



COR Advantage 1.5 — HighScope’s newest research-based assessment tool — is highly compatible with many national and state early learning standards, including those of the state of Florida. This document shows you how COR Advantage aligns with Florida’s standards and guidelines for both infant-toddler and preschool levels. Click on the category below to view the alignment you are looking for.

[Infant-Toddler Alignment](#)

[Preschool Alignment](#)



Alignment of the August 2012 Florida Early Learning and Developmental Standards (Birth to Three Years) With HighScope’s 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the August 2012 **Florida Early Learning and Developmental Standards (Birth to Three Years)** correspond to items from HighScope’s 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children’s progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (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.



Florida Early Learning Standards

COR Advantage Items

PHYSICAL DEVELOPMENT	
BIRTH TO 8 MONTHS	
A. Gross Motor Development	
1. Shows characteristics of appropriate health and development	I. Gross-motor skills
2. Demonstrates beginning signs of balance, control, and coordination	I. Gross-motor skills
B. Fine Motor Development	
1. Demonstrates visual abilities that support healthy growth and development	J. Fine-motor skills
2. Demonstrates beginning signs of strength, control, and eye-hand coordination	J. Fine-motor skills
C. Self-Help	
1. Demonstrates beginning participation in self-care	K. Personal care and healthy behavior
2. Participates in basic health and safety routines	K. Personal care and healthy behavior
D. Health	
1. Shows characteristics of good nutritional health	K. Personal care and healthy behavior
2. Exhibits auditory abilities that support healthy growth and development	M. Listening and comprehension
4. Shows basic physical needs are met	K. Personal care and healthy behavior
8 TO 18 MONTHS	
A. Gross Motor Development	
1. Shows characteristics of appropriate health and development	I. Gross-motor skills
2. Demonstrates increased balance, control, and coordination	I. Gross-motor skills
B. Fine Motor Development	
1. Demonstrates visual abilities that support healthy growth and development	J. Fine-motor skills
2. Demonstrates increased strength, control, and eye-hand coordination	J. Fine-motor skills
C. Self-Help	
1. Demonstrates increased participation in self-care	K. Personal care and healthy behavior
2. Participates in basic health and safety routines	K. Personal care and healthy behavior

Florida Early Learning Standards

COR Advantage Items

PHYSICAL DEVELOPMENT CONT	
D. Health 1. Shows characteristics of good nutritional health 2. Exhibits auditory abilities to support healthy growth and development 4. Shows basic physical needs are met	K. Personal care and healthy behavior M. Listening and comprehension N. Phonological awareness Y. Music K. Personal care and healthy behavior
18 TO 24 MONTHS A. Gross Motor Development 1. Shows characteristics of appropriate health and development 2. Demonstrates improved signs of balance, control, and coordination	I. Gross-motor skills I. Gross-motor skills
B. Fine Motor Development 1. Demonstrates visual abilities to support healthy growth and development 2. Demonstrates improved strength, control, and eye-hand coordination	J. Fine-motor skills J. Fine-motor skills
C. Self-Help 1. Demonstrates participation in self-care 2. Participates in basic health and safety routines	K. Personal care and healthy behavior K. Personal care and healthy behavior
D. Health 1. Shows characteristics of good nutritional health 2. Exhibits auditory abilities to support healthy growth and development 4. Shows basic physical needs are met	K. Personal care and healthy behavior M. Listening and comprehension N. Phonological awareness Y. Music K. Personal care and healthy behavior
TWO-YEAR-OLDS A. Gross Motor Development 1. Shows characteristics of appropriate health and development 2. Demonstrates advancing balance, control, and coordination	I. Gross-motor skills I. Gross-motor skills

Florida Early Learning Standards

COR Advantage Items

PHYSICAL DEVELOPMENT CONT	
<p>B. Fine Motor Development</p> <p>1. Develops visual abilities to support healthy growth and development</p> <p>2. Demonstrates advancing strength, control, and eye-hand coordination</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p>C. Self-Help</p> <p>1. Demonstrates advancing participation in self-care</p> <p>2. Participates in basic health and safety routines</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<p>D. Health</p> <p>1. Exhibits auditory abilities to support healthy growth and development</p> <p>3. Shows basic physical needs are met</p>	<p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>Y. Music</p> <p>K. Personal care and healthy behavior</p>
THREE-YEAR-OLDS	
<p>A. Gross Motor Development</p> <p>1. Show characteristics of appropriate health and development.</p> <p>2. Demonstrates increasing control of large muscles.</p> <p>3. Demonstrates increasing coordination of large muscles.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>B. Fine Motor Development</p> <p>1. Demonstrates increasing control of small muscles</p> <p>2. Shows improving eye-hand coordination</p> <p>3. Uses various drawing and art tools with developing coordination</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>X. Art</p>
<p>C. Self-Help</p> <p>1. Actively participates in self-care</p> <p>2. Actively takes part in basic health and safety routines</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<p>D. Health</p> <p>1. Exhibits auditory abilities to support healthy growth and development</p> <p>3. Shows basic physical needs are met</p>	<p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>Y. Music</p> <p>K. Personal care and healthy behavior</p>

