



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 Nebraska. This document shows you how COR Advantage aligns with Nebraska’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 2006 Nebraska Early Learning Guidelines for Ages Birth to 3 With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2006 **Nebraska Early Learning Guidelines for Ages Birth to 3** 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.



Nebraska Early Learning Standards

COR Advantage Items

<i>Social and Emotional Development</i>		
Infants – Birth to 18 Months	Social Relationships	
	Child is responsive in interactions with others and shows evidence of attachment process	A. Initiative and planning D. Emotions E. Building relationships with adults F. Building relationships with other children
Toddlers – 18 Months to 3 Years	Child is responsive in interactions with others and begins to build relationships	D. Emotions E. Building relationships with adults F. Building relationships with other children
Infants – Birth to 18 Months	Sense of Self	
	Child initiates, explores and plays with objects and materials	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
	Child begins to distinguish self from others	FF. Knowledge of self and others
	Child shows likes and dislikes for people and materials	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children
	Child shows growing independence in a range of activities, routines and tasks	G. Community K. Personal care and healthy behavior
Toddlers – 18 Months to 3 Years	Child begins to distinguish self from others	FF. Knowledge of self and others
	Child develops independence, confidence, and competence	A. Initiative and planning B. Problem solving with materials D. Emotions

Nebraska Early Learning Standards

COR Advantage Items

<i>Social and Emotional Development CONT</i>		
Infants – Birth to 18 Months	Self Regulation	
	Child expresses emotions and begins to initiate ways to calm self	D. Emotions
	Child explores the environment freely, responding to supportive guidance	A. Initiative and planning E. Building relationships with adults
	Child provides cues indicating wants and needs through purposeful actions and gestures	A. Initiative and planning K. Personal care and healthy behavior
Toddlers – 18 Months to 3 Years	Child depends on frequent reminders to learn boundaries	G. Community
	Child expresses emotions and shows concern for others	D. Emotions
	Child begins to develop an understanding of boundaries and routines, and follows them when reminded	G. Community HH. History

Nebraska Early Learning Standards

COR Advantage Items

Approaches to Learning		
Infants – Birth to 18 Months	Initiative and Curiosity	
	Child uses initiative, curiosity and persistence to learn about the world	A. Initiative and planning
	Child communicates through sounds, gestures, and beginning oral language	L. Speaking
Toddlers – 18 Months to 3 Years	Child chooses from a variety of materials and methods of exploration	A. Initiative and planning
	Child uses initiative, curiosity and persistence to learn about the world	A. Initiative and planning
	Child learns through imaginative and interactive play	AA. Pretend play
Infants – Birth to 18 Months	Child uses oral language or other alternative methods of communication to ask questions or find solutions	B. Problem solving with materials L. Speaking
	Child chooses from a variety of materials and methods of exploration	A. Initiative and planning
	Sensory Exploration & Problem Solving	
Infants – Birth to 18 Months	Child notices and shows interest in and excitement with familiar objects, people and events	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children
	Child explores environment and persists when facing challenges	A. Initiative and planning B. Problem solving with materials
	Child Experiments with cause and effect	CC. Experimenting, predicting, and drawing conclusions
Toddlers – 18 Months to 3 Years	Child tries multiple ways to solve a problem and is highly involved and persistent	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
	Child Experiments with cause and effect	CC. Experimenting, predicting, and drawing conclusions
	Child shows increasing ability to identify similar objects from a variety of materials	BB. Observing and classifying

Nebraska Early Learning Standards

COR Advantage Items

Health and Physical Development			
Infants – Birth to 18 Months	Fine (Small) Motor Skills		
	<p>Child uses eyes, mouth and hands to explore large and small objects that are within reach, developing more purposeful actions over time</p> <p>Child actively explores the environment and manipulates objects</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>	
Toddlers – 18 Months to 3 Years	<p>Child uses hands and fingers to control objects to demonstrate increasing fine (small) motor coordination</p> <p>Child actively explores the environment and manipulates objects</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>	
	Gross (Large) Motor Skills		
Infants – Birth to 18 Months	<p>Child begins to develop gross (large) motor skills</p> <p>Child builds skills in coordination, balance, body awareness and coordination</p> <p>Child actively explores a safe and supportive environment, both indoors and outdoors</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>	
	Toddlers – 18 Months to 3 Years	<p>Child develops gross (large) motor skills</p> <p>Child demonstrates coordination, balance, and body awareness</p> <p>Child actively explores a safe and supportive environment, both indoors and outdoors</p> <p>Child shows growing skill in climbing up and down steps</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
		Health Behaviors & Practices	
<p>Child shows increasing awareness of health and safety practices through repetition, imitation and adult conversation about what is happening</p> <p>Child shows interest in physical activities that promote health</p> <p>Child begins to understand and initiate good hygiene practices (offers hands to be washed, mimics cleaning, etc.)</p>		<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>	

