

## **Alignment of the Missouri Pre-K Standards With HighScope's Preschool Child Observation Record (COR), 2nd edition**

The following chart shows how items from the **Missouri Pre-K Standards** (January 2009) 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.

**Missouri Pre-K Standards**

**Preschool COR**

<i>Literacy Standards</i>	
<p><b>I. Symbolic Development</b></p> <p><b>1. Represents feelings and ideas in a variety of ways.</b></p> <p>a. Represents feelings and ideas through pretend play.</p> <p>b. Represents feelings and ideas through movement.</p> <p>c. Represents feelings and ideas through music.</p> <p>d. Represents feelings and ideas through art and construction.</p>	<p><b>III. Creative Representation</b> K. Pretending</p> <p><b>IV. Movement and Music</b> L. Moving in various ways</p> <p><b>IV. Movement and Music</b> N. Feeling and expressing steady beat O. Moving to music P. Singing</p> <p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures</p>
<p><b>II. Speaking/Expressive Language</b></p> <p><b>1. Uses language to communicate.</b></p> <p>a. Communicates in home language and is understood by others.</p> <p>b. Initiates and responds appropriately in conversation and discussions with adults and children.</p>	<p><b>II. Social Relations</b> H. Understanding and expressing feelings</p> <p><b>V. Language and Literacy</b> Q. Listening to and understanding speech</p> <p><b>English Language Learners (ELLs)</b> GG. Speaking and communicating [in English]</p> <p><b>V. Language and Literacy</b> Q. Listening to and understanding speech</p>
<p><b>2. Uses expanded vocabulary.</b></p> <p>a. Uses language to pretend or create.</p> <p>b. Uses complete sentences of varying length.</p>	<p><b>III. Creative Representation</b> K. Pretending</p> <p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> Q. Listening to and understanding speech S. Using complex patterns of speech</p>
<p><b>III. Listening/Receptive Language</b></p> <p><b>1. Listens for different purposes.</b></p> <p>a. Follows simple directions.</p>	<p><b>V. Language and Literacy</b> Q. Listening to and understanding speech</p>

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<p><b>b.</b> Listens responsively to books and stories.</p>	<p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p>
<p><b>c.</b> Listens to and engages in conversations with others.</p>	<p><b>V. Language and Literacy</b> Q. Listening to and understanding speech</p>
<p><b>d.</b> Responds to questions.</p>	<p><b>V. Language and Literacy</b> Q. Listening to and understanding speech</p>

<p><b>IV. Reading</b></p> <p><b>1. Applies early reading skills.</b></p> <p><b>a.</b> Shows interest in reading and books.</p>	<p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p>
<p><b>b.</b> Exhibits book-handling skills.</p>	<p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p>
<p><b>c.</b> Pretends to read easy or predictable books or tries to read along during his/her favorite part of story.</p>	<p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p>
<p><b>d.</b> Comprehends and responds to text.</p>	<p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p>
<p><b>e.</b> Develops a sense of story.</p>	<p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p>

<p><b>2. Uses concepts of print.</b></p> <p><b>a.</b> Reads environmental print and symbols.</p>	<p><b>V. Language and Literacy</b> W. Reading</p>
<p><b>b.</b> Identifies some alphabet letters.</p>	<p><b>V. Language and Literacy</b> V. Using letter names and sounds</p>
<p><b>c.</b> Recognizes that print represents spoken words.</p>	<p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books W. Reading</p>

<p><b>3. Attends to sounds in language. (Phonological Awareness)</b></p> <p><b>a.</b> Repeats rhymes, simple songs, poems and finger plays.</p>	<p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words</p>
<p><b>b.</b> Participates in word games.</p>	<p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words</p>
<p><b>c.</b> Discriminates some sounds in words</p>	<p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words</p>

