

Alignment of the Indiana Foundations for Young Children With HighScope's Preschool Child Observation Record (COR), 2nd edition

The following chart shows how items from the **Indiana Foundations for Young Children** (revised August 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.

Indiana Foundations

Preschool COR

<i>English/Language Arts</i>	
<p>F.1 — Reading: Word Recognition, Fluency, and Vocabulary Development</p> <p>Concepts About Print</p> <p>F.1.1 Pretend to read a book.</p> <p>F.1.4 Hold book right side up, looking at pages and pictures.</p> <p>F.1.5 Turn pages from front to back.</p> <p>F.1.6 Identify five common signs or symbols.</p> <p>F.1.8 Follow printed words as a story is read or caption as a video is played.</p> <p>F.1.9 Distinguish print from pictures.</p> <p>F.1.10 Tell a story while holding a book.</p> <p>F.1.11 Read own writing (e.g., gives meaning to own writing by “reading what it says”).</p> <p>F.1.12 Name 13 uppercase letters.</p> <p>F.1.13 Point to and name six letters.</p>	<p>V. Language and Literacy U. Demonstrate knowledge about books</p> <p>V. Language and Literacy U. Demonstrate knowledge about books</p> <p>V. Language and Literacy U. Demonstrate knowledge about books</p> <p>V. Language and Literacy W. Reading</p> <p>V. Language and Literacy U. Demonstrate knowledge about books</p> <p>V. Language and Literacy U. Demonstrate knowledge about books</p> <p>V. Language and Literacy U. Demonstrate knowledge about books</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy V. Using letter names and sounds</p>
<p>Phonological Awareness</p> <p>F.1.15 Match the sound that begins own name with the sound that begins another word or name.</p> <p>F.1.17 Generate sounds from letters.</p> <p>F.1.19 Imitate simple rhymes.</p> <p>F.1.20 Sing the alphabet song.</p> <p>F.1.21 Recite/sing one rhyme or song.</p>	<p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy T. Showing awareness of sounds in words</p>

Indiana Foundations

Preschool COR

<p>Decoding and Word Recognition</p> <p>F.1.24 Recognize own name in isolated print.</p> <p>F.1.25 Match the sound that begins own name with the sound that begins another word or name.</p> <p>F.1.30 Identify five common signs or symbols.</p> <p>F.1.31 Point to words in a book while telling a story.</p>	<p>V. <i>Language and Literacy</i> T. Showing awareness of sounds in words</p> <p>V. <i>Language and Literacy</i> T. Showing awareness of sounds in words</p> <p>V. <i>Language and Literacy</i> W. Reading</p> <p>V. <i>Language and Literacy</i> U. Demonstrating knowledge about books</p>
<p>Vocabulary and Concept Development</p> <p>F.1.38 Ask adult to read printed information.</p> <p>F.1.41 Tells simple story from pictures and books.</p> <p>F.1.42 Pretend to do something or be someone.</p> <p>F.1.43 Use new vocabulary learned from experiences.</p>	<p>V. <i>Language and Literacy</i> U. Demonstrating knowledge about books</p> <p>V. <i>Language and Literacy</i> U. Demonstrating knowledge about books</p> <p>III. <i>Creative Representation</i> K. Pretending</p> <p>V. <i>Language and Literacy</i> R. Using vocabulary</p>
<p>F.2 — Reading: Reading Comprehension</p> <p>Structural Features of Informational and Technical Materials</p> <p>F.2.3 Tell simple stories from pictures and books.</p>	<p>V. <i>Language and Literacy</i> U. Demonstrating knowledge about books</p>
<p>F.3 — Reading: Literary Response and Analysis</p> <p>Emergent Literacy with Appropriate Books and Stories</p> <p>F.3.4 Ask adult to read printed information.</p> <p>F.3.9 Hold a book right side up, looking at pages and pictures.</p> <p>F.3.10 Turn pages from front to back.</p> <p>F.3.11 Follow reader's finger as a story is read.</p> <p>F.3.12 Tell a story while holding a book.</p>	<p>V. <i>Language and Literacy</i> U. Demonstrating knowledge about books</p> <p>V. <i>Language and Literacy</i> U. Demonstrating knowledge about books</p> <p>V. <i>Language and Literacy</i> U. Demonstrating knowledge about books</p> <p>V. <i>Language and Literacy</i> U. Demonstrating knowledge about books</p> <p>V. <i>Language and Literacy</i> U. Demonstrating knowledge about books</p>

