

## **Alignment of the Louisiana Standards for Programs Serving Four-Year-Old Children With HighScope's Preschool Child Observation Record (COR), 2nd edition**

The following chart shows how items from the **Louisiana Standards for Programs Serving Four-Year-Old Children** (June 2003) 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.

**Louisiana Standards**

**Preschool COR**

<p><b>Mathematical Development</b></p> <p><b>Number Concepts</b></p> <p><b>PK-CM-N1</b> Compare numbers of objects</p> <p><b>PK-CM-N2</b> Perform one-to-one correspondence</p> <p><b>PK-CM-N3</b> Count by rote</p> <p><b>PK-CM-N4</b> Begin to count objects</p>	<p><b>VI. Mathematics and Science</b> AA. Comparing properties</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> BB. Counting</p>
<p><b>Measurement</b></p> <p><b>PK-CM-M1</b> Experience, compare, and use language relating to time</p> <p><b>PK-CM-M2</b> Anticipate, remember, and describe sequences of events</p> <p><b>PK-CM-M3</b> Use mathematical language to describe experiences involving measurement</p> <p><b>PK-CM-M4</b> Measure objects in the physical world using non-standard units of measurement</p>	<p><b>VI. Mathematics and Science</b> DD. Identifying sequence, change, and causality</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>Geometry and Spatial Sense</b></p> <p><b>PK-CM-G1</b> Recognize, name, describe, compare, and create basic shapes</p> <p><b>PK-CM-G2</b> Identify shapes to describe physical world</p> <p><b>PK-CM-G3</b> Describe and interpret spatial sense: positions, directions, distances, and order</p>	<p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures</p> <p><b>VI. Mathematics and Science</b> EE. Identifying materials and properties</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>Data Collection, Organization, and Interpretation</b></p> <p><b>PK-CM-D1</b> Sort and classify material by one or more characteristics</p>	<p><b>VI. Mathematics and Science</b> Y. Sorting objects</p>
<p><b>Patterns and Relationships</b></p> <p><b>PK-CM-P1</b> Recognize patterns in the physical world</p>	<p><b>VI. Mathematics and Science</b> Z. Identifying patterns</p>

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<p><b>PK-CM-P2</b> Describe, copy, extend, create patterns and make predictions about patterns</p> <p><b>PK-CM-P3</b> Seriate objects</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>Scientific Development</b></p> <p><b>Science as Inquiry</b></p> <p><b>PK-CS-I3</b> Make observations using senses</p> <p><b>PK-CS-I6</b> Use appropriate scientific vocabulary related to topics</p>	<p><b>VI. Mathematics and Science</b> EE. Identifying material and properties</p> <p><b>V. Language and Literacy</b> R. Using vocabulary</p>
<p><b>Physical Science</b></p> <p><b>PK-CS-P2</b> Describe objects by their physical properties</p>	<p><b>VI. Mathematics and Science</b> EE. Identifying material and properties</p>
<p><b>Life Science</b></p> <p><b>PK-CS-L1</b> Explore, observe, and describe a variety of living things</p> <p><b>PK-CS-L3</b> Explore, observe, describe, and participate in a variety of activities related to preserving their environment</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>Earth and Space Science</b></p> <p><b>PK-CS-ES2</b> Discover through observation that weather can change from day to day</p>	<p><b>VI. Mathematics and Science</b> FF. Identifying natural and living things</p>
<p><b>Social Studies Development</b></p> <p><b>Geography</b></p> <p><b>PK-CSS-G1</b> Include representations of roads, bodies of water, and buildings in their play</p> <p><b>PK-CSS-G2</b> Uses words to indicate directionality, position, and size</p>	<p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures</p> <p><b>VI. Mathematics and Science</b> CC. Identifying position and direction</p>
<p><b>History</b></p> <p><b>PK-CSS-H1</b> Use words to describe time (<i>yesterday, today, tomorrow</i>)</p>	<p><b>VI. Mathematics and Science</b> DD. Identifying sequence, change, and causality</p>

