

Documentation of Curriculum Alignment to Ohio's Early Learning and Development Standards

Directions: List and/or describe the elements from the curriculum that align to each specific standard. Provide at least one example from your curriculum for each standard. This form will be posted on the Ohio Department of Education's Webpage. Provide sufficient references for each standard so that a program that is using this curriculum can find it.

Name of Curriculum: HighScope Educational Research Foundation

Type of Curriculum: Infant Toddler Preschool Family Child Care

Content includes all domains? Yes No

If No, select specific domains included in the curriculum:

- Approaches to Learning Cognitive Development Creative Development Language and Literacy Mathematics
- Physical Development and Wellness Science Social and Emotional Development
- Social Studies

Describe the research base of the curriculum including references:

Developed by Dr. Weikart, the HighScope curriculum has been studied through The Perry Preschool Study, a longitudinal study proving the effectiveness of the preschool curriculum and its effect on students through age 40. Several papers and books have been published concerning the study. Here are just a few references:

Schweinhart, L. J., & Weikart, D. P. (1990). The High/Scope Perry Preschool study: Implications for early childhood care and education. *Prevention in Human Services*, 7(1), 109-132.

Schweinhart, L. J. (1993). *Significant Benefits: The High/Scope Perry Preschool Study through Age 27. Monographs of the High/Scope Educational Research Foundation, No. Ten.* High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48198-2898.

Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. (2005). Significant benefits: The High/Scope Perry preschool study through age 27. *Child welfare: Major themes in health and social welfare*, 4, 9-29.

Manning, M., & Patterson, J. (2006). LIFETIME EFFECTS: The High/Scope Perry preschool study through age 40. *Childhood Education*, 83(2), 121.

García, J. L., Bennhoff, F. H., Leaf, D. E., & Heckman, J. J. (2021). *The dynastic benefits of early childhood education* (No. w29004). National Bureau of Economic Research.

Heckman, J., Moon, S., Pinto, R., Savelyev, P. A., & Yavitz, A. Economic Returns to Early Education for Disadvantaged Children: Lessons from the HighScope Perry Preschool Program (in Russian).

The infant-toddler curriculum has many references as well:

Cai, Z. (2022, January). The High-Scope Curriculum Support for Early Childhood Development—Take Active Learning in Young Children as an Example. In *2021 International Conference on Social Development and Media Communication (SDMC 2021)* (pp. 1418-1422). Atlantis Press.

Post, J., & Hohmann, M. (2000). *Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings.* High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48198-2898 (Order No. N-F1046, \$39.95).

*KDI=Key Developmental Indicator

*Early Learning Goals (ELGs)

AL=Approaches to Learning

SE=Social Emotional Development

SS=Social Studies

LL=Language, Literacy &
Communication

M=Mathematics

S=Science and Technology

PDH=Physical Development and Health

CA=Creative Arts

Standard	Curriculum Alignment Prek
Approaches to Learning	
AL 1.a. Engages in new and unfamiliar experiences and activities.	SE 1.3 Children take reasonable risks. AL 1.3 Children independently try new activities and take on challenges. KDI 8. Competence In the “Social Emotional Development” book from the kit, pages 37-46.
AL 1.b. Completes activities with increasingly complex steps.	SE 1.3 Children take reasonable risks. AL 1.3 Children independently try new activities and take on challenges. KDI 8. Competence In the “Social Emotional Development” book from the kit, pages 37-46.
AL 1.c. Persists in completing a task with increasing concentration.	AL 3.2 Children sustain involvement and concentration during play, classroom activities, and transitions. KDI 3. Engagement In the “Approaches to Learning” book from the kit, pages 37-43
AL 2.a. Develops a growth mindset.	AL 3.3 Children follow through on plans, overcoming challenges they encounter. KDI 3. Engagement KDI 4. Problem-solving In the “Approaches to Learning” book from the kit, pages 37-51
Cognitive Development	
CO 1.a. Develops the ability to recall information about objects, people, and past experiences.	AL 4.1 Children recall their plans, actions, observations, and experiences. AL 4.2 Children talk about their experiences and observations to help them draw conclusions about the world. KDI 6. Reflection In the “Approaches to Learning” book from the kit, pages 63-68.
CO 2.a. Demonstrates increasing ability to think symbolically.	LL 6.1 Children use words, symbols, and/or pictures to represent their thoughts, knowledge, and experiences; to convey information; and to create stories. KDI 27. Concepts about print KDI 40. Art In the “Language, Literacy, and Communication” book from the kit, pages 103-112. In the “Creative Arts” book from the kit, pages 29-29.
CO 3.a. Uses increasingly complex strategies to solve problems.	AL 3.3 Children follow through on plans, overcoming challenges they encounter. KDI 3. Engagement KDI 4. Problem-solving In the “Approaches to Learning” book from the kit, pages 37-51