Indiana Foundations

Preschool COR

<p>F.3.16 Act out familiar, scripted events and routines.</p> <p>F.3.19 Recognize print in media other than a book.</p>	<p>III. Creative Representation K. Pretending</p> <p>V. Language and Literacy W. Reading</p>
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<p>F.4 – Writing: Writing Process Organization and Focus</p> <p>F.4.1 Draw pictures and scribble to generate and express ideas.</p> <p>F.4.3 Associate writing with words.</p> <p>F.4.8 Write using pictures, letters, and words.</p> <p>F.4.10 Use known letters or approximations of letters to represent written language.</p> <p>F.4.11 Read own writing (e.g., give meaning to own writing by “reading what it says”).</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>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>F.5 – Writing: Writing Application Different Types of Writing and Their Characteristics</p> <p>F.5.1 Associate writing with words.</p> <p>F.5.2 Add writing to a picture story.</p> <p>F.5.3 Use writing to label drawings.</p> <p>F.5.4 Draw name or a message on a card or picture.</p> <p>F.5.6 Scribble a message on a card or picture.</p> <p>F.5.7 Use writing or symbols to share an idea with someone.</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> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p> <p>III. Creative Representation J. Drawing and painting pictures</p> <p>V. Language and Literacy X. Writing</p>
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Indiana Foundations

Preschool COR

<p>F.5.8 Write more than one word correctly.</p> <p>F.5.10 Follow printed words as a story is read or caption as a video is played.</p>	<p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p>
<p>F.6 — Writing: Writing Conventions Handwriting and Spelling</p> <p>F.6.2 Combine strokes and shapes to represent letters.</p> <p>F.6.6 Write letters in strings.</p> <p>F.6.9 Write more than one word correctly.</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>
<p>F.7 — Listening and Speaking: Listening and Speaking Skills, Strategies, and Applications Comprehension</p> <p>F.7.8 Identify attributes of objects.</p> <p>F.7.10 Use new vocabulary learned from experiences.</p> <p>F.7.13 Use trial and error to solve a simple problem.</p> <p>F.7.14 Generalize a solution to a new situation.</p>	<p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>V. Language and Literacy R. Using vocabulary</p> <p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p>
<p>Oral Communication</p> <p>F.7.19 Imitate simple rhymes.</p> <p>F.7.21 Engage in reciprocal conversations for two to three exchanges.</p> <p>F.7.22 Use language instead of physical force to resolve conflicts, with assistance.</p> <p>F.7.23 Imitate four to five word sentences.</p>	<p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>V. Language and Literacy S. Using complex patterns of speech</p>
<p>Speaking Applications</p> <p>F.7.32 Use new vocabulary learned from experiences.</p>	<p>V. Language and Literacy R. Using vocabulary</p>

Indiana Foundations

Preschool COR

<p>F.7.36 Tell simple stories from picture books.</p>	<p>V. Language and Literacy U. Demonstrating knowledge about books</p>
<p>F.7.38 Sing the alphabet song.</p>	<p>IV. Movement and Music P. Singing</p>
<p>F.7.41 Tell three events in chronological order.</p>	<p>V. Language and Literacy V. Using letter names and sounds</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p>