Florida Early Learning Standards

COR Advantage Items

APPROACHES TO LEARNING	
BIRTH TO 8 MONTHS	
A. Eagerness and Curiosity 1. Shows awareness of and interest in the environment	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
B. Persistence 1. Attends to sights, sounds, and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions GG. Geography
C. Creativity and Inventiveness 1. Notices and shows interest in and excitement with familiar objects, people, and events	A. Initiative and planning M. Listening and comprehension BB. Observing and classifying FF. Knowledge of self and others
8 TO 18 MONTHS	
A. Eagerness and Curiosity 1. Shows eagerness and curiosity as a learner	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
B. Persistence 1. Pays attention briefly and persists in repetitive tasks	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions GG. Geography
C. Creativity and Inventiveness 1. Approaches and explores new experiences in familiar settings	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions GG. Geography
18 TO 24 MONTHS	
A. Eagerness and Curiosity 1. Shows increased eagerness and curiosity as a learner	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions

Florida Early Learning Standards

COR Advantage Items

APPROACHES TO LEARNING CONT	
<p>B. Persistence</p> <p>1. Pays attention for longer periods of time and persists at preferred activities</p>	<p>A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>
<p>C. Creativity and Inventiveness</p> <p>1. Explores the various new properties and uses for familiar objects and experiences</p>	<p>A. Initiative and planning AA. Pretend play BB. Observing and classifying</p>
TWO-YEAR-OLDS	
<p>A. Eagerness and Curiosity</p> <p>1. Shows eagerness and curiosity as a learner</p>	<p>A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p>B. Persistence</p> <p>1. Spends more time engaging in child-initiated activities and seeks or accepts help when encountering a problem</p>	<p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>
<p>C. Creativity and Inventiveness</p> <p>1. Explores the environment with purpose and flexibility</p>	<p>A. Initiative and planning B. Problem solving with materials AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p>
THREE-YEAR-OLDS	
<p>A. Eagerness and Curiosity</p> <p>1. Shows curiosity and is eager to learn new things and have new experiences</p>	<p>A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p>B. Persistence</p> <p>1. Sustains attention for brief periods and finds help when needed</p>	<p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>

Florida Early Learning Standards

COR Advantage Items

<i>APPROACHES TO LEARNING CONT</i>	
C. Creativity and Inventiveness 1. Approaches daily activities with creativity and inventiveness	A. Initiative and planning B. Problem solving with materials AA. Pretend play CC. Experimenting, predicting, and drawing conclusions
D. Planning and Reflection 1. Shows initial signs of planning and learning from their experiences	A. Initiative and planning C. Reflection HH. History

Florida Early Learning Standards

COR Advantage Items

<i>SOCIAL AND EMOTIONAL DEVELOPMENT</i>	
BIRTH TO 8 MONTHS	
<p>A. Trust and Emotional Security</p> <p>1. Experiences and develops secure relationships</p> <p>2. Responds to the environment</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>M. Listening and responding</p> <p>Y. Music</p>
<p>B. Self-Regulation</p> <p>1. Develops early emotional regulation</p> <p>2. Develops early behavioral regulation</p> <p>3. Develops social problem-solving</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
<p>C. Self-Concept</p> <p>1. Forms and maintains mutual relationships with others</p> <p>2. Becomes aware of oneself as a unique individual while still connected to others</p> <p>3. Demonstrates emerging sense of competence and confidence in growing abilities</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>FF. Knowledge of self and others</p> <p>K. Personal care and healthy behavior</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
8 TO 18 MONTHS	
<p>A. Trust and Emotional Security</p> <p>1. Experiences and develops secure relationships</p> <p>2. Responds to the environment</p>	<p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>M. Listening and responding</p> <p>Y. Music</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>B. Self-Regulation</p> <p>1. Demonstrates developing emotional regulation</p> <p>2. Demonstrates developing behavior regulation</p> <p>3. Demonstrates developing social problem-solving</p>	<p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>D. Emotions</p> <p>H. Conflict resolution</p> <p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>H. Conflict Resolution</p>

Florida Early Learning Standards

COR Advantage Items

SOCIAL AND EMOTIONAL DEVELOPMENT CONT	
<p>C. Self-Concept</p> <ol style="list-style-type: none"> 1. Forms and maintains mutual relationships with others 2. Becomes aware of oneself as a unique individual while still connected to others 3. Demonstrates increasing sense of competence and confidence in growing abilities 	<ul style="list-style-type: none"> E. Building relationships with adults F. Building relationships with other children E. Building relationships with adults F. Building relationships with other children K. Personal care and healthy behavior FF. Knowledge of self and others A. Initiative and planning D. Emotions K. Personal care and healthy behavior
<p>18 TO 24 MONTHS</p> <p>A. Trust and Emotional Security</p> <ol style="list-style-type: none"> 1. Forms and maintains secure relationships with others 2. Responds to the environment 	<ul style="list-style-type: none"> D. Emotions E. Building relationships with adults F. Building relationships with other children B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<p>B. Self-Regulation</p> <ol style="list-style-type: none"> 1. Demonstrates increasing emotional regulation 2. Demonstrates increasing behavior regulation 3. Demonstrates increasing social problem solving 	<ul style="list-style-type: none"> D. Emotions E. Building relationships with adults D. Emotions H. Conflict resolution D. Emotions H. Conflict resolution
<p>C. Self-Concept</p> <ol style="list-style-type: none"> 1. Forms and maintains mutual relationships with others 2. Becomes aware of self as a unique individual while still connected to others 3. Demonstrates increasing sense of competence and confidence in growing abilities 	<ul style="list-style-type: none"> E. Building relationships with adults F. Building relationships with other children E. Building relationships with adults F. Building relationships with other children K. Personal care and healthy behavior FF. Knowledge of self and others A. Initiative and planning B. Problem solving with materials K. Personal care and healthy behavior