CO 4.a. Develops ability to be flexible in own thinking and behavior.	AL 3.3 Children follow through on plans, overcoming challenges they encounter. KDI 3. Engagement KDI 4. Problem-solving In the "Approaches to Learning" book from the kit, pages 37-51
Creative Development	
CR 1.a. Expresses ideas and feelings through visual art.	LL 6.1 Children use words, symbols, and/or pictures to represent their thoughts, knowledge, and experiences; to convey information; and to create stories. KDI 27. Concepts About Print KDI 40. Art In the "Language, Literacy, and Communication" book from the kit, pages 103-112. In the "Creative Arts" book from the kit, pages 29-39.
CR 1.b. Expresses self creatively through music and dance.	CA 1.2 Children represent their knowledge, feelings, ideas, experiences, and imagination through their art. CA 2.2 Children represent their knowledge, feelings, ideas, experiences, and imagination through their singing voices and musical instruments. CA 3.2 Children represent their knowledge, feelings, ideas, experiences, and imagination through their movement. CA 4.2 Children represent their knowledge, feelings, ideas. KDI 41. Music KDI 42. Movement In the "Creative Arts" book from the kit, pages 41-66.
CR 2.a. Develops ability to express new ideas through imaginative and inventive play.	CA 4.1 Children engage in imaginative and creative play alone or with others. KDI 43. Pretend Play In the "Creative Arts" book from the kit, pages 67-79.
Language and Literacy	
LL 1.a. Demonstrates understanding of increasingly complex language.	LL 1.1 Children respond to questions and comments and follow multistep directions. KDI 21. Comprehension In the "Language, Literacy and Communication" book from the kit, pages 25-36.
LL 1.b. Develops and expands understanding of vocabulary and concepts.	LL 1.4 Children use new vocabulary in conversations, when writing, and during play. KDI 23. Vocabulary In the "Language, Literacy and Communication" book from the kit, pages 49-59.
LL 1.c. Communicates using increasingly complex language.	LL 1.2 Children use their primary mode of communication to convey meaning with words and sentences of increasing length and complexity as they describe, explain, clarify, ask questions, and elaborate upon needs, experiences, ideas, and feelings. KDI 22. Speaking In the "Language, Literacy and Communication" book from the kit, pages 39-48.