Nebraska Early Learning Standards

COR Advantage Items

<i>Health and Physical Development CONT</i>		
Toddlers – 18 Months to 3 Years	Child shows increasing awareness of health and safety practices and guidelines	K. Personal care and healthy behavior
	Child shows interest in physical activities that promote health (wiping off tables, dressing for the weather, etc.)	K. Personal care and healthy behavior
	Child begins to understand and initiate good hygiene practices (washes hands, offers to help with cleaning, etc.)	K. Personal care and healthy behavior
	Nutrition	
Infants – Birth to 18 Months	Child shows increasing independence in ability to feed self	K. Personal care and healthy behavior
Toddlers – 18 Months to 3 Years	Child shows increasing independence in developing eating abilities	K. Personal care and healthy behavior
	Child communicates nutrition-related information	K. Personal care and healthy behavior S. Number and counting
	Self-Help Skills	
Infants – Birth to 18 Months	Child shows increasing awareness of the function of self-care materials	K. Personal care and healthy behavior
	Child cooperates with care routines	K. Personal care and healthy behavior
Toddlers – 18 Months to 3 Years	Child shows increasing awareness of the body and its functions	K. Personal care and healthy behavior
	Child shows increasing development of self-help skills and materials	K. Personal care and healthy behavior
	Child cooperates with care routines	K. Personal care and healthy behavior

Nebraska Early Learning Standards

COR Advantage Items

<i>Language and Literacy Development</i>		
Infants – Birth to 18 Months	Listening and Understanding	
	<p>Child responds to sounds in the environment</p> <p>Child begins to listen to words with understanding</p> <p>Child begins to follow simple directions</p> <p>Child demonstrates understanding of native and/or English language</p>	<p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>II. Listening to and understanding English</p>
Toddlers – 18 Months to 3 Years	Child listens to simple directions and conversations with understanding	M. Listening and comprehension
	Child follows directions, responds to simple instructions/requests	M. Listening and comprehension
	Child listens to others and responds to feelings and expressed ideas	D. Emotions M. Listening and comprehension
Infants – Birth to 18 Months	Speaking and Communicating	
	<p>Child communicates needs, wants, feelings, or thoughts through words, gestures, actions, or expressions</p> <p>Child communicates for a variety of purposes</p>	<p>A. Initiative and planning</p> <p>D. Emotions</p> <p>K. Personal care and healthy behavior</p> <p>L. Speaking</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p> <p>S. Number and counting</p>

Nebraska Early Learning Standards

COR Advantage Items

<i>Language and Literacy Development CONT</i>		
Toddlers – 18 Months to 3 Years	Child communicates needs, wants, feelings, or thoughts through words, gestures, actions, or expressions	A. Initiative and planning D. Emotions K. Personal care and healthy behavior L. Speaking
	Child communicates for a variety of purposes	E. Building relationships with adults F. Building relationships with other children L. Speaking
Infants – Birth to 18 Months	Book Knowledge & Appreciation	
	Child responds to language and shows enjoyment of the sounds and rhythms of language	M. Listening and comprehension N. Phonological awareness
	Child explores books with interest Child responds to pictures in book	Q. Book enjoyment and knowledge P. Reading
Toddlers – 18 Months to 3 Years	Child demonstrates interest in and appreciation of reading-related activities	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
	Child increases knowledge about books and how they are typically read	Q. Book enjoyment and knowledge
	Child responds to pictures in book	P. Reading

Nebraska Early Learning Standards

COR Advantage Items

<i>Language and Literacy Development CONT</i>		
Infants – Birth to 18 Months	Print Awareness & Early Writing	
	Child begins to develop eye-hand coordination	J. Fine-motor skills
	Child manipulates materials with increasing precision (reaches for toys, plays with toys, shakes keys to make sound, carries blanket, etc.)	J. Fine-motor skills
	Child explores with writing materials	R. Writing
Toddlers – 18 Months to 3 Years	Child manipulates materials with increasing precision	J. Fine-motor skills
	Child shows an awareness of print as a form of meaningful communication	P. Reading
	Child shows an interest in early writing	R. Writing
	Child begins to recognize own name on artwork or possessions	P. Reading