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<p><b>V. Writing</b></p> <p><b>1. Uses writing as a means of expression/communication.</b></p> <p>a. Experiments with writing tools and materials.</p> <p>b. Uses scribbles, shapes, pictures and letters to write.</p> <p>c. Tells others about intended meaning of drawings and writings.</p> <p>d. Uses a variety of resources to facilitate writing.</p>	<p><b>III. Creative Representation</b> J. Drawing and painting pictures</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>III. Creative Representation</b> J. Drawing and painting pictures</p> <p><b>V. Language and Literacy</b> X. Writing</p> <p><b>III. Creative Representation</b> J. Drawing and painting pictures</p> <p><b>V. Language and Literacy</b> X. Writing</p>
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<p><b>Mathematics Standards</b></p> <p><b>I. Number and Operations</b></p> <p><b>1. Uses number to show quantity.</b></p> <p>a. Shows interest in counting and quantity.</p> <p>b. Develops increasing ability to rote count in sequence.</p> <p>c. Counts objects with understanding.</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>
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<p><b>2. Uses language to represent number of objects.</b></p> <p>a. Uses language to compare number (e.g., more/less, greater/fewer, equal to).</p> <p>b. Combines and names how many.</p> <p>c. Separates and names how many.</p>	<p><b>VI. Mathematics and Science</b> AA. Comparing properties BB. Counting</p> <p><b>VI. Mathematics and Science</b> BB. Counting</p> <p><b>VI. Mathematics and Science</b> BB. Counting</p>
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<p><b>3. Solves problems using number.</b></p> <p>a. Names how many there are in a group (up to five objects).</p>	<p><b>VI. Mathematics and Science</b> BB. Counting</p>
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<p><b>b.</b> Uses one-to-one correspondence when counting objects.</p> <p><b>c.</b> Uses one-to-one correspondence to compare the size of a group 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>4. Uses numerical representation.</b></p> <p><b>a.</b> Uses drawings to represent number.</p>	<p><b>III. Creative Representation</b> J. Drawing and painting pictures</p>
<p><b>II. Geometry and Spatial Sense</b></p> <p><b>1. Investigates positions and locations.</b></p> <p><b>a.</b> Takes objects apart and puts them together.</p> <p><b>b.</b> Uses actions and words to indicate position and location.</p> <p><b>c.</b> Uses actions and words to indicate movement and orientation.</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>VI. Mathematics and Science</b> CC. Identifying position and direction</p>
<p><b>2. Explores shapes in the environment.</b></p> <p><b>a.</b> Investigates and talks about the characteristics of shapes.</p> <p><b>d.</b> Indicates if shapes are alike or different using one or more characteristics.</p>	<p><b>VI. Mathematics and Science</b> EE. Identifying materials and properties</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties</p>
<p><b>III. Patterns and Relationships (Algebra)</b></p> <p><b>1. Recognizes relationships in the environment.</b></p> <p><b>a.</b> Matches, sorts and regroups objects according to one or more characteristic.</p> <p><b>b.</b> Orders things according to relative differences.</p>	<p><b>VI. Mathematics and Science</b> Y. Sorting objects</p> <p><b>VI. Mathematics and Science</b> Y. Sorting objects Z. Identifying patterns</p>
<p><b>2. Uses patterns in the environment.</b></p> <p><b>a.</b> Recognizes patterns.</p> <p><b>b.</b> Duplicates and extends patterns.</p> <p><b>c.</b> Creates patterns.</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>IV. Measurement</b></p> <p><b>1. Makes comparisons.</b></p> <p>a. Compares objects using measurable features.</p> <p>b. Describes measurement.</p> <p>c. Orders three or more objects according to length or size differences.</p> <p>d. Uses language associated with time in everyday situations.</p> <p>e. Anticipates, remembers and predicts a sequence of events.</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> Z. Identifying patterns</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>2. Uses measurement.</b></p> <p>a. Explores ways to measure.</p> <p>b. Measures using objects.</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>V. Exploring Data (Probability)</b></p> <p><b>1. Collects, organizes and displays information. (Charting and Graphing)</b></p> <p>b. Sorts and classifies objects into groups.</p>	<p><b>VI. Mathematics and Science</b> Y. Sorting objects</p>
<p><b>Physical Development, Health and Safety Standards</b></p> <p><b>I. Physical Development</b></p> <p><b>1. Uses gross motor skills with purpose and coordination.</b></p> <p>a. Moves from one point to another.</p> <p>b. Controls body movements.</p> <p>c. Uses large muscle movements to manipulate objects.</p>	<p><b>IV. Movement and Music</b> L. Moving in various ways</p> <p><b>IV. Movement and Music</b> L. Moving in various ways</p> <p><b>IV. Movement and Music</b> M. Moving with objects</p>

