

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:

In a HighScope infant and toddler program, teachers focus on developing supportive, trusting relationships with the children in their care. We create rich environments that encourage very young children to explore and discover the world around them, helping them to engage in experiences designed to support their optimal development in all domains. At HighScope, we value and respect parents as their children's first teachers. That's why we encourage teachers to partner with parents in learning everything they can about their infants and toddlers to better care for their needs and plan for their development.

The following are examples of studies for the IT curriculum:

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).

French, G. (2012). The high scope approach to early learning.

Del Grosso, P., Thomas, J., Fung, N., Levere, M., & Albanese, S. (2020). Partnering to Improve the Quality of Infant-Toddler Care. Findings from the National Descriptive Study of Early Head Start-Child Care Partnerships. OPRE Report 2020-71. US Department of Health and Human Services.

*KDI=Key Developmental Indicator

Standard	Curriculum Alignment IT
Approaches to Learning	
AL 1.a. Engages in new and unfamiliar experiences and activities.	KDI 1. Initiative In "Tender Care and Early Learning", pages 32-35.

AL 1.b. Completes activities with increasingly complex steps.	KDI 1. Initiative In "Tender Care and Early Learning", pages 32-35.
AL 1.c. Persists in completing a task with increasing concentration.	KDI 1. Initiative In "Tender Care and Early Learning", pages 32-35.
AL 2.a. Develops a growth mindset.	KDI 1. Initiative In "Tender Care and Early Learning", pages 32-35.
Cognitive Development	
CO 1.a. Develops the ability to recall information about objects, people, and past experiences.	KDI 32. Anticipating events KDI 11. Group participation In "Tender Care and Early Learning", pages 32-38 and pages 46-53.
CO 2.a. Demonstrates increasing ability to think symbolically.	KDI 22. Exploring objects KDI 24. Exploring same and different KDI 36. Imitating and pretending In "Tender Care and Early Learning", pages 32-38 and pages 46-54.
CO 3.a. Uses increasingly complex strategies to solve problems.	KDI 1. Initiative In "Tender Care and Early Learning", pages 32-35.
CO 4.a. Develops ability to be flexible in own thinking and behavior.	KDI 1. Initiative In "Tender Care and Early Learning", pages 32-35.
Creative Development	
CR 1.a. Expresses ideas and feelings through visual art.	KDI 38. Identifying visual images. In "Tender Care and Early Learning", pages 53-54.
CR 1.b. Expresses self creatively through music and dance.	KDI 39. Listening to Music KDI 40. Responding to Music. In "Tender Care and Early Learning", pages 53-54.
CR 2.a. Develops ability to express new ideas through imaginative and inventive play.	KDI 36. Imitating and pretending In the "Tender Care and Early Learning" book, pages 53-54.
Language and Literacy	
LL 1.a. Demonstrates understanding of increasingly complex language.	KDI 16. Listening and responding In the "Tender Care and Early Learning" book, pages 43-46.

LL 1.b. Develops and expands understanding of vocabulary and concepts.	KDI 16. Listening and responding In the “Tender Care and Early Learning” book, pages 43-46.
LL 1.c. Communicates using increasingly complex language.	KDI 19. Speaking In the “Tender Care and Early Learning” book, pages 43-46.
LL 1.d. Participates in conversations with increasing application of turn-taking skills.	KDI 16. Listening and responding In the “Tender Care and Early Learning” book, pages 43-46.
LL 1.e. Develops comprehension of read-aloud text.	KDI 20. Exploring print KDI 21. Enjoying language In the “Tender Care and Early Learning” book, pages 43-46.
LL 2.a. Develops awareness of syllables in spoken words.	KDI 16. Listening and Responding KDI 19. Speaking In the “Tender Care and Early Learning” book, Enjoying language p.46
LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.	KDI 16. Listening and Responding KDI 19. Speaking In the “Tender Care and Early Learning” book, Enjoying language p.46
LL 2.c. Develops understanding of rhyme.	KDI 20. Exploring print KDI 21. Enjoying language In the “Tender Care and Early Learning” book, pages 43-46.
LL 3.a. Develops knowledge of print organization.	KDI 20. Exploring print KDI 21. Enjoying language In the “Tender Care and Early Learning” book, pages 43-46.
LL 3.b. Develops knowledge of the alphabet.	KDI 20. Exploring print KDI 21. Enjoying language In the “Tender Care and Early Learning” book, pages 43-46.
LL 4.a. Develops understanding that writing represents spoken language.	KDI 20. Exploring print KDI 21. Enjoying language In the “Tender Care and Early Learning” book, pages 43-46.
LL 4.b. Draws and writes using increasingly sophisticated grasp.	KDI 14. Moving with objects KDI 37. Exploring art materials In the “Tender Care and Early Learning” book, pages 39-43 and pages 53-54.
Mathematics	