Florida Early Learning Standards

COR Advantage Items

SOCIAL AND EMOTIONAL DEVELOPMENT CONT	
<p>TWO-YEAR-OLDS</p> <p>A. Trust and Emotional Security</p> <p>1. Forms and maintains secure relationships with others</p> <p>2. Responds to the environment</p>	<p>D. Emotions E. Building relationships with adults F. Building relationships with other children</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>
<p>B. Self-Regulation</p> <p>1. Demonstrates increasing emotional regulation</p> <p>2. Demonstrates increasing behavior regulation</p> <p>3. Demonstrates increasing social problem solving</p>	<p>D. Emotions H. Conflict Resolution</p> <p>D. Emotions H. Conflict Resolution</p> <p>E. Building relationships with adults F. Building relationships with other children H. Conflict resolution</p>
<p>C. Self-Concept</p> <p>1. Forms and maintains mutual relationships with others</p> <p>2. Becomes aware of oneself as a unique individual while still connected to others</p> <p>3. Demonstrates increasing sense of competence and confidence in growing abilities</p>	<p>E. Building relationships with adults F. Building relationships with other children</p> <p>E. Building relationships with adults F. Building relationships with other children K. Personal care and healthy behavior FF. Knowledge of self and others</p> <p>A. Initiative and planning B. Problem solving with materials K. Personal care and healthy behavior</p>
<p>THREE-YEAR-OLDS</p> <p>A. Pro-Social Behaviors</p> <p>1. Develops positive relationships and interacts comfortably with familiar adults</p> <p>2. Interacts with and develops positive relationships with peers</p> <p>3. Joins in group activities and experiences within early learning environments</p> <p>4. Shows care and concern for others</p>	<p>E. Building relationships with adults</p> <p>D. Emotions F. Building relationships with other children</p> <p>E. Building relationships with adults F. Building relationships with other children G. Community FF. Knowledge of self and others</p> <p>D. Emotions F. Building relationships with other children</p>

Florida Early Learning Standards

COR Advantage Items

SOCIAL AND EMOTIONAL DEVELOPMENT CONT	
<p>B. Self-Regulation</p> <ol style="list-style-type: none"> 1. Follows simple rules and familiar routines with support 2. Begins to use materials with increasing care and safety 3. Adapts to transitions with support 4. Shows developing ability to solve social problems with support from familiar adults 	<ul style="list-style-type: none"> G. Community GG. Geography HH. History B. Problem solving with materials GG. Geography G. Community K. Personal care and healthy behavior H. Conflict resolution
<p>C. Self-Concept</p> <ol style="list-style-type: none"> 1. Shows growing confidence in their abilities 2. Begins to independently initiate and direct some experiences 	<ul style="list-style-type: none"> A. Initiative and planning B. Problem solving with materials K. Personal care and healthy behavior A. Initiative and planning B. Problem solving with materials K. Personal care and healthy behavior CC. Experimenting, predicting and drawing conclusions

Florida Early Learning Standards

COR Advantage Items

LANGUAGE AND COMMUNICATION	
BIRTH TO 8 MONTHS	
A. Listening and Understanding	
1. Responds to frequently heard sounds and words	M. Listening and comprehension
B. Communicating and Speaking	
1. Uses a variety of sounds and movements to communicate	L. Speaking
C. Early Reading	
2. Shows enjoyment of the sounds and rhythms of language	N. Phonological awareness Q. Book enjoyment and knowledge
D. Early Writing	
1. Develops eye-hand coordination and more intentional hand control	J. Fine-motor skills R. Writing
2. Watches activities of others and imitates sounds, facial expressions, and actions	E. Building relationships with adults F. Building relationships with other children N. Phonological awareness
8 TO 18 MONTHS	
A. Listening and Understanding	
1. Shows an increased understanding of gestures and words	M. Listening and comprehension
B. Communicating and Speaking	
1. Uses consistent sounds, gestures, and some words to communicate	L. Speaking
C. Early Reading	
1. Builds and uses vocabulary with language, pictures, and books	P. Reading Q. Book enjoyment and knowledge
D. Early Writing	
1. Uses tools to make scribbles	R. Writing
2. Repeats actions that symbolize ideas	C. Reflection M. Listening and comprehension