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<p><b>2. Uses fine motor skills with purpose and control.</b></p> <p>a. Performs fine motor tasks.</p> <p>b. Uses fingers and hands to accomplish fine motor tasks.</p> <p>c. Uses tools in a functional manner.</p>	<p><b>III. Creative Representation</b></p> <p>I. Making and building models</p> <p>J. Drawing and painting pictures</p> <p><b>III. Creative Representation</b></p> <p>I. Making and building models</p> <p><b>I. Initiative</b></p> <p>D. Taking care of personal needs</p> <p><b>III. Creative Representation</b></p> <p>I. Making and building models</p> <p>J. Drawing and painting pictures</p>
<p><b>3. Responds to sensory input to function in the environment.</b></p> <p>c. Exhibits spatial awareness.</p> <p>d. Exhibits temporal awareness.</p>	<p><b>VI. Mathematics and Science</b></p> <p>CC. Identifying position and direction</p> <p><b>IV. Movement and Music</b></p> <p>M. Moving with objects</p> <p>N. Feeling and expressing steady beat</p>
<p><b>II. Health</b></p> <p><b>1. Practices healthy behaviors.</b></p> <p>a. Shows independence in personal hygiene.</p> <p>b. Chooses to participate in daily physical activity.</p> <p>c. Exhibits body strength and endurance.</p>	<p><b>I. Initiative</b></p> <p>D. Taking care of personal needs</p> <p><b>IV. Movement and Music</b></p> <p>L. Moving in various ways</p> <p>M. Moving with objects</p> <p><b>IV. Movement and Music</b></p> <p>L. Moving in various ways</p> <p>M. Moving with objects</p>
<p><b>Science Standards</b></p> <p><b>I. Physical Science</b></p> <p><b>1. Explores physical properties of objects and materials.</b></p> <p>a. Shows interest in the physical world.</p> <p>b. Uses one or more senses to observe the physical world.</p>	<p><b>VI. Mathematics and Science</b></p> <p>DD. Identifying sequence, change and causality</p> <p><b>VI. Mathematics and Science</b></p> <p>DD. Identifying sequence, change and causality</p>

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<p><b>2. Investigates properties of objects and materials.</b></p> <p>b. Experiments with objects and materials to gather information and observe reactions.</p> <p>c. Shows knowledge of physical properties of objects.</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>3. Solves problems involving physical properties of objects and materials.</b></p> <p>a. Identifies problems involving physical properties of objects and materials.</p> <p>b. Experiments with objects to produce desired effects.</p>	<p><b>I. Initiative</b> B. Solving problems with materials</p> <p><b>I. Initiative</b> B. Solving problems with materials</p>
<p><b>4. Represents observations of the physical world in a variety of ways.</b></p> <p>a. Represents observations through pretend play.</p> <p>c. Represents observations through art and construction.</p> <p>d. Talks about the physical world.</p>	<p><b>III. Creative Representation</b> K. Pretending</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> AA. Comparing properties EE. Identifying materials and properties</p>
<p><b>II. Life Science</b></p> <p><b>1. Explores characteristics of living things.</b></p> <p>a. Shows interest in plant and animal changes.</p>	<p><b>VI. Mathematics and Science</b> FF. Identifying natural and living things</p>
<p><b>2. Investigates characteristics of living things.</b></p> <p>c. Shows knowledge of the characteristics of living things.</p>	<p><b>VI. Mathematics and Science</b> Y. Sorting objects AA. Comparing properties</p>
<p><b>3. Solves problems related to living things.</b></p> <p>a. Identifies problems involving living things.</p>	<p><b>VI. Mathematics and Science</b> FF. Identifying natural and living things</p>

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<p><b>b.</b> Recognizes that living things have needs.</p>	<p><b>VI. Mathematics and Science</b> FF. Identifying natural and living things</p>
<p><b>4. Represents observations about living things in a variety of ways.</b></p> <p><b>a.</b> Represents observations through pretend play.</p> <p><b>b.</b> Represents observations through music and movement.</p> <p><b>c.</b> Represents observations through art and construction.</p>	<p><b>III. Creative Representation</b> K. Pretending</p> <p><b>IV. Movement and Music</b> N. Feeling and expressing steady beat O. Moving to music P. Singing</p> <p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures</p>
<p><b>III. Earth and Space</b></p> <p><b>1. Explores properties of earth and space.</b></p> <p><b>a.</b> Shows interest in earth and space.</p>	<p><b>VI. Mathematics and Science</b> FF. Identifying natural and living things</p>
<p><b>2. Investigates properties of earth and space.</b></p> <p><b>c.</b> Shows knowledge of changes in earth and space.</p>	<p><b>VI. Mathematics and Science</b> FF. Identifying natural and living things</p>
<p><b>4. Represents observations about earth and space in a variety of ways.</b></p> <p><b>a.</b> Represents observations through pretend play.</p> <p><b>b.</b> Represents observations through music and movement.</p> <p><b>c.</b> Represents observations through art and construction.</p>	<p><b>III. Creative Representation</b> K. Pretending</p> <p><b>IV. Movement and Music</b> N. Feeling and expressing steady beat O. Moving to music P. Singing</p> <p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures</p>