<p>LL 1.d. Participates in conversations with increasing application of turn-taking skills.</p>	<p>LL1.3 Children use social conventions of communication in collaborative conversations. KDI 22. Speaking In the “Language, Literacy and Communication” book from the kit, pages 39-48.</p>
<p>LL 1.e. Develops comprehension of read-aloud text.</p>	<p>LL 5.1 Children retell key details presented in various genres of fiction and nonfiction text. KDI 21. Comprehension In the “Language, Literacy and Communication” book from the kit, pages 25-36.</p>
<p>LL 2.a. Develops awareness of syllables in spoken words.</p>	<p>HighScope Preschool Curriculum, Language, Literacy and Communication Content:</p> <ul style="list-style-type: none"> • KDI 24. Phonological Awareness: children identify distinct sounds in spoken language <p>LLC KDI book page 64: “How phonological awareness develops”:</p> <ul style="list-style-type: none"> • Ages 3 to 5: <ul style="list-style-type: none"> ○ Children can hear rhymes: mail, pail, sail. ○ Children can hear alliteration: fee, fie, fo, fum. • Ages 5 to 6: <ul style="list-style-type: none"> ○ Children can segment words they hear into chunks called syllables: din-o-saur. <p>LLC KDI book pages 65 and 66:</p> <ul style="list-style-type: none"> • Segmentation involves breaking words into syllables. Segmentation involves isolating the sounds in a spoken word by pronouncing each sound in order. This complex task is not easy for preschoolers... However, young children can begin to detect the individual sounds that make up a word by hearing the syllables in names and other familiar words enunciated, as when they are chanted or sung. For example, they may hear a parent call “An-drew din-ner!” or sing “Twink-le, twink-le lit-tle star.” Slowing words down when they are said in conversation also helps preschoolers hear the parts that make up the word. <p>COR Item:</p> <ul style="list-style-type: none"> • N. Phonological Awareness <p>Early Learning Goals. Domain 4. Language and Literacy (LL)</p> <ul style="list-style-type: none"> • LL 2. Phonological Awareness • LL 2.2 Children segment words into syllables and onset and rime; scaffold by using a sing-song voice when separating familiar words into syllables (e.g. <i>Na-than, ta-ble</i>). <p>HighScope Read Aloud Literacy Components - Phonological awareness and Concepts about print:</p> <ul style="list-style-type: none"> • Segmenting words • Identifying beginning sounds <p>Recognizing that written words represent spoken words</p>
<p>LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.</p>	<p>HighScope Preschool Curriculum, Language, Literacy and Communication Content:</p> <ul style="list-style-type: none"> • KDI 24. Phonological Awareness: children identify distinct sounds in spoken language <p>LLC KDI book page 64: “How phonological awareness develops”:</p> <ul style="list-style-type: none"> • Ages 5 to 6: <ul style="list-style-type: none"> ○ Children can segment words they hear into chunks called onsets and rimes: /b/-oat, /g/-oat, /d/-oc, /l/-ock. ○ Children can identify different sounds at the beginnings of words (rock, sock) .

	<ul style="list-style-type: none"> ○ Children can identify different sounds at the ends of words (<i>stem</i>, <i>step</i>). ○ Children can hear different sounds in the middles of words (<i>dig</i>, <i>dog</i>). <p>COR Item:</p> <ul style="list-style-type: none"> • N. Phonological Awareness <p>Early Learning Goals. Domain 4. Language and Literacy (LL)</p> <ul style="list-style-type: none"> • LL 2. Phonological Awareness • LL 2.2 Children segment words into syllables and onset and rime; scaffold by playing word games that give children opportunities to separate words into syllables or onset and rime (e.g., <i>Please pass the m-ilk; I spy bl-ocks</i>) <p>HighScope Read Aloud Literacy Components - Phonological awareness:</p> <ul style="list-style-type: none"> • Recognizing and producing rhymes • Recognizing and producing alliteration • Segmenting words <p>Identifying beginning sounds</p>
LL 2.c. Develops understanding of rhyme.	<p>LL 2.1 Children recognize and produce rhymes and alliteration. KDI 22. Speaking KDI 24. Phonological awareness In the “Language, Literacy and Communication” book from the kit, pages 39-48 and pages 61-77.</p>
LL 3.a. Develops knowledge of print organization.	<p>LL 4.4 Children recognize that print appears in many forms and serves many functions. KDI 26. Reading KDI 27. Concepts about print KDI 28. Book knowledge In the “Language, Literacy and Communication” book from the kit, pages 91-119.</p>
LL 3.b. Develops knowledge of the alphabet.	<p>LL 3.1 Children identify, and name uppercase and lowercase letters. KDI 25. Alphabetic knowledge In the “Language, Literacy and Communication” book from the kit, pages 79-101.</p>
LL 4.a. Develops understanding that writing represents spoken language.	<p>LL 6.1 Children use words, symbols, and/or pictures to represent their thoughts, knowledge, and experiences; to convey information; and to create stories. LL 4.3 Children identify the starting point in a line of text and the direction in which text is read. LL 4.4 Children recognize that print appears in many forms and serves many functions KDI 27. Concepts about print In the “Language, Literacy and Communication” book from the kit, pages 103-112.</p>