Nebraska Early Learning Standards

COR Advantage Items

Mathematics		
Infants – Birth to 18 Months	Number and Operations	
	Child begins to develop awareness of quantity	S. Number and counting
	Child begins to show interest in real life mathematical concepts	S. Number and counting
	Child begins to imitate counting using some names of numbers	S. Number and counting
Toddlers – 18 Months to 3 Years	Child develops awareness of numbers	S. Number and counting
	Child develops an understanding of the counting process	S. Number and counting
Infants – Birth to 18 Months	Spatial Sense	
	Child begins to develop knowledge of where things are in the environment	T. Geometry: Shapes and spatial awareness GG. Geography
	Child develops sense of self in relation to the environment	T. Geometry: Shapes and spatial awareness
Toddlers – 18 Months to 3 Years	Child develops knowledge of where things are in the environment	GG. Geography
	Child develops geometry and spatial sense	T. Geometry: Shapes and spatial awareness
	Child groups objects together that are the same in some way	BB. Observing and classifying
	Child uses language to demonstrate understanding of space and time (next to, on top of, in, etc.)	T. Geometry: Shapes and spatial awareness

Nebraska Early Learning Standards

COR Advantage Items

<i>Mathematics CONT</i>		
Infants – Birth to 18 Months	Patterns and Measurement	
	<p>Child begins to demonstrate awareness of patterns, first visually, then through manipulation</p> <p>Child begins to understand time words (after, before, etc.)</p>	<p>V. Patterns</p> <p>HH. History</p>
Toddlers – 18 Months to 3 Years	Child begins to develop knowledge of patterns	V. Patterns
	Child begins to demonstrate knowledge of measurement concepts	U. Measurement
	Child shows some understanding of time sequence within the daily routine	G. Community HH. History
	Child compares the size of various everyday objects (puts different people’s shoes side by side to see which is longest, etc.)	U. Measurement

Nebraska Early Learning Standards

COR Advantage Items

Science		
	Scientific Skills & Methods	
Infants – Birth to 18 Months	<p>Child shows interest in surroundings by focusing on faces and objects in close range</p> <p>Child gathers information through the senses (mouthing, grasping, reaching, etc.)</p> <p>Child repeats actions that have been successful in reaching a goal</p>	<p>A. Initiative and planning</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
Toddlers – 18 Months to 3 Years	<p>Child begins to develop scientific skills and methods</p> <p>Child uses senses, materials, events in nature, and the environment to investigate and expand knowledge</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p>
	Scientific Knowledge	
Infants – Birth to 18 Months	<p>Child uses all five senses to explore and understand surroundings</p> <p>Child begins forming a basic understanding of simple cause and effect relationships</p> <p>Child begins to name common objects in the environment</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p>
Toddlers – 18 Months to 3 Years	<p>Child develops scientific knowledge through active exploration of the environment</p> <p>Child develops understanding of simple cause and effect relationships</p> <p>Child shows increased knowledge and memory for details and routines</p>	<p>DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>C. Reflection</p> <p>G. Community</p> <p>HH. History</p>

Nebraska Early Learning Standards

COR Advantage Items

Creative Arts		
Infants – Birth to 18 Months	Music	
	Child becomes calm when sung to, or talked with in a soothing voice	Y. Music
	Child shows interest in and responds to music	Y. Music
	Child delights in new ability to produce sounds (smacks lips, squeals on purpose, etc.)	L. Speaking
Toddlers – 18 Months to 3 Years	Child shows interest and participates in music activities through gestures, movement and dancing	Y. Music
	Child expresses self creatively to variations in music in the environment (rhythm, volume, tempo, etc.)	Y. Music
	Child enjoys producing music with instruments and singing simple songs	Y. Music
	Child enjoys repetition of favorite songs and other musical experiences	Y. Music
Infants – Birth to 18 Months	Art	
	Child responds to visual elements present in the environment (light, color, patterns, etc.)	X. Art
	Child participates in and enjoys a variety of tactile/sensory experiences such as water, textures, etc.	X. Art
	Child begins to use art media such as large crayons, finger paint, etc.	X. Art
	Child explores the shape of objects	T. Geometry: Shapes and spatial awareness