<p>Mathematics</p>	
<p>F.1 — Number Sense</p>	
<p>Number Relationships</p>	
<p>F.1.2 Count a number of objects up to three.</p>	<p>VI. Mathematics and Science BB. Counting</p>
<p>F.1.3 Count each object only once.</p>	<p>VI. Mathematics and Science BB. Counting</p>
<p>F.1.4 Imitate counting behavior using the names of large numbers.</p>	<p>VI. Mathematics and Science BB. Counting</p>
<p>F.1.6 Use whole numbers up to five to describe objects and experiences.</p>	<p>VI. Mathematics and Science BB. Counting</p>
<p>F.1.8 Rote count to five.</p>	<p>VI. Mathematics and Science BB. Counting</p>
<p>F.1.16 Rote count to ten.</p>	<p>VI. Mathematics and Science BB. Counting</p>
<p>F.1.18 Apply one-to-one correspondence with objects and people.</p>	<p>VI. Mathematics and Science BB. Counting</p>

<p>F.3 — Algebra and Functions</p>	
<p>Finding Patterns and Relationships</p>	
<p>F.3.1 Follow along and imitate patterns of sounds and movement.</p>	<p>IV. Movement and Music O. Moving to music</p>
<p>F.3.2 Reproduce patterns of sounds and movement.</p>	<p>IV. Movement and Music O. Moving to music</p>
<p>F.3.3 Reproduce simple AB patterns of concrete objects.</p>	<p>VI. Mathematics and Science Z. Identifying patterns</p>
<p>F.3.5 Predict what comes next when shown a simple AB pattern of concrete objects.</p>	<p>VI. Mathematics and Science Z. Identifying patterns</p>

Indiana Foundations

Preschool COR

<p>F.3.6 Identify attributes of objects.</p> <p>F.3.9 Sort a group of objects by more than one way.</p> <p>F.3.12 Apply one-to-one correspondence with objects and people.</p>	<p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>VI. Mathematics and Science Y. Sorting objects</p> <p>VI. Mathematics and Science BB. Counting</p>
<p>F.4 — Geometry Recognizing Common Geometric Shapes Using Directional Words</p> <p>F.4.6 Sort by one attribute (e.g., size, shape, color).</p> <p>F.4.7 Sort a group of objects by more than one way.</p> <p>F.4.8 Use “in” and “out” to indicate where things are in space.</p> <p>F.4.9 Use “on” and “off” to indicate where things are in space.</p> <p>F.4.11 Follow instructions to place an object “here” or “there.”</p> <p>F.4.12 Follow instructions to place an object “beside” or “next to” something.</p> <p>F.4.13 Follow instructions to place an object “between” two things.</p> <p>F.4.18 Identify attributes of objects.</p> <p>F.4.19 Put objects into groups by attributes.</p>	<p>VI. Mathematics and Science Y. Sorting objects</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 CC. Identifying position and direction</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>VI. Mathematics and Science Y. Sorting objects</p>
<p>F.5 — Measurement Time and Measurement Relationships</p> <p>F.5.2 Follow steps in a simple routine.</p> <p>F.5.3 Order three objects by size.</p> <p>F.5.4 Use any descriptive word or gesture to express amount or size.</p>	<p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science AA. Comparing properties</p>