<p>LL 4.b. Draws and writes using increasingly sophisticated grasp.</p>	<p>LL 6.2 Children use conventional and digital tools to write or dictate for a variety of purposes (e.g., creating captions, labels, lists, notes and messages, invitation, letters). PDH 2.2 Children demonstrate eye-hand coordination when manipulating objects. KDI 29. Writing In the “Language, Literacy and Communication” book from the kit, pages 121-132. KDI 17. Fine-motor skills In the “Physical Development & Health” book from the kit, pages 49-58. KDI 52. Tools and technology In the “Science and Technology” book from the kit, pages 89-98.</p>
<p>Mathematics</p>	
<p>MA 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.</p>	<p>M 1.1 Children count forward and backward in sequence and count forward from a given number. KDI 31. Number words and symbols KDI 32. Counting In the “Mathematics” book from the kit, pages 29-49.</p>
<p>MA 1.b. Develops understanding of one-to-one correspondence and cardinality.</p>	<p>M 1.2 Children identify quantities by subitizing or counting with 1:1 correspondence and recognize that the last number said tells the total number counted. KDI 32. Counting In the “Mathematics” book from the kit, pages 39-49.</p>
<p>MA 1.c. Develops ability to subitize small quantities.</p>	<p>M 1.2 Children identify quantities by subitizing or counting with 1:1 correspondence and recognize that the last number said tells the total number counted. KDI 32. Counting In the “Mathematics” book from the kit, pages 39-49.</p>
<p>MA 1.d. Develops ability to recognize and name written numerals.</p>	<p>M 1.3 Children identify and write numerals. KDI 31. Number words and symbols In the “Mathematics” book from the kit, pages 29-39.</p>
<p>MA 2.a. Develops understanding of number relationships and operations.</p>	<p>M 4.3 Children, compare, compose, decompose, add, and subtract quantities. KDI 32. Counting KDI 33. Part-whole relationships In the “Mathematics” book from the kit, pages 39-57.</p>
<p>MA 3.a. Develops knowledge of measurement to compare and describe objects.</p>	<p>M 3.1 Children compare and order objects with measurable attributes (e.g., length, volume, weight, temperature, time). KDI 36. Measuring In the “Mathematics” book from the kit, pages 85-93.</p>
<p>MA 3.b. Develops the ability to sort.</p>	<p>M 4.1 Children classify objects based on observable attributes. KDI 46. Classifying In the “Science and Technology” book from the kit, pages 33-42.</p>
<p>MA 3.c. Develops understanding of patterns.</p>	<p>4.2 Children recognize, create, and extend alternating patterns. KDI 38. Patterns In the “Mathematics” book from the kit, pages 103-111.</p>