Florida Early Learning Standards

COR Advantage Items

LANGUAGE AND COMMUNICATION CONT	
18 TO 24 MONTHS	
A. Listening and Understanding 1. Gains meaning through listening	M. Listening and comprehension
B. Communicating and Speaking 1. Uses a larger number of words and uses words together 2. Attends to and tries to take part in conversations	L. Speaking L. Speaking M. Listening and comprehension
C. Early Reading 1. Learns that pictures represent real objects, events, and ideas (stories) 2. Shows motivation to “read”	P. Reading Q. Book enjoyment and knowledge P. Reading Q. Book enjoyment and knowledge
D. Early Writing 1. Makes purposeful marks on paper 2. Uses beginning representation through play that imitates familiar routines	R. Writing AA. Pretend play
TWO-YEAR-OLDS	
A. Listening and Understanding 1. Gains meaning through listening	M. Listening and comprehension
B. Communicating and Speaking 1. Speaks clearly enough to be understood by most listeners 2. Participates in conversations	L. Speaking L. Speaking M. Listening and comprehension
C. Early Reading 1. Shows growing interest in print and books 2. Shows motivation to “read”	M. Listening and comprehension N. Phonological awareness Q. Book enjoyment and knowledge P. Reading Q. Book enjoyment and knowledge
D. Early Writing 1. Uses scribbles, marks and drawings to convey messages 2. Uses more complicated imitative play as symbolic thought processes and mental concepts or pictures are developed	R. Writing X. Art AA. Pretend play

Florida Early Learning Standards

COR Advantage Items

LANGUAGE AND COMMUNICATION CONT	
<p>THREE-YEAR-OLDS</p> <p>A. Listening and Understanding</p> <p>1. Listens to and understands spoken language</p> <p>2. Shows understanding by following simple directions</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p>B. Communicating and Speaking</p> <p>1. Shows improving expressive communication skills</p> <p>2. Shows increased vocabulary and uses language for many purposes</p>	<p>L. Speaking</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>
<p>C. Early Reading</p> <p>1. Shows an appreciation and enjoyment of reading</p> <p>2. Demonstrates beginning phonological awareness</p> <p>3. Shows awareness of letters and symbols</p> <p>4. Demonstrates comprehension and responds to stories</p>	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> <p>M. Listening and comprehension</p>
<p>D. Early Writing</p> <p>1. Begins to use writing, pictures and play to express ideas</p> <p>2. Shows beginning writing skills by making letter-like shapes and scribbles to write</p>	<p>R. Writing</p> <p>X. Art</p> <p>AA. Pretend play</p> <p>R. Writing</p>

Florida Early Learning Standards

COR Advantage Items

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE	
BIRTH TO 8 MONTHS	
A. Exploration and Discovery	
1. Responds in simple ways to people and objects	E. Building relationships with adults BB. Observing and classifying EE. Tools and technology
2. Establishes primary relationships	E. Building relationships with adults
3. Begins to actively seek out responses	E. Building relationships with adults BB. Observing and classifying EE. Tools and technology
B. Concept Development and Memory	
1. Responds in simple ways to people and objects	E. Building relationships with adults F. Building relationships with other children CC. Experimenting, predicting, and drawing conclusions
2. Establishes primary relationships	E. Building relationships with adults
3. Begins to make things happen	B. Problem solving with materials BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
C. Problem Solving and Creative Expression	
1. Responds in simple ways to people and objects	E. Building relationships with adults BB. Observing and classifying EE. Tools and technology
2. Establishes primary relationships	E. Building relationships with adults L. Speaking
3. Begins to make things happen	B. Problem solving with materials BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
8 TO 18 MONTHS	
A. Exploration and Discovery	
1. Responds in varied ways to people and objects	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions GG. Geography

Florida Early Learning Standards

COR Advantage Items

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CONT	
<p>2. Establishes more complex relationships</p> <p>3. Initiates more events</p>	<p>E. Building relationships with adults F. Building relationships with other children L. Speaking FF. Knowledge of self and others</p> <p>A. Initiative and planning C. Reflection BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p>B. Concept Development and Memory</p> <p>1. Responds in varied ways to people and objects</p> <p>2. Establishes more complex relationships</p> <p>3. Initiates more events</p>	<p>A. Initiative and planning Q. Book enjoyment and knowledge GG. Geography</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>A. Initiative and planning AA. Pretend play GG. Geography</p>
<p>C. Problem Solving and Creative Expression</p> <p>1. Responds in varied ways to people and objects</p> <p>2. Establishes more complex relationships</p> <p>3. Initiates more events</p>	<p>A. Initiative and planning E. Building relationships with adults BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>A. Initiative and planning B. Problem solving with materials C. Reflection BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>

Florida Early Learning Standards

COR Advantage Items

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CONT	
<p>18 TO 24 MONTHS</p> <p>A. Exploration and Discovery</p> <p>1. Shows more complex responses to people and objects</p> <p>2. Expands relationships</p> <p>3. Initiates more complex interactions</p>	<p>A. Initiative and planning E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking AA. Pretend play FF. Knowledge of self and others</p> <p>E. Building relationships with adults F. Building relationships with other children BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p>B. Concept Development and Memory</p> <p>1. Shows more complex responses to people and objects</p> <p>2. Expands relationships</p> <p>3. Initiates more complex interactions</p>	<p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension N. Phonological awareness</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking Q. Book enjoyment and knowledge FF. Knowledge of self and others</p> <p>E. Building relationships with adults F. Building relationships with other children CC. Experimenting, predicting, and drawing conclusions GG. Geography</p>