Indiana Foundations

Preschool COR

<p>F.5.6 Use common measuring tools in correct context.</p> <p>F.5.7 Communicate the size of things relative to self (e.g., compared to size of finger, arms length).</p> <p>F.5.8 Identify when something is hot and cold.</p> <p>F.5.10 Sort objects into long and short.</p> <p>F.5.11 Identify similarities and differences in objects.</p> <p>F.5.16 Tell what comes before and after.</p> <p>F.5.17 Tell what activity comes first and what follows in sequence.</p> <p>F.5.18 Tells three events in chronological order.</p> <p>F.5.20 Choose an object based on function.</p> <p>F.5.21 Choose between two activities.</p>	<p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science Y. Sorting objects</p> <p>VI. Mathematics and Science Y. Sorting objects</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>I. Initiative A. Making choices and plans</p>
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<p>F.6 — Problem Solving Ability to Reason, Predict, and Problem Solve Through Exploration</p> <p>F.6.1 Identify attributes of objects.</p> <p>F.6.7 Create a collection equal to objects in a collection already constructed.</p> <p>F.6.8 Identify similarities and differences in objects.</p> <p>F.6.14 Use a secondary strategy when the first one fails.</p> <p>F.6.15 Use trial and error to solve problems.</p> <p>F.6.17 Identify parts of an object.</p>	<p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>VI. Mathematics and Science Y. Sorting objects</p> <p>VI. Mathematics and Science Y. Sorting objects AA. Comparing properties</p> <p>I. Initiative B. Solving problems with materials</p> <p>I. Initiative B. Solving problems with materials</p> <p>VI. Mathematics and Science EE. Identifying materials and properties</p>
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Indiana Foundations

Preschool COR

F.6.18 Imitate the use of an adult tool in play.	I. Initiative D. Taking care of personal needs
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Science	
F.1 — The Nature of Science and Technology	
Scientific Inquiry and Process	
F.1.2 Interact with and explore a variety of objects, books, and materials.	I. Initiative C. Initiating play V. Language and Literacy U. Demonstrating knowledge about books
F.1.3 Observe and describe properties of objects.	VI. Mathematics and Science EE. Identifying materials and properties

F.2 — Scientific Thinking	
Computation and Estimation	
F.2.1 Participate in activities related to number sequencing and counting.	VI. Mathematics and Science BB. Counting
F.2.2 Manipulate a variety of objects and tell about what is observed (e.g., more than, less than, equal to/same).	VI. Mathematics and Science BB. Counting
F.2.3 Classify objects by different attributes (characteristics).	VI. Mathematics and Science Y. Sorting objects
F.2.6 Use familiar materials to measure things (e.g., popsicle sticks, unifix cubes, paper clips, crayons, hand).	VI. Mathematics and Science AA. Comparing properties

Shapes and Symbolic Relationships	
F.2.9 Identify, copy, extend, and create patterns with objects and in drawings.	VI. Mathematics and Science Z. Identifying patterns

F.3 — Environments	
The Living Environment	
F.3.9 Observe and explore a variety of live plants and animals.	VI. Mathematics and Science FF. Identifying natural and living things
F.3.10 Take care of familiar plants and animals.	VI. Mathematics and Science FF. Identifying natural and living things
F.3.11 Identify plants and animals as living things.	VI. Mathematics and Science FF. Identifying natural and living things
F.3.12 Identify non-living things.	VI. Mathematics and Science FF. Identifying natural and living things

Indiana Foundations

Preschool COR

<p>F.3.13 Sort things by attribute or characteristic.</p> <p>F.3.12 Talk about different types of plants and animals that inhabit the earth.</p>	<p>VI. Mathematics and Science Y. Sorting objects</p> <p>VI. Mathematics and Science FF. Identifying natural and living things</p>
<p>F.4 — Communication Sharing Observations and Discoveries</p> <p>F.4.2 Identify attributes or characteristics for comparison (e.g., color, size, gender, shape).</p> <p>F.4.3 Classify objects by an attribute (characteristic) and share their thinking with another.</p>	<p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science Y. Sorting objects</p>
<p>Social Studies</p> <p>F.1 — History Chronological Thinking and Historical Knowledge</p> <p>F.1.1 Sequence recurring events (e.g., “After I eat lunch, I take a rest.”).</p> <p>F.1.6 Show anticipation for regularly scheduled events.</p> <p>F.1.11 Gauge time using their own vocabulary (e.g., number of ‘sleeps’ instead of days).</p>	<p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p>
<p>F.2 — Civics and Government Foundations and Functions of Government and Its Citizens</p> <p>F.2.3 Complete basic responsibilities related to daily needs.</p> <p>F.2.7 Participate in games and follow the rules.</p> <p>F.2.15 Show greater ability to control intense feelings (e.g., anger, frustration).</p> <p>F.2.18 Make choices after considering alternatives.</p>	<p>I. Initiative D. Taking care of personal needs</p> <p>I. Initiative C. Initiating play</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>I. Initiative A. Making choices and plans</p>
<p>F.3 — Geography Location (Spatial Awareness)</p> <p>F.3.3 Move in directions on command (e.g., forward, backward, sideways).</p>	<p>VI. Mathematics and Science CC. Identifying position and direction</p>