<p>MA 4.a. Develops ability to recognize shapes and their attributes.</p>	<p>M 2.1 Children name and describe the attributes of two- and three-dimensional shapes (e.g., triangle, rectangle, circle, cone, cube, sphere). KDI 34. Shapes In the “Mathematics” book from the kit, pages 59-69.</p>
<p>MA 4.b. Develops understanding of spatial relationships.</p>	<p>M 2.2 Children use spatial reasoning to create, combine, and transform shapes. KDI 34. Shapes In the “Mathematics” book from the kit, pages 59-69.</p>
<p>Physical Development and Wellness</p>	
<p>PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.</p>	<p>PDH 1.1 Children demonstrate large-muscle strength and coordination by moving in a variety of locomotor and non-locomotor ways. KDI 16. Gross Motor Skills In the “Physical Development and Health” book from the kit, pages 31-48.</p>
<p>PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p>	<p>PDH 2.1 Children use small muscles with strength, coordination, and precision. KDI 17. Fine-motor Skills In the “Physical Development and Health” book from the kit, pages 49-58.</p>
<p>PW 1.c. Develops oral motor skills.</p>	<p>HighScope Infant-Toddler Curriculum:</p> <ul style="list-style-type: none"> • KDI 12. Moving parts of the body: children move parts of the body <p>HighScope Essentials:</p> <ul style="list-style-type: none"> • Curriculum book, page 132: Oral language as the foundation for early literacy <p>HighScope Preschool Curriculum:</p> <ul style="list-style-type: none"> • KDI 17. Fine/motor skills • KDI 22. Speaking <p>COR Item:</p> <ul style="list-style-type: none"> • L. Speaking <p>Early Learning Goals, Domain 3. Physical Development and Health (PDH)</p> <ul style="list-style-type: none"> • PDH 2. Fine-motor skills <ul style="list-style-type: none"> ○ PDH 2.1 Children use small muscles with strength, coordination, and precision. <p>HighScope Read Aloud Literacy Components: Vocabulary: using vocabulary in oral language to express ideas</p>
<p>PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.</p>	<p>HighScope Preschool Curriculum, Physical Development and Mathematics Contents:</p> <ul style="list-style-type: none"> • KDI 18. Body awareness: children know about their bodies and how to navigate them in space. <ul style="list-style-type: none"> ○ Description: children [...] are aware of their own bodies in relation to people and objects around them. Children feel and move their bodies to a steady beat. • KDI 35. Spatial awareness: children recognize spatial relationships among people and objects. <ul style="list-style-type: none"> ○ Description: children use position, direction, and distance words to describe actions and the location of objects in the environment. They solve simple spatial problems in play.

	<p>PDH KDI book page 63: “How body awareness develops”, page 63: <i>“Body awareness is not only tied to physical development, but also to perceptual development. We use our senses – sight, hearing, touch, taste, and smell – to monitor our bodies internal states and to perceive the relationship of our bodies to our external surroundings. While preschoolers’ musculatures and nervous systems are still developing, their senses and kinesthetic feedback loops – the ability to automatically adjust their movements based on sensory feedback – are already quite well developed.”</i></p> <p>Math KDI book, page 72: “The components of Spatial Awareness”: <i>“Spatial awareness or spatial thinking involves two components. The first, spatial orientation, is knowing where you are and how to get around. It involves having a sense of your environment and the position of objects, especially with respect to your own body. Young children use their emerging spatial orientation to move themselves and objects through space. The second component, spatial visualization, is the ability to generate and manipulate images in your mind.</i></p> <p>COR item:</p> <ul style="list-style-type: none"> • T: Geometry and spatial awareness <p>Early Learning Goals, Domain 3. Physical Development and Health (PDH): PDH 1.2 Children demonstrate body and spatial awareness, flexibility, and balance</p>
PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well- being.	PDH 1.2 Children demonstrate body and spatial awareness, flexibility, and balance. KDI 18. Body Awareness In the “Physical Development and Health” book from the kit, pages 61-71.
PW 2.b. Demonstrates personal health and self-care practices with increasing independence.	PDH 3.2 Children demonstrate knowledge of personal care routines and classroom practices to maintain health and safety. KDI 19. Personal Care In the “Physical Development and Health” book from the kit, pages 73-81.
PW 2.c. Consumes healthy food and develops healthy eating habits.	PDH 3.1 Children discuss healthy choices and the importance of balanced nutrition in maintaining health KDI 20. Healthy Behavior In the “Physical Development and Health” book from the kit, pages 83-92.

PW 2.d. Develops healthy sleep and rest behaviors.

