language, Literacy, and Communication</b></p> <p><b>29. Writing:</b> Children write for many different purposes.</p>
<p><b>Standard 7:</b> Acquire concepts of print.</p>	<p><b>D. Language, Literacy, and Communication</b></p> <p><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>

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<p><b>Standard 8:</b> Acquire emergent literacy skills while exploring print in books and the environment.</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>24. Phonological Awareness:</b> Children identify distinct sounds in spoken language.  <b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.  <b>26. Reading:</b> Children read for pleasure and information.  <b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>
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<p><b>Domain IV: Cognitive Development</b></p>	
<p><b>Symbolic Play</b>  <b>Standard 1:</b> Represent fantasy and real-life experiences through pretend play.   <b>Standard 2:</b> Engage in sustained symbolic play with other children.</p>	<p><b>F. Creative Arts</b>  <b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.   <b>B. Social and Emotional Development</b>  <b>13. Cooperative play:</b> Children engage in cooperative play.  <b>F. Creative Arts</b>  <b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p>

<p><b>Mathematics</b>  <b>Standard 1:</b> Learn about numbers, numerical representation, and simple numerical operations.   <b>Standard 2:</b> Recognize and create patterns and become aware of relationships.   <b>Standard 3:</b> Develop concepts of shape and space.   <b>Standard 4:</b> Develop and use measurement concepts.</p>	<p><b>E. Mathematics</b>  <b>31. Number words and symbols:</b> Children recognize and use number words and symbols.  <b>32. Counting:</b> Children count things.   <b>E. Mathematics</b>  <b>38. Patterns:</b> Children identify, describe, copy, complete, and create patterns.   <b>E. Mathematics</b>  <b>34. Shapes:</b> Children identify, name, and describe shapes.  <b>35. Spatial awareness:</b> Children recognize spatial relationships among people and objects.   <b>E. Mathematics</b>  <b>36. Measuring:</b> Children measure to describe, compare, and order things.  <b>37. Unit:</b> Children understand and use the concept of unit.</p>
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**Key Developmental Indicators**

<p><b>Standard 3:</b> Become aware of how things, people and places change over time (history).</p> <p><b>Standard 4:</b> Explore how people depend upon one another for the things (goods) and help (services) they need (economics).</p> <p><b>Standard 5:</b> Understand what people need to do to work and live together in groups (sociology, political science).</p> <p><b>Standard 6:</b> Develop geographic awareness (geography).</p> <p><b>Standard 7:</b> Develop awareness of the natural environment and how it can be protected (ecology).</p>	<p><b>H. Social Studies</b>  <b>57. History:</b> Children understand past, present, and future.</p> <p><b>H. Social Studies</b>  <b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p> <p><b>H. Social Studies</b>  <b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p> <p><b>H. Social Studies</b>  <b>56. Geography:</b> Children recognize and interpret features and locations in their environment.</p> <p><b>H. Social Studies</b>  <b>58. Ecology:</b> Children understand the importance of taking care of their environment.</p>
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<b>Domain V: Creative Development</b>	
<p><b>Art</b></p> <p><b>Standard 1:</b> Create and express themselves through a variety of art experiences.</p> <p><b>Standard 2:</b> Begin to learn about art elements and techniques.</p>	<p><b>F. Creative Arts</b>  <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>F. Creative Arts</b>  <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>

<p><b>Music</b></p> <p><b>Standard 1:</b> Create and express themselves through a variety of music experiences.</p> <p><b>Standard 2:</b> Begin to learn about music elements and techniques.</p>	<p><b>F. Creative Arts</b>  <b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p> <p><b>F. Creative Arts</b>  <b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p>
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<p><b>Creative Movement and Drama</b></p> <p><b>Standard 1:</b> Create and express themselves through a variety of creative movement and drama experiences.</p>          <p><b>Standard 2:</b> Begin to learn about movement elements and techniques.</p>	<p><b>F. Creative Arts</b></p> <p><b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p> <p><b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p><b>F. Creative Arts</b></p> <p><b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p>
<p><b>Aesthetic Appreciation</b></p> <p><b>Standard 1:</b> Develop appreciation for natural and cultural beauty and the visual and performing arts.</p>	<p><b>F. Creative Arts</b></p> <p><b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>