Indiana Foundations

Preschool COR

<p>F.3.7 Pretend blocks represent buildings and make signs for the roads and buildings.</p> <p>F.3.8 Use a simple map (e.g., diagram of the house, street on which the child lives).</p> <p>F.3.9 Make roads for toy trucks and cars.</p>	<p>III. Creative Representation I. Making and building models</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>III. Creative Representation I. Making and building models</p>
<p>Places and Regions</p> <p>F.3.12 Identify various natural features.</p> <p>F.3.17 Create representations of the surrounding neighborhood and community (e.g., blocks, drawings).</p>	<p>VI. Mathematics and Science FF. Identifying natural and living things</p> <p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p>
<p>Physical Systems</p> <p>F.3.22 Identify seasons by temperature or other characteristics (e.g., snow, leaves changing).</p>	<p>VI. Mathematics and Science FF. Identifying natural and living things</p>
<p>Human Systems</p> <p>F.3.28 Pretend to take care of a doll by feeding and other activities.</p> <p>F.3.29 Play the role of different family members through dramatic play.</p> <p>F.3.31 Draw pictures of their family.</p>	<p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation J. Drawing and painting pictures</p>
<p>F.4 — Economics</p> <p>Economics</p> <p>F.4.1 Play store or restaurant with play or real money, receipts, credit cards, telephones.</p> <p>F.4.2 Role play different types of occupations.</p>	<p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation K. Pretending</p>
<p>Physical Education and Health</p> <p>F.2 — Application of Movement Concepts and Principles to the learning and development of Motor Skills</p> <p>Identifying Movement Concepts and Applying to Motor Skills</p>	

Indiana Foundations

Preschool COR

<p>F.2.1 Identify and use a variety of spatial relationships with objects (e.g., the child will move self and/or an object over, under, beside, and through as directed by an adult).</p> <p>F.2.4 Integrate a variety of educational concepts in games and rhythmic/fitness activities (e.g., child moves like a lion and roars as he/she moves).</p> <p>F.2.5 Identify and solve problems through active explorations.</p>	<p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>III. Creative Representation K. Pretending</p> <p>I. Initiative B. Solving problems with materials</p>
<p>F.3 — Enjoyment of Motor and Sensory Experiences Exhibiting Self-Confidence</p> <p>F.3.4 Participate in a variety of gross/fine motor and sensory activities.</p> <p>F.3.5 Attempt novel gross/fine motor and sensory activities (e.g., running, hopping, jumping, marching, throwing, catching, swinging).</p>	<p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p> <p>IV. Movement and Music L. Moving in various ways M. Moving with objects</p> <p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p> <p>IV. Movement and Music L. Moving in various ways M. Moving with objects</p>
<p>F.4 — Responsible Personal Health and Safety Practices Developing an Awareness of and Respect for a Healthy Lifestyle</p> <p>F.4.1 Participate actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</p> <p>F.4.2 Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</p>	<p>IV. Movement and Music L. Moving in various ways M. Moving with objects</p> <p>I. Initiative D. Taking care of personal needs</p>
<p>F.5 — Respect for Differences Using Positive Interpersonal Skills</p> <p>F.5.6 Resolve conflicts in socially accepted ways during physical activities.</p>	<p>II. Social Relations G. Resolving interpersonal conflict</p>