HighScope Preschool Curriculum, Daily Routine, page 228, 234-236:

- *“A variety of active learning periods provide children with a range of experiences and interactions. These active learning periods include (...) and, if necessary, eating and resting times.*
- **Eating and resting:** *...resting is a time for sleeping, or quiet, solitary, on-your-own-cot play.*
- **Resting:** *as children settle down in their cots, Mr. Andrews has them close their eyes and then quietly asks them to move their arms or legs like a gentle wind... like softly falling... like a little bear curling up for a long winter’s nap.*
- **Program length:** *A major scheduling difference between half-day and full-day programs is the amount of time children spend eating and resting. Half-day programs generally include a snack and/or one meal and no time for rest. While full-day programs generally include 1-2 meals, 1-2 snacks, and an hour or so of rest.*

HighScope Preschool Curriculum, Learning Environment, pages 174, 178-179:

- **General Guidelines for organizing space and materials:** *The space incorporates places for group activities, eating, napping, and storing children’s belongings.*
- *“It is important to incorporate spaces for eating and napping in such a way that they do not take space from the interest areas... providing space for napping allows children to rest without being distracted by toys and materials. If space is limited, consider having children set up cots in the meeting space or passageways between areas.*

HighScope PQA, Item III-A (Children’s physical needs are met), row 6:

- Level 1: Children are told to sleep instead of being offered other options
- Level 3: Children are sometimes given choices of quiet activities at rest time
- Level 5: Children are given choices of quiet activities at rest time

PDH KDI book:

- KDI 19. Personal care: children carry out personal care routines on their own.
- KDI 20. Healthy behavior: children engage in healthy practices

HighScope Tender Care, Infants and Toddlers Curriculum book, “Understanding Naptime”, page 333:

- Naptime occurs both on demand, and as regularly scheduled part of the day. Naps provide the sleep and rest that are necessary for children’s growth and development.
- In addition to its restorative nature, sleep may also serve an important structural and physiological function in the brain.

“How Caregivers Support Children During Naptime”, page 335:

- Schedule naptime around each child’s individual needs
- Help children settle down to nap
- Provide quiet alternatives for nonsleepers

Provide for children’s various styles of waking up

PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.	PDH 1.3 Children participate in physical activity and vigorous play to increase endurance and physical well-being. PDH 3.1 Children discuss healthy choices and the importance of balanced nutrition in maintaining health. KDI 19. Gross-motor skills KDI 20. Healthy Behavior In the “Physical Development and Health” book from the kit, pages 31-48 and 83-92.
PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.	PDH 3.3 Children avoid hazardous situations, behaviors, and substances and explain safety practices. KDI 20. Healthy Behavior In the “Physical Development and Health” book from the kit, pages 83-92.
Science	
SC 1.a. Explores and investigates objects and events in the environment.	S 1.1 Children observe, investigate, and experiment to describe, compare, predict, draw conclusions, formulate theories, and answer questions about the natural and physical world. KDI 47. Experimenting In the “Science and Technology” book from the kit, pages 43-52.
SC 1.b. Develops ability to reason about cause and effect.	S 1.1 Children observe, investigate, and experiment to describe, compare, predict, draw conclusions, formulate theories, and answer questions about the natural and physical world. KDI 48. Predicting KDI 49. Drawing Conclusions In the “Science and Technology” book from the kit, pages 53-68.
Social Emotional Development	
SE 1.a. Develops and expands understanding of oneself as a unique person.	SS 1.1 Children identify their own personal characteristics and preferences. KDI 7. Self-identity In the “Social and Emotional Development” book from the kit, pages 27-35.
SE 1.b. Develops understanding of emotions.	SE 2.1 Children express and identify emotions. KDI 9. Emotions In the “Social and Emotional Development” book from the kit, pages 47-56.
SE 2.a. Begins to manage emotions and actions.	SE 2.3 Children manage their behaviors and impulses. KDI 9. Emotions KDI 14. Moral Development In the “Social and Emotional Development” book from the kit, pages 47-56 and 97-104.