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<p><b><i>Social and Emotional Development Standards and Approaches to Learning</i></b></p>	
<p><b>I. Knowledge of Self</b>  <b>1. Exhibits self-awareness.</b>  a. Shows respect for self.</p> <p><b>b. Develops personal preferences.</b></p>	<p><b>I. Initiative</b>  D. Taking care of personal needs</p> <p><b>II. Social Relations</b>  H. Understanding and expressing feelings</p> <p><b>I. Initiative</b>  A. Making choices and plans</p>
<p><b>2. Develops self-control.</b>  c. Expresses feelings through appropriate gestures, actions and language.</p>	<p><b>II. Social Relations</b>  H. Understanding and expressing feelings</p>
<p><b>3. Develops personal responsibility.</b>  b. Begins to accept the consequences of his or her own actions.</p>	<p><b>II. Social Relations</b>  G. Resolving interpersonal conflict</p>
<p><b>II. Knowledge of Others</b>  <b>1. Builds relationships of mutual trust and respect with others.</b>  b. Respects adult leadership.</p> <p><b>c. Seeks comfort and security from significant adults.</b></p> <p><b>d. Develops friendships.</b></p>	<p><b>II. Social Relations</b>  E. Relating to adults</p> <p><b>II. Social Relations</b>  E. Relating to adults  G. Resolving interpersonal conflict</p> <p><b>II. Social Relations</b>  F. Relating to other children</p>
<p><b>2. Works cooperatively with children and adults.</b>  d. Resolves conflicts with others.</p>	<p><b>II. Social Relations</b>  G. Resolving interpersonal conflict</p>
<p><b>I. Approaches to Learning</b>  <b>1. Shows curiosity.</b>  a. Expresses interest in people.</p>	<p><b>II. Social Relations</b>  E. Relating to adults  F. Relating to other children</p>

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<p><b>b.</b> Shows interest in learning new things and trying new experiences.</p>	<p><b>I. Initiative</b> C. Initiating play</p>
<p><b>2. Takes initiative.</b> <b>a.</b> Initiates interactions with others.</p> <p><b>b.</b> Makes decisions independently.</p>	<p><b>I. Initiative</b> C. Initiating play <b>II. Social Relations</b> E. Relating to adults F. Relating to other children</p> <p><b>I. Initiative</b> A. Making choices and plans D. Taking care of personal needs</p>
<p><b>3. Exhibits creativity.</b> <b>a.</b> Tries new ways of doing things.</p> <p><b>b.</b> Uses imagination to generate a variety of ideas.</p>	<p><b>I. Initiative</b> C. Initiating play</p> <p><b>III. Creative Representation</b> K. Pretending</p>
<p><b>4. Shows confidence.</b> <b>a.</b> Expresses his or her own ideas and opinions.</p>	<p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p>
<p><b>5. Displays persistence.</b> <b>b.</b> Pursues challenges.</p> <p><b>c.</b> Copes with frustration.</p>	<p><b>I. Initiative</b> A. Making choices and plans B. Solving problems with materials</p> <p><b>I. Initiative</b> B. Solving problems with materials</p>
<p><b>6. Uses problem-solving skills.</b> <b>a.</b> Recognizes problems.</p> <p><b>b.</b> Tries to solve problems.</p>	<p><b>I. Initiative</b> B. Solving problems with materials <b>II. Social Relations</b> G. Resolving interpersonal conflict</p> <p><b>I. Initiative</b> B. Solving problems with materials <b>II. Social Relations</b> G. Resolving interpersonal conflict</p>

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c. Works with others to solve problems.	<b>II. Social Relations</b> G. Resolving interpersonal conflict
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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*