Indiana Foundations

Preschool COR

<p>Music</p> <p>F.1 — Music Appreciation Children Show Enjoyment of Music Through Facial Expressions, Vocalizations, and Various Movements</p> <p>F.1.3 Sing along to familiar songs.</p> <p>F.1.6 Dance/sway/tap toes/jump/hop to music alone or with others.</p>	<p>IV. Movement and Music P. Singing</p> <p>IV. Movement and Music O. Moving to music</p>
<p>F.2 — Participation/Exploration/Production Children Produce Vocal/Instrumental Music and Rhythmic Movements Spontaneously and In Imitation</p> <p>F.2.1 Hum or sing familiar/original lullaby while rocking a doll.</p> <p>F.2.2 Produce rhythmic patterns to familiar songs (e.g., <i>Jingle Bells</i>).</p> <p>F.2.3 Create own alternate pattern/action for a finger play to a familiar song.</p> <p>F.2.6 Sing songs from favorite movies or television shows from memory.</p> <p>F.2.7 Follow repetitive patterns of movements.</p>	<p>IV. Movement and Music P. Singing</p> <p>IV. Movement and Music N. Feeling and expressing steady beat</p> <p>IV. Movement and Music N. Feeling and expressing steady beat</p> <p>IV. Movement and Music P. Singing</p> <p>IV. Movement and Music N. Feeling and expressing steady beat</p>
<p>F.3 — Analysis Children Begin to Differentiate Variations in Tempo, Dynamics, and Types of Sounds Made by Different Classes of Instruments (Percussion, Wind, and String)</p> <p>F.3.1 Play classroom instruments.</p> <p>F.3.2 Moderate movements to tempo (fast/slow) and dynamics (loud/soft) of music heard.</p> <p>F.3.4 Choose real or improvised instruments to play along with instrument heard.</p>	<p>IV. Movement and Music O. Moving to music</p> <p>IV. Movement and Music N. Feeling and expressing steady beat</p> <p>IV. Movement and Music O. Moving to music</p>

Indiana Foundations

Preschool COR

<i>Visual Arts</i>	
<p>F.2 — Creating Art: Process and Product Expresses Personal Interests, Ideas, and Feelings Through Art</p> <p>F.2.1 Participate freely in dramatic play activities that become more extended and complex.</p> <p>F.2.2 Express self in dramatic play through story telling, puppetry, and other language development activities.</p> <p>F.2.8 Engage in cooperative pretend play with another child.</p>	<p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation K. Pretending</p>
<p>Uses Symbols, Elements Such As Shape, Line, Color, and Texture and Principles Such As Repetition In Art Experiences</p> <p>F.2.10 Use objects as symbols for other things (e.g., a scarf to represent bird wings or a box to represent a car).</p> <p>F.2.11 Pretend through role-playing.</p> <p>F.2.12 Progress in ability to create drawings, models, and other art creations that are more detailed, creative, or realistic.</p>	<p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p>
<p>Uses Different Art Media and Materials In a Variety Of Ways For Creative Expression, Exploration, and Sensory Experience</p> <p>F.2.16 Demonstrate increasing skill in using different art materials (e.g., paper, paint, clay, scraps, buttons).</p> <p>F.2.19 Use a variety of materials (e.g., crayons, paint, clay, markers) to create original work.</p>	<p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p> <p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p>
<p>F.3 — Careers and Community Makes Connections Between Art and Other Curriculum Areas</p> <p>F.3.7 Make patterns on their own.</p> <p>F.3.8 Identify patterns in their environment.</p>	<p>IV. Mathematics and Science Z. Identifying patterns</p> <p>IV. Mathematics and Science Z. Identifying patterns</p>

Indiana Foundations

Preschool COR

<p>F.3.11 Sort objects by texture, size, or color.</p> <p>F.3.12 Measure ingredients for various recipes.</p>	<p><i>IV. Mathematics and Science</i> Y. Sorting objects</p> <p><i>IV. Mathematics and Science</i> AA. Comparing properties.</p>
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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