MA 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.	KDI 25. Exploring more KDI 26. One-to-one correspondence KDI 27. Number In the "Tender Care and Early Learning" book, pages 46-53.
MA 1.b. Develops understanding of one-to-one correspondence and cardinality.	KDI 25. Exploring more KDI 26. One-to-one correspondence In the "Tender Care and Early Learning" book, pages 46-53. KDI 27. Number
MA 1.c. Develops ability to subitize small quantities.	KDI 25. Exploring more KDI 26. One-to-one correspondence 3 babies-3 pair of pants p. 129 Lesson Plans first 30 Days for Toddlers
MA 1.d. Develops ability to recognize and name written numerals.	KDI 27. Number In the "Tender Care and Early Learning" book, pages 46-53.
MA 2.a. Develops understanding of number relationships and operations.	KDI 25. Exploring more KDI 26. One-to-one correspondence KDI 27. Number In the "Tender Care and Early Learning" book, pages 46-53.
MA 3.a. Develops knowledge of measurement to compare and describe objects.	KDI 22. Exploring objects In the "Tender Care and Early Learning" book, pages 46-53.
MA 3.b. Develops the ability to sort.	KDI 22. Exploring objects In the "Tender Care and Early Learning" book, pages 46-53.
MA 3.c. Develops understanding of patterns.	KDI 36. Imitating and pretending KDI 12. Moving parts of body In the "Tender Care and Early Learning" book, pages 39-43.
MA 4.a. Develops ability to recognize shapes and their attributes.	KDI 22. Exploring objects In the "Tender Care and Early Learning" book, pages 46-53.
MA 4.b. Develops understanding of spatial relationships.	KDI 22. Exploring objects In the "Tender Care and Early Learning" book, pages 46-53.
Physical Development and Wellness	
PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.	KDI 13. Moving the whole body In the "Tender Care and Early Learning" book from the kit, pages 39-43.

PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.	KDI 14. Moving with objects In the “Tender Care and Early Learning” book from the kit, pages 39-43.
PW 1.c. Develops oral motor skills.	KDI 3. Self-help KDI 22. Exploring objects In the “Tender Care and Early Learning” book from the kit, pages 33-35 and pages 46-53.
PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.	KDI 14. Moving with objects In the “Tender Care and Early Learning” book from the kit, pages 39-43.
PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well-being.	KDI 12. Moving parts of the body In the “Tender Care and Early Learning” book from the kit, pages 39-43.
PW 2.b. Demonstrates personal health and self-care practices with increasing independence.	KDI 3. Self-help In the “Tender Care and Early Learning” book from the kit, pages 32-35.
PW 2.c. Consumes healthy food and develops healthy eating habits.	KDI 3. Self-help In the “Tender Care and Early Learning” book from the kit, pages 32-35.
PW 2.d. Develops healthy sleep and rest behaviors.	KDI 3. Self-help In the “Tender Care and Early Learning” book from the kit, pages 32-35.
PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.	KDI 13. Moving the whole body In the “Tender Care and Early Learning” book from the kit, pages 39-43.
PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.	KDI 3. Self-help KDI 16. Listening and responding In the “Tender Care and Early Learning” book from the kit, pages 32-35 and 43-46.
Science	
SC 1.a. Explores and investigates objects and events in the environment.	KDI 22. Exploring objects In the “Tender Care and Early Learning” book from the kit, pages 46-53.
SC 1.b. Develops ability to reason about cause and effect.	KDI 35. Cause and effect In the “Tender Care and Early Learning” book from the kit, pages 46-53.

Social Emotional Development	
SE 1.a. Develops and expands understanding of oneself as a unique person.	KDI 4. Distinguishing self and others In the "Tender Care and Early Learning" book from the kit, pages 35-39.
SE 1.b. Develops understanding of emotions.	8. Emotions In the "Tender Care and Early Learning" book from the kit, pages 35-39.
SE 2.a. Begins to manage emotions and actions.	8. Emotions In the "Tender Care and Early Learning" book from the kit, pages 35-39.
SE 3.a. Develops empathy toward and understanding of others.	9. Empathy In the "Tender Care and Early Learning" book from the kit, pages 35-39.
SE 4.a. Develops secure, trusting relationships with adults.	KDI 5. Attachment KDI 6. Relationships with adults In the "Tender Care and Early Learning" book from the kit, pages 35-39.
SE 4.b. Develops socially competent behaviors with peers.	KDI 7. Relationships with peers In the "Tender Care and Early Learning" book from the kit, pages 35-39.
SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.	KDI 10. Playing with others KDI 11. Group participation In the "Tender Care and Early Learning" book from the kit, pages 35-39.
Social Studies	
SS 1.a. Develops awareness of own culture and other characteristics of groups of people.	KDI 4. Distinguishing self and others. KDI 31. Seeing from different viewpoints. In the "Tender Care and Early Learning" book from the kit, pages 35-39 and 46-53.
SS 1.b. Develops a basic understanding of needs and wants.	KDI 9. Empathy. In the "Tender Care and Early Learning" book from the kit, pages 35-39.
SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.	KDI 7. Relationships with peers. In the "Tender Care and Early Learning" book from the kit, pages 35-39.

SS 1.d. Develops the ability to take care of the materials in the environment.

KDI 3. Self-help
In the "Tender Care and Early Learning" book from the kit, pages 32-35.