Nebraska Early Learning Standards

COR Advantage Items

Creative Arts CONT		
Toddlers – 18 Months to 3 Years	Child experiments with art media by painting, scribbling, using play dough, etc.	X. Art
	Child shows pride in ability to use art materials	X. Art
	Child uses a variety of materials creatively to represent other items (blocks, dramatic play materials, clay, etc.)	X. Art
	Child shows preferences for colors or pictures	X. Art
	Child uses various tools to make marks (fingers, crayons, big brushes, etc.)	X. Art
Infants – Birth to 18 Months	Movement	
	Child begins to discover own body	FF. Knowledge of self and others
	Child demonstrates balance and body coordination in movement	Z. Movement
Toddlers – 18 Months to 3 Years	Child shows growing skill in physical activities	I. Gross-motor skills
	Child demonstrates balance and body coordination in movement	I. Gross-motor skills
	Child represents experiences and concepts through movement	Z. Movement
Infants – Birth to 18 Months	Child runs with ease, stops and starts with precision	I. Gross-motor skills
	Dramatic Play	
	Child responds to pretend play activities initiated by adult (facial expressions, animal and vehicle sounds, peek-a-boo, etc.)	AA. Pretend play
Toddlers – 18 Months to 3 Years	Child uses body to make sounds (slaps tray, bangs blocks, splashes water, etc.)	CC. Experimenting, predicting, and drawing conclusions
	Child plays with dramatic play materials (animals, vehicles, dolls, etc.)	AA. Pretend play
	Child participates in a variety of dramatic play activities	AA. Pretend play
Infants – Birth to 18 Months	Child begins to assume the role of someone or something else in dramatic play	AA. Pretend play

Alignment of the 2005 Nebraska Early Learning Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2005 **Nebraska Early Learning Guidelines** 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.



Nebraska Early Learning Guidelines

COR Advantage Items

Social & Emotional Development	
<p>Self Concept</p> <p>Child develops independence, confidence, and competence</p> <p>Child identifies own characteristics (name, age, gender, family members, etc.)</p>	<p>A. Initiative and planning</p> <p>FF. Knowledge of self and others</p>
<p>Self Control</p> <p>Child expresses feelings and shows concern for others</p> <p>Child follows rules and routines</p>	<p>D. Emotions</p> <p>G. Community</p>
<p>Cooperation</p> <p>Child increases ability to sustain relationships</p>	<p>F. Building relationships with other children</p> <p>G. Community</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>
<p>Social Relationships</p> <p>Child interacts empathetically and cooperatively with adults and peers</p>	<p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p>
<p>Knowledge of Families & Communities</p> <p>Child understands and respects similarities and differences among adults and children in their program, home, and community</p> <p>Child expresses some understanding of familiar locations in community such as where people live, and where stores, parks, and restaurants are located</p> <p>Child uses familiar words to identify family members and workers in their community</p>	<p>FF. Knowledge of self and others</p> <p>GG. Geography</p> <p>FF. Knowledge of self and others</p>

Nebraska Early Learning Guidelines

COR Advantage Items

<i>Approaches to Learning</i>	
<p>Initiative and Curiosity</p> <p>Child uses initiative, curiosity and persistence to learn about the world</p> <p>Child engages in imaginative play</p> <p>Child increasingly uses communication to ask questions and seek answers</p>	<p>A. Initiative and planning</p> <p>AA. Pretend play</p> <p>M. Listening and comprehension</p>
<p>Reasoning and Problem Solving</p> <p>Child shows increasing ability to classify, compare and contrast objects, events and experiences</p> <p>Child tries several alternative methods to solve a problem and is highly involved and persistent</p> <p>Child reflects on experiences and information, and interprets or draws conclusions based on the information</p>	<p>BB. Observing and classifying</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

Nebraska Early Learning Guidelines

COR Advantage Items

Health & Physical Development	
<p>Fine (Small) Motor Skills</p> <p>Child uses finger and hand control to operate and use small objects to demonstrate fine (small) motor coordination</p> <p>Child explores drawing and painting materials</p>	<p>J. Fine-motor skills</p> <p>X. Art</p>
<p>Gross (Large) Motor Skills</p> <p>Child develops coordination, balance, spatial awareness and strength through gross (large) motor activities</p> <p>Child develops gross (large) motor skills</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>Health Status and Practices</p> <p>Child develops an awareness of health, nutrition and safety</p> <p>Child develops an understanding of the need for regular physical exercise and activity</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<p>Nutrition</p> <p>Child shows knowledge of healthy eating and lifestyle habits</p> <p>Child understands that healthy foods help them to grow and give them energy to play and think</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