Florida Early Learning Standards

COR Advantage Items

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CONT	
C. Problem Solving and Creative Expression	
1. Shows more complex responses to people and objects	<ul style="list-style-type: none"> B. Problem solving with materials E. Building relationships with adults F. Building relationships with other children H. Conflict resolution AA. Pretend play
2. Expands relationships	<ul style="list-style-type: none"> E. Building relationships with adults F. Building relationships with other children AA. Pretend play
3. Initiates more complex interactions	<ul style="list-style-type: none"> B. Problem solving with materials E. Building relationships with adults F. Building relationships with other children H. Conflict resolution J. Fine-motor skills X. Art FF. Knowledge of self and others
TWO-YEAR-OLDS	
A. Exploration and Discovery	
1. Demonstrates varying responses to people and objects	<ul style="list-style-type: none"> A. Initiative and planning E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension CC. Experimenting, predicting, and drawing conclusions
2. Engages in multiple productive relationships	<ul style="list-style-type: none"> A. Initiative and planning D. Emotions E. Building relationships with adults F. Building relationships with other children
3. Initiates rich and varied events	<ul style="list-style-type: none"> A. Initiative and planning AA. Pretend play BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions

Florida Early Learning Standards

COR Advantage Items

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CONT	
<p>B. Concept Development and Memory</p> <p>1. Demonstrates varying responses to people and objects</p> <p>2. Engages in multiple productive relationships</p> <p>3. Initiates rich and varied events</p>	<p>C. Reflection M. Listening and comprehension T. Geometry: Shapes and spatial awareness HH. History</p> <p>D. Emotions E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>A. Initiative and planning E. Building relationships with adults F. Building relationships with other children AA. Pretend play BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p>C. Problem Solving and Creative Expression</p> <p>1. Demonstrates discriminating responses to people and objects</p> <p>2. Engages in multiple productive relationships</p> <p>3. Initiates rich and varied events</p>	<p>E. Building relationships with adults F. Building relationships with other children L. Speaking Y. Music AA. Pretend play</p> <p>D. Emotions E. Building relationships with adults F. Building relationships with other children G. Community H. Conflict resolution AA. Pretend play</p> <p>A. Initiative and planning B. Problem solving with materials AA. Pretend play BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>

Florida Early Learning Standards

COR Advantage Items

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CONT	
<p>THREE-YEAR-OLDS</p> <p>A. Mathematical Thinking</p> <ol style="list-style-type: none"> 1. Demonstrates interest in mathematical problem solving 2. Sorts objects into groups by one characteristic 3. Shows knowledge of numbers and counting 4. Recognizes some geometric shapes 5. Shows beginning understanding of spatial relationships and position words 6. Demonstrates beginning ability to compare and contrast 7. Engages in activities that explore measurement 	<ol style="list-style-type: none"> B. Problem solving with materials S. Number and counting T. Geometry: Shapes and spatial awareness <p>BB. Observing and classifying</p> <ol style="list-style-type: none"> S. Number and counting T. Geometry: Shapes and spatial awareness T. Geometry: Shapes and spatial awareness <p>U. Measurement</p> <p>U. Measurement</p>
<p>B. Scientific Thinking</p> <ol style="list-style-type: none"> 1. Uses senses to collect information through observation and exploration 2. Begins to use simple tools for observing and investigation 3. Begins to compare objects 	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p> <p>U. Measurement</p> <p>BB. Observing and classifying</p>
<p>C. Social Studies</p> <ol style="list-style-type: none"> 1. Begins to recognize and appreciate similarities and differences in people 2. Begins to understand family characteristics, roles and functions 3. Shows awareness of some social roles and jobs that people do 4. Demonstrates awareness of group rules 5. Demonstrates awareness of the environment around them 	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>G. Community</p> <p>DD. Natural and physical world</p> <p>GG. Geography</p>

Florida Early Learning Standards

COR Advantage Items

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CONT	
D. The Arts	
1. Uses many different creative art materials to express and explore	X. Art
2. Engages in music experiences	Y. Music
	Z. Movement
3. Engages in creative movement and dramatic play	Z. Movement
	AA. Pretend play
4. Shows understanding and appreciation of artistic creations or events	X. Art
	Y. Music
	Z. Movement

Alignment of the 2011 Florida Early Learning and Developmental Standards for Four-Year-Olds With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the **Florida Early Learning and Developmental Standards for Four-Year-Olds** (revised 2011) correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (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.