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<p><b>Creative Arts Development</b></p>	<p><b>IV. Music and Movement</b> N. Feeling and expressing steady beat</p>
<p><b>Music Appreciation</b> <b>PK-MM-MA2</b> Respond to variations in music — pitch, volume, tempo, beat, rhythm, and pattern</p>	
<p><b>Music Expression</b> <b>PK-MM-ME1</b> Use music as an avenue to express thoughts, feelings, and energy</p> <p><b>PK-MM-ME2</b> Participate in group singing, finger plays, rhymes, poetry, and rhythm</p>	<p><b>IV. Music and Movement</b> N. Feeling and expressing steady beat O. Moving to music</p> <p><b>IV. Music and Movement</b> P. Singing</p> <p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words</p>
<p><b>Creative Movement</b> <b>PK-MM-CM1</b> Observe various forms of movement</p> <p><b>PK-MM-CM2</b> Communicate words or concepts through movement</p> <p><b>PK-MM-CM3</b> Show creativity using their bodies (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn)</p>	<p><b>IV. Music and Movement</b> L. Moving in various ways M. Moving with objects O. Moving to music</p> <p><b>IV. Music and Movement</b> L. Moving in various ways O. Moving to music</p> <p><b>IV. Music and Movement</b> L. Moving in various ways M. Moving with objects O. Moving to music</p>
<p><b>Visual Arts Appreciation</b> <b>PK-VA-VA2</b> Share various forms of art (sculpture, pencils, watercolors, clay, collage, pen and ink, etc.) found in their environment</p>	<p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures</p>
<p><b>Dramatic Expression</b> <b>PK-DA-DE1</b> Role play or use puppets to express feelings, dramatize stories, try out social behaviors observed in adults, re-enact real-life roles and experiences</p> <p><b>PK-DA-DE2</b> Participate in activities using symbolic materials and gestures to represent real objects and situations.</p>	<p><b>III. Creative Representation</b> K. Pretending</p> <p><b>III. Creative Representation</b> K. Pretending</p>

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<p><b><i>Health and Physical Development</i></b></p>	
<p><b>Health and Hygiene</b>  <b>PK-HP-HH2</b> Show awareness of good hygiene and personal care habits</p>	<p><b><i>I. Initiative</i></b>  D. Taking care of personal needs</p>
<p><b>Gross Motor</b>  <b>PK-HP-GM1</b> Exhibit body coordination and strength</p> <p><b>PK-HP-GM2</b> Exhibit balance and spatial awareness</p>	<p><b><i>IV. Music and Movement</i></b>  L. Moving in various ways  M. Moving with objects</p> <p><b><i>IV. Music and Movement</i></b>  L. Moving in various ways  M. Moving with objects</p>
<p><b>Fine Motor</b>  <b>PK-HP-FM1</b> Strengthen and control small muscles in hands</p> <p><b>PK-HP-FM2</b> Exhibit manual coordination</p> <p><b>PK-HP-FM3</b> Participate in eye-hand coordination activities</p>	<p><b><i>III. Creative Representation</i></b>  I. Making and building models  J. Drawing and painting pictures</p> <p><b><i>III. Creative Representation</i></b>  I. Making and building models  J. Drawing and painting pictures</p> <p><b><i>III. Creative Representation</i></b>  I. Making and building models  J. Drawing and painting pictures</p>
<p><b><i>Language and Literacy Development</i></b></p>	
<p><b>Listening</b>  <b>PK-LL-L1</b> Listen with understanding to directions and conversations</p> <p><b>PK-LL-L3</b> Hear and discriminate the sounds of language in the environment to develop beginning phonological awareness</p> <p><b>PK-LL-L4</b> Demonstrate understanding of new vocabulary introduced in conversations, activities, stories or books</p>	<p><b><i>V. Language and Literacy</i></b>  Q. Listening to and understanding speech</p> <p><b><i>V. Language and Literacy</i></b>  T. Showing awareness of sounds in words</p> <p><b><i>V. Language and Literacy</i></b>  R. Using vocabulary</p>