SE 3.a. Develops empathy toward and understanding of others.	SE 2.1 Children express and identify emotions. KDI 10. Empathy In the “Social and Emotional Development” book from the kit, pages 57-65.
SE 4.a. Develops secure, trusting relationships with adults.	SE 3.1 Children establish and maintain secure, reciprocal relationships with adults. KDI 12. Building Relationships In the “Social and Emotional Development” book from the kit, pages 75-85.
SE 4.b. Develops socially competent behaviors with peers.	SE 3.2 Children establish and maintain secure, reciprocal relationships with other children. KDI 2. Planning KDI 12. Building relationships KDI 13. Cooperative play KDI 43. Pretend play In the “Approaches to Learning” book from the kit, pages 29-35. In the “Social and Emotional Development” book from the kit, pages 47-96. In the “Creative Arts” book from the kit, pages 67-79.
SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.	SE 4.1 Children identify social conflicts. SE 4.2 Children view problems from their own perspectives and listen to the perspectives of others. KDI 15. Conflict resolution In the “Social and Emotional Development” book from the kit, pages 105-120.
Social Studies	
SS 1.a. Develops awareness of own culture and other characteristics of groups of people.	SS 4.1 Children talk about past, present, and future events. S 1.1 Children identify their own personal characteristics and preferences. SS 1.3 Children identify themselves as being part of a community. KDI 7. Self-identity In the “Social and Emotional Development” book from the kit, pages 27-35. KDI 53. Diversity KDI 57. History In the “Social Studies” book from the kit, pages 21-32 and 63-71.
SS 1.b. Develops a basic understanding of needs and wants.	HighScope Preschool Curriculum: <ul style="list-style-type: none"> • KDI 3. Engagement: children focus on activities that interest them • KDI 4. Problem-solving: children solve problems encountered in play • KDI 5. Use of resources: children gather information and formulate ideas about their world. • KDI 8. Sense of competence: children feel they are competent • KDI 14. Moral development: children develop an internal sense of right and wrong • KDI 19. Personal care: children carry out personal care routines on their own. • KDI 20. Healthy behavior: children engage in healthy practices • KDI 53. Diversity: children understand that people have diverse characteristics, interests, and abilities

	<ul style="list-style-type: none"> • KDI 55. Decision making: children participate in making classroom decisions <p>COR item: FF. Knowledge of self and others Early Learning Goals:</p> <ul style="list-style-type: none"> • AL 2.3 Children identify steps to accomplish a goal • AL 3.2 Children sustain involvement and concentration during play, classroom activities, and transitions • AL 3.3 Children follow through on plans, overcoming challenges they encounter • AL 5.1 Children show persistence as they solve problems with materials • SE 1.1 Children attempt tasks with an expectation of success • SE 4.3 Children negotiate and collaborate to resolve conflicts with others. • PDH 3.2 Children demonstrate knowledge of personal care routines and classroom practices to maintain health and safety. • PDH 3.3 Children avoid hazardous situations, behaviors, and substances and explain healthy practices. • TT 1.1 Children use tools and technology to accomplish goals, communicate, and solve problems • SS 1.1 Children identify their own personal characteristics and preferences • SS 3.1 Children make decisions for themselves and the classroom community <p>KDI 54. Community Roles: children recognize that people have different roles and functions in the community.</p> <ul style="list-style-type: none"> • Description: children know about familiar roles in the communities they belong to (e.g., family, school, neighborhood). They understand that people depend upon one another. Children know that people need money to buy goods and services. • SS KDI book, pages 34-36
<p>SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.</p>	<p>SS 3.3 Children participate in routines and activities as members of the classroom community. SS 3.4 Children generate solutions to problems that occur in the classroom. KDI 11. Community KDI 13. Cooperative Play In the “Social and Emotional Development” book from the kit, pages 67-74 and 87-96.</p>

<p>SS 1.d. Develops the ability to take care of the materials in the environment.</p>	<p>AL 1.1 Children show interest and curiosity as they actively explore their environment and learn about materials, people, events, and ideas. KDI 5. Use of Resources In the "Approaches to Learning" book from the kit, pages 53-58.</p>
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