Nebraska Early Learning Guidelines

COR Advantage Items

Language & Literacy Development	
<p>Listening and Understanding</p> <p>Child listens to directions and conversations with understanding</p> <p>Child listens to others and responds to feelings and expressed ideas</p> <p>Child demonstrates understanding of native and/or English languages for social interactions and program directions/activities</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>II. Listening to and understanding English</p>
<p>Speaking and Communicating</p> <p>Child communicates needs, wants or thoughts through words, gestures, actions, or expressions</p> <p>Child communicates for a variety of purposes</p> <p>Child uses English or native language to share feelings and express ideas</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>D. Emotions</p>
<p>Phonological Awareness</p> <p>Child shows knowledge of phonological awareness (the ability to hear and understand the different sounds of language)</p> <p>Child progresses in listening and telling differences in phonemes (smallest parts of sounds in a spoken word)</p> <p>Child recognizes the connection between spoken and written words</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>P. Reading</p>
<p>Book Knowledge and Appreciation</p> <p>Child demonstrates interest in and appreciation of reading-related activities</p> <p>Child increases knowledge about books and how they typically are read</p> <p>Child learns to sequence and predict a story</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>

Nebraska Early Learning Guidelines

COR Advantage Items

Print Awareness and Concepts	COR Advantage Items
Child shows an awareness of print as a form of meaningful communication	O. Alphabet knowledge P. Reading R. Writing
Child understands that each spoken word can be written down and read	P. Reading
Early Writing and Alphabet Knowledge	COR Advantage Items
Child shows an interest in early writing	R. Writing
Child progresses in the identification of letters	O. Alphabet knowledge R. Writing
Child recognizes and/or writes own name on artwork or possessions	P. Reading R. Writing

Nebraska Early Learning Guidelines

COR Advantage Items

Mathematics	
Number and Operations Child develops awareness of numerals Child uses language to demonstrate understanding of space and time (next to, on top of, before, after, etc.) Child develops an understanding of the counting process	S. Number and counting T. Geometry: Shapes and spatial awareness HH. History S. Number and counting
Geometry and Spatial Sense Child develops knowledge of geometric principles Child groups objects together that are the same in some way and gives reasons for groupings	T. Geometry: Shapes and spatial awareness BB. Observing and classifying
Patterns and Measurement Child develops knowledge of patterns Child demonstrates use of measurement	V. Patterns U. Measurement

Nebraska Early Learning Guidelines

COR Advantage Items

<i>Science</i>	
<p>Scientific Skills and Methods</p> <p>Child develops scientific skills and methods</p> <p>Child uses senses, materials, events in nature, and the environment to investigate and expand knowledge</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p>
<p>Scientific Knowledge</p> <p>Child develops knowledge of the scientific process</p> <p>Child demonstrates understanding of simple cause and effect relationships</p> <p>Child shows interest in measurement of time, length, distance, and weight</p> <p>Child develops increased ability to observe and discuss things that are common and things that are different</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>U. Measurement</p> <p>BB. Observing and classifying</p>

Nebraska Early Learning Guidelines

COR Advantage Items

Creative Arts	
Music	
Child is able to sing, play, move and create music, expressing individual imagination	Y. Music
Child responds to music through movement	Y. Music Z. Movement
Art	
Child progresses in exploration and experimentation with new materials	X. Art
Child gains experience in making shapes and linear patterns	X. Art
Child uses materials to build and create a structure to represent another item (blocks become a castle, clay becomes a snake, etc.)	X. Art
Movement	
Child expresses strong emphasis, steady beats and changing dynamics in various musical tempos and styles through movement	Z. Movement
Child demonstrates a sense of balance and body coordination	I. Gross-motor skills Z. Movement
Child represents experiences through movement	Z. Movement
Dramatic Play	
Child participates in a variety of dramatic play activities	AA. Pretend play
Child imagines and clearly describes characters, their relationships and their environment in dramatic play situations	AA. Pretend play