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<p><b>Speaking</b></p> <p><b>PK-LL-S1</b> Develop and expand expressive language skills</p> <hr/> <p><b>PK-LL-S2</b> Use new vocabulary in spontaneous speech</p>	<p><b>II. Social Relations</b></p> <p>G. Resolving interpersonal conflict</p> <p>H. Understanding and expressing feelings</p> <p><b>V. Language and Literacy</b></p> <p>Q. Listening to and understanding speech</p> <p>T. Showing awareness of sounds in words</p> <p><b>V. Language and Literacy</b></p> <p>R. Using vocabulary</p>
<p><b>Reading</b></p> <p><b>PK-LL-R1</b> Actively engage in reading experiences</p> <p><b>PK-LL-R2</b> Retell information from a story</p> <p><b>PK-LL-R3</b> Demonstrate an understanding of print concepts and beginning alphabetic knowledge</p> <p><b>PK-LL-R4</b> Use emerging reading skills to make meaning from print</p>	<p><b>V. Language and Literacy</b></p> <p>U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b></p> <p>U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b></p> <p>U. Demonstrating knowledge about books</p> <p>W. Reading</p> <p><b>V. Language and Literacy</b></p> <p>U. Demonstrating knowledge about books</p>
<p><b>Writing</b></p> <p><b>PK-LL-W1</b> Experiment with a variety of writing tools, materials, and surfaces</p> <p><b>PK-LL-W2</b> Use forms of shapes and letter-like symbols to convey ideas</p> <p><b>PK-LL-W3</b> Participate in a variety of writing activities focused on meaningful words and print in the environment</p> <p><b>PK-LL-W4</b> Demonstrate an interest in using writing for a purpose</p>	<p><b>III. Creative Representation</b></p> <p>J. Drawing and painting pictures</p> <p><b>V. Language and Literacy</b></p> <p>X. Writing</p> <p><b>V. Language and Literacy</b></p> <p>X. Writing</p> <p><b>V. Language and Literacy</b></p> <p>X. Writing</p> <p><b>V. Language and Literacy</b></p> <p>X. Writing</p>

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<b><i>Social and Emotional Development</i></b>	
<p><b>Self-Esteem</b></p> <p><b>PK-SE-SE2</b> Stand up for own rights in an appropriate manner</p> <p><b>PK-SE-SE3</b> Recognize and express own feelings and respond appropriately (all emotions, happiness, surprise, anger, etc.)</p> <p><b>PK-SE-SE4</b> Demonstrate appropriate behaviors when completing a task or solving a problem</p>	<p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p> <p><b>II. Social Relations</b> G. Resolving interpersonal conflict H. Understanding and expressing feelings</p> <p><b>I. Initiative</b> B. Solving problems with materials</p> <p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p>
<p><b>Attitude</b></p> <p><b>PK-SE-A2</b> Play well with other children</p> <p><b>PK-SE-A3</b> Respond sympathetically to peers who are in need</p> <p><b>PK-SE-A4</b> Recognize the feelings of others and respond appropriately</p>	<p><b>I. Initiative</b> C. Initiating play</p> <p><b>II. Social Relations</b> F. Relating to other children</p> <p><b>II. Social Relations</b> H. Understanding and expressing feelings</p> <p><b>II. Social Relations</b> H. Understanding and expressing feelings</p>
<p><b>Cooperation</b></p> <p><b>PK-SE-C2</b> Work or play cooperatively with other children with minimal direction</p> <p><b>PK-SE-C4</b> Use conflict resolution strategies</p>	<p><b>I. Initiative</b> C. Initiating play</p> <p><b>II. Social Relations</b> F. Relating to other children</p> <p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p>
<p><b>Pro-Social Behavior</b></p> <p><b>PK-SE-PB1</b> Show progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming self, others, or property</p>	<p><b>II. Social Relations</b> G. Resolving interpersonal conflict H. Understanding and expressing feelings</p>

## 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*