Florida Early Learning Standards

COR Advantage Items

I. Physical Development	
A. Health and Wellness <ol style="list-style-type: none"> 1. Shows characteristics of good health to facilitate learning 2. Shows visual abilities to facilitate learning and healthy growth and development 3. Demonstrates auditory ability to facilitate learning and healthy growth and development 5. Shows familiarity with health care providers in relation to health and wellness 6. Demonstrates self-control, interpersonal, and social skills in relation to mental health 7. Shows basic physical needs are met 8. Actively takes part in basic health and safety routines 9. Participates in physical fitness activities 10. Makes healthy food choices 	<ol style="list-style-type: none"> I. Gross-motor skills K. Personal care and healthy behavior J. Fine-motor skills M. Listening and comprehension N. Phonological awareness K. Personal care and healthy behavior FF. Knowledge of self and others D. Emotions E. Building relationships with adults F. Building relationships with other children K. Personal care and healthy behavior K. Personal care and healthy behavior I. Gross-motor skills Z. Movement K. Personal care and healthy behavior
B. Self Help <ol style="list-style-type: none"> 1. Actively participates in self-care 2. Helps carry out classroom routines 	<ol style="list-style-type: none"> K. Personal care and healthy behavior G. Community
C. Gross Motor Development <ol style="list-style-type: none"> 1. Demonstrates increasing motor control and balance 2. Demonstrates the ability to combine movements for gross motor skills 	<ol style="list-style-type: none"> I. Gross-motor skills I. Gross-motor skills
D. Fine Motor Development <ol style="list-style-type: none"> 1. Demonstrates increasing control of small motor muscles to perform simple tasks 2. Uses eye-hand coordination to perform fine motor tasks 3. Shows beginning control of writing by using various drawing and art tools with increasing coordination 	<ol style="list-style-type: none"> J. Fine-motor skills J. Fine-motor skills J. Fine-motor skills R. Writing

Florida Early Learning Standards

COR Advantage Items

<i>II. Approaches to Learning</i>	
A. Eagerness and Curiosity 1. Shows curiosity and is eager to learn new things and have new experiences	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
B. Persistence 1. Attends to tasks for a brief period and seeks help when needed	A. Initiative and planning B. Problem solving with materials
C. Creativity 1. Approaches daily activities with creativity	X. Art Y. Music Z. Movement AA. Pretend play
D. Planning and Reflection 1. Shows initial signs of planning and learning from their experiences	A. Initiative and planning C. Reflection

Florida Early Learning Standards

COR Advantage Items

III. Social and Emotional Development	
<p>A. Self-Regulation</p> <p>a. Affective</p> <p>1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment</p> <p>2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time</p> <p>b. Life/Adaptive</p> <p>1. Follows simple rules, agreements, and familiar routines with teacher support</p> <p>3. Adapts to transitions with increasing independence</p>	<p>A. Initiative and planning G. Community K. Personal care and healthy behavior</p> <p>D. Emotions G. Community</p> <p>G. Community</p> <p>G. Community</p>
<p>B. Relationships</p> <p>a. Self</p> <p>1. Shows increasing confidence in their own abilities</p> <p>b. Peers</p> <p>1. Interacts with and develops positive relationships with peers</p> <p>2. Develops special friendships</p> <p>3. Shows care and concern for others</p> <p>c. Adults</p> <p>1. Develops positive relationships and interacts comfortably with familiar adults</p>	<p>A. Initiative and planning FF. Knowledge of self and others</p> <p>F. Building relationships with other children H. Conflict resolution</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p>
<p>C. Social Problem Solving</p> <p>1. Shows developing ability to solve social problems with support from familiar adults</p> <p>2. Develops an initial understanding of bullying, with support from familiar adults</p>	<p>H. Conflict resolution</p> <p>FF. Knowledge of self and others</p>

Florida Early Learning Standards

COR Advantage Items

IV. Language, Communication, and Emergent Literacy	
<p>A. Listening and Understanding</p> <p>1. Increases knowledge through listening Benchmark a: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.</p> <p>2. Follows multi-step directions Benchmark a: Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.</p>	<p>M. Listening and comprehension</p> <p>K. Personal care and healthy behavior M. Listening and comprehension</p>
<p>B. Speaking</p> <p>1. Speech is understood by both a familiar and an unfamiliar peer or adult Benchmark a: Child's speech is understood by both a familiar and an unfamiliar adult.</p>	<p>E. Building relationships with adults F. Building relationships with other children L. Speaking</p>
<p>C. Vocabulary</p> <p>1. Shows an understanding of words and their meanings Benchmark b: Child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below). Benchmark c: Child understands or knows the meaning of many thousands of words, including disciplinary words (e.g., science, social studies, math, and literacy), many more than he or she routinely uses (receptive language).</p> <p>2. Shows increased vocabulary to describe many objects, actions, and events Benchmark a: Child uses a large speaking vocabulary, adding new words weekly. Benchmark b: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).</p>	<p>M. Listening and comprehension T. Geometry: Shapes and spatial awareness BB. Observing and classifying</p> <p>M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p> <p>BB. Observing and classifying</p>

Florida Early Learning Standards

COR Advantage Items

D. Sentences and Structure	
<p>1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.</p>	<p>L. Speaking</p>
<p>Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<p>L. Speaking HH. History</p>
<p>2. Connects phrases and sentences to build ideas Benchmark a: Child uses sentences with more than one phrase.</p>	<p>L. Speaking</p>
<p>Benchmark b: Child combines more than one idea using complex sentences.</p>	<p>L. Speaking</p>
<p>Benchmark c: Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.</p>	<p>M. Listening and comprehension</p>
E. Conversation	
<p>1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems Benchmark a: Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).</p>	<p>B. Problem solving with materials D. Emotions H. Conflict resolution CC. Experimenting, predicting, and drawing conclusions</p>
<p>2. Initiates, ask questions, and responds to adults and peers in a variety of settings Benchmark a: Child follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.</p>	<p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p>
<p>Benchmark b: Child provides appropriate information for the setting (e.g., introduces himself or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult).</p>	<p>B. Problem solving with materials L. Speaking M. Listening and comprehension</p>
<p>3. Uses appropriate language and style for context Benchmark a: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).</p>	<p>L. Speaking</p>

Florida Early Learning Standards

COR Advantage Items

F. Emergent Reading	
<p>1. Shows motivation for reading Benchmark a: Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).</p>	<p>Q. Book enjoyment and knowledge</p>
<p>Benchmark b: Child interacts appropriately with books and other materials in a print-rich environment.</p>	<p>Q. Book enjoyment and knowledge</p>
<p>Benchmark c: Child asks to be read to or asks the meaning of written text.</p>	<p>Q. Book enjoyment and knowledge</p>
<p>2. Shows age-appropriate phonological awareness Benchmark f: Child combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures, and adult says /c/ + “at,” child can select the picture of the cat).</p>	<p>N. Phonological awareness</p>
<p>3. Shows alphabetic knowledge Benchmark a: Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named).</p>	<p>O. Alphabet knowledge</p>
<p>Benchmark b: Child names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name).</p>	<p>O. Alphabet knowledge</p>
<p>Benchmark c: Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given).</p>	<p>O. Alphabet knowledge</p>
<p>Benchmark d: Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).</p>	<p>O. Alphabet knowledge</p>
<p>4. Demonstrates comprehension of text read aloud Benchmark a: Child retells or reenacts story after it is read aloud.</p>	<p>M. Listening and comprehension</p>
<p>Benchmark b: Child asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”).</p>	<p>M. Listening and comprehension</p>

Florida Early Learning Standards

COR Advantage Items

G. Emergent Writing	
<p>1. Shows motivation to engage in written expression Benchmark a: Child demonstrates understanding of the connections among their own ideas, experiences, and written expression.</p>	<p>M. Listening and comprehension</p>
<p>Benchmark b: Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes).</p>	<p>R. Writing</p>
<p>2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas Benchmark a: Child independently uses letter-like shapes or letters to write words or parts of words.</p>	<p>R. Writing</p>
<p>Benchmark b: Child writes own name (e.g., first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.</p>	<p>R. Writing</p>
<p>3. Demonstrates age-appropriate ability to write letters Benchmark a: Child independently writes some letters on request.</p>	<p>R. Writing</p>

Florida Early Learning Standards

COR Advantage Items

<i>V. Cognitive Developmental and General Knowledge</i>	
<p>A. Mathematical Thinking</p> <p>a. Number Sense</p> <p>1. Demonstrates understanding of one-to-one correspondence Benchmark a: Child demonstrates one-to-one correspondence when counting.</p> <p>Benchmark b: Child demonstrates one-to-one correspondence to determine if two sets are equal.</p> <p>2. Shows understanding of how to count and construct sets Benchmark a: Child counts sets in the range of 10 to 15 objects.</p> <p>Benchmark b: Child constructs sets in the range of 10 to 15 objects.</p> <p>3. Shows understanding by participating in the comparison of quantities Benchmark a: Child compares two sets to determine if they are equal.</p> <p>Benchmark b: Child compares two sets to determine if one set has more.</p> <p>Benchmark c: Child compares two sets to determine if one set has less.</p> <p>Benchmark d: Child determines one set of objects is a lot more than another set of objects.</p> <p>4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10</p> <p>5. Counts and knows the sequence of number names (spoken) Benchmark a: Child counts and recognizes number names (spoken) in the range of 10 to 15.</p>	<p>S. Number and counting</p>

Florida Early Learning Standards

COR Advantage Items

<p>b. Number and Operations</p> <p>1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge) Benchmark a: Child indicates there are more when combining (adding) sets of objects.</p> <p>Benchmark b: Child indicates there are less (fewer) when removing (subtracting) objects from a set.</p> <p>2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities Benchmark a: Child combines sets of objects to equal a set no larger than 10.</p> <p>Benchmark b: Child removes objects from a set no larger than 10.</p> <p>3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time</p>	<p>S. Number and counting</p>
<p>c. Patterns and Seriation</p> <p>1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow) Benchmark a: Child recognizes patterns and non-patterns.</p> <p>Benchmark b: Child duplicates identical patterns with at least two elements.</p> <p>Benchmark d: Child begins to independently produce patterns with at least two elements (e.g., red/blue, red/blue), with teacher support and multiple experiences over time.</p>	<p>V. Patterns</p> <p>V. Patterns</p> <p>V. Patterns</p>

Florida Early Learning Standards

COR Advantage Items

<p>d. Geometry</p> <p>1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)</p> <p>Benchmark a: Child categorizes (sorts) examples of two-dimensional shapes.</p> <p>Benchmark b: Child names two-dimensional shapes.</p> <p>Benchmark c: Child constructs examples of two-dimensional shapes.</p> <p>Benchmark d: Child identifies the number of sides of two-dimensional shapes.</p> <p>2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations</p> <p>Benchmark a: Child slides shapes, with teacher support and multiple experiences over time.</p> <p>Benchmark b: Child flips shapes, with teacher support and multiple experiences over time.</p> <p>Benchmark c: Child rotates shapes, with teacher support and multiple experiences over time.</p> <p>3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)</p> <p>Benchmark a: Child categorizes (sorts) examples of three-dimensional shapes.</p> <p>Benchmark b: Child names three-dimensional shapes.</p>	<p>T. Geometry: Shapes and spatial awareness</p>
<p>e. Spatial Relations</p> <p>1. Shows understanding of spatial relationships and uses position words (e.g., in front of, behind, between, over, through, under)</p> <p>Benchmark a: Child shows understanding of positional words (receptive knowledge).</p> <p>4. Uses directions to move through space and find places in space (e.g., obstacle courses, Simon Says, Mother May I?, hop scotch, giving simple directions)</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>

Florida Early Learning Standards

COR Advantage Items

f. Measurement	
1. Engages in activities that explore measurement	U. Measurement
2. Compares continuous quantities using length, weight, and height Benchmark a: Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time.	U. Measurement
Benchmark b: Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time.	U. Measurement
Benchmark c: Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time.	U. Measurement
Benchmark d: Child uses measurement vocabulary (e.g., length, weight, height) and comparative terminology (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time.	U. Measurement
3. Represents and analyzes data Benchmark a: Child assists with collecting and sorting materials to be graphed.	W. Data analysis BB. Observing and classifying
Benchmark b: Child works with teacher and small groups to represent mathematical relations in charts and graphs.	W. Data analysis
Benchmark c: Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs.	W. Data analysis
4. Child predicts the results of a data collection, with teacher support and multiple experiences over time	W. Data analysis

Florida Early Learning Standards

COR Advantage Items

<i>V. Cognitive Developmental and General Knowledge</i>	
<p>B. Scientific Inquiry</p> <p>a. Investigation and Inquiry</p> <ol style="list-style-type: none"> 1. Demonstrates the use of simple tools and equipment for observing and investigating 2. Examines objects and makes comparisons <p>b. Physical Science</p> <ol style="list-style-type: none"> 1. Explores the physical properties and creative use of objects or matter <p>c. Life Science</p> <ol style="list-style-type: none"> 1. Explores growth and change of living things 2. Identifies the characteristics of living things <p>d. Earth and Space</p> <ol style="list-style-type: none"> 2. Discovers and explores objects (e.g., rocks, twigs, leaves, sea shells) that are naturally found in the environment <p>e. Environmental Awareness</p> <ol style="list-style-type: none"> 1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time 	<p>EE. Tools and technology</p> <p>U. Measurement BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p> <p>DD. Natural and physical world DD. Natural and physical world FF. Knowledge of self and others</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>

Florida Early Learning Standards

COR Advantage Items

<i>V. Cognitive Developmental and General Knowledge</i>	
<p>C. Social Studies</p> <p>a. Individual Development and Identity</p> <p>1. Begins to recognize and appreciate similarities and differences in people</p> <p>2. Begins to understand family characteristics, roles, and functions</p> <p>3. Shows awareness and describes some social roles and jobs that people do</p> <p>b. People, Places, and Environments</p> <p>1. Demonstrates awareness of geographic thinking</p> <p>c. Technology and Our World</p> <p>1. Shows awareness of technology and its impact on how people live</p> <p>d. Civic Ideals and Practices</p> <p>1. Demonstrates awareness of group rules (civics)</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>GG. Geography</p> <p>EE. Tools and technology</p> <p>G. Community</p>

Florida Early Learning Standards

COR Advantage Items

<i>V. Cognitive Developmental and General Knowledge</i>	
D. Creative Expression Through the Arts	
a. Visual Arts	
1. Explores visual arts	X. Art
2. Children create visual art to communicate an idea	X. Art
3. Discusses and responds to the feelings caused by an artwork	X. Art
b. Music	
1. Explores music	Y. Music
2. Creates music to communicate an idea	Y. Music
3. Discusses and responds to the feelings caused by music	Z. Movement
c. Creative Movement and Dance	
1. Explores creative movement and dance	Z. Movement
2. Creates creative movement and dance to communicate an idea	Z. Movement
3. Discusses and responds to the feelings caused by creative movement and dance	Z. Movement
d. Dramatic Play and Theatre	
1. Explores dramatic play and theatre	AA. Pretend play
2. Creates dramatic play and theatre to communicate an idea	AA. Pretend play
3. Discusses and responds to the feelings caused by dramatic play and theatre	No match found