

HighScope Infant-Toddler Curriculum Content

Key Developmental Indicators

A. Approaches to Learning

1. **Initiative:** Children express initiative.
2. **Problem solving:** Children solve problems encountered in exploration and play.
3. **Self-help:** Children do things for themselves.

B. Social and Emotional Development

4. **Distinguishing self and others:** Children distinguish themselves from others.
5. **Attachment:** Children form an attachment to a primary caregiver.
6. **Relationships with adults:** Children build relationships with other adults.
7. **Relationships with peers:** Children build relationships with peers.
8. **Emotions:** Children express emotions.
9. **Empathy:** Children show empathy toward the feelings and needs of others.
10. **Playing with others:** Children play with others.
11. **Group participation:** Children participate in group routines.

C. Physical Development and Health

12. **Moving parts of the body:** Children move parts of the body (turning head, grasping, kicking).
13. **Moving the whole body:** Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
14. **Moving with objects:** Children move with objects.
15. **Steady beat:** Children feel and experience steady beat.

D. Communication, Language, and Literacy

16. **Listening and responding:** Children listen and respond.
17. **Nonverbal communication:** Children communicate nonverbally.
18. **Two-way communication:** Children participate in two-way communication.
19. **Speaking:** Children speak.
20. **Exploring print:** Children explore picture books and magazines.
21. **Enjoying language:** Children enjoy stories, rhymes, and songs.

E. Cognitive Development

22. **Exploring objects:** Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
23. **Object permanence:** Children discover object permanence.
24. **Exploring same and different:** Children explore and notice how things are the same or different.
25. **Exploring more:** Children experience "more."
26. **One-to-one correspondence:** Children experience one-to-one correspondence.
27. **Number:** Children experience the number of things.
28. **Locating objects:** Children explore and notice the location of objects.
29. **Filling and emptying:** Children fill and empty, put in and take out.
30. **Taking apart and putting together:** Children take things apart and fit them together.
31. **Seeing from different viewpoints:** Children observe people and things from various perspectives.

32. **Anticipating events:** Children anticipate familiar events.
33. **Time intervals:** Children notice the beginning and ending of time intervals.
34. **Speed:** Children experience "fast" and "slow."
35. **Cause and effect:** Children repeat an action to make something happen again, experience cause and effect.

F. Creative Arts

36. **Imitating and pretending:** Children imitate and pretend.
37. **Exploring art materials:** Children explore building and art materials.
38. **Identifying visual images:** Children respond to and identify pictures and photographs.
39. **Listening to music:** Children listen to music.
40. **Responding to music:** Children respond to music.
41. **Sounds:** Children explore and imitate sounds.
42. **Vocal pitch:** Children explore vocal pitch sounds.



Key developmental indicators (KDIs) are the building blocks of thinking, reasoning, and learning at each stage of development.



High Scope Infant And Toddler Lesson Plans

Rachel Sandford



High Scope Infant And Toddler Lesson Plans:

Handbook of Equality of Opportunity ,2024-07-12 This Handbook provides an authoritative exposition of equality of opportunity It presents the different concepts most commonly associated with equality of opportunity and discusses the many problems dominating the controversies on equality of opportunity at the theoretical policy or practical level The chapters give a concise exposition of the different conceptions and basic concepts of equal opportunities They clarify variables that are part of the algorithm of equal opportunities e g opportunity equality non discrimination fairness responsibility chance and choice excellence qualifications effort talent merit desert inequality and risk The idea of equality of opportunity has traditionally been associated with a set of largely unquestioned ideals and over the last 50 years it has been at the very centre of the major progressive social changes and firmly entrenched in political rhetoric Yet the idea of equality of opportunity is far from unquestionable or unproblematic as the only solid assumption different conceptions have in common is their rejection of fixed social relations but not hierarchy itself Disagreements over the fundamental principles criticism over the inefficiency of policies aiming to ensure equal opportunities and objections to their unfairness all pose questions that current conceptions answer in different ways This Handbook examines a wide variety of questions about issues of motivation procedures genealogy taxonomy and compensation **Understanding the HighScope Approach** Monica Wiltshire,2018-11-09

Understanding the HighScope Approach is a much needed source of information for those wishing to extend and consolidate their understanding of this innovative education programme It will enable the reader to analyse the essential elements of the HighScope approach to early childhood and its relationship to high quality early years practice This second edition contains all the original content which covers all areas of the curriculum including learning environment plan do review adult child interaction and assessment but has been updated to be fully in line with the latest changes to research policy and practice New topics and features include outdoor play and learning using the HighScope approach with children with special needs and who speak English as an additional language managing the approach with bigger class sizes the implementation of technology with children in HighScope settings a selection of new photographs Written to support the work of all those in the field of early years education and childcare this is a vital text for students early years and childcare practitioners teachers early years professionals children s centre professionals lecturers advisory teachers head teachers and setting managers

The Comprehensive Infant Curriculum Kay Albrecht,Kay M. Albrecht,Linda G. Miller,2000 Based on the view that curricula for young children should involve thinking and planning for everything that can contribute to child development and the teacher s relationship with the child and the family this book details a comprehensive interactive curriculum for infants from birth to 18 months Following an introductory chapter presenting the curriculum model Chapters 2 through 7 each address a major developmental challenge separating from parents connecting with school and teacher relating to self and others communicating with others moving around and expressing feelings Within each chapter the book presents

innovations in 1 observation assessment including suggestions for ensuring developmentally appropriate practice and giving feedback to parents about developmental growth 2 child development explaining the underlying theory of principles or content knowledge 3 interactive experiences listing the types of experiences that teachers must observe plan support and provide 4 teaching including the teacher s role in supporting parents suggestions for self evaluation and suggested readings 5 parent partnerships giving examples of school initiated possibility and parent participation possibility 6 environments focusing on providing an environment to meet infants unique needs and 7 related curriculum activities plans called Possibilities Plans including a concept web concepts learned and suggested resources Activities are included in the following areas dramatic arts sensory arts curiosity literacy music movement outdoor projects and parent participation Contains approximately 150 references KB

Teaching Young Children: Choices In Theory And Practice Mac Naughton, Glenda, Williams, Gillian, 2008-11-01 This book presents early childhood students and staff with a broad and diverse range of teaching techniques to support children s learning It examines 26 techniques ranging from simple ones such as describing and listening to more complex methods such as deconstruction and scaffolding The strategies selected are derived from the best current research knowledge about how young children learn A detailed evaluation of each strategy enables childcare staff early childhood teachers and students to expand their repertoire of teaching strategies and to critically evaluate their own teaching in early childhood settings Vignettes and examples show how early childhood staff use the techniques to support children s learning and help to bring the discussion of each technique to life Revised and updated in light of the latest research new features include Coverage of the phonics debate Addition of ICT content Questions for further discussion Revision to the chapter on problem solving Updated referencing throughout Teaching Young Children is key reading for students and experienced early childhood staff working in diverse settings with young children

The SAGE Encyclopedia of Contemporary Early Childhood Education Donna Couchenour, J. Kent Chrisman, 2016-03-15 The general public often views early childhood education as either simply babysitting or as preparation for later learning Of course both viewpoints are simplistic Deep understanding of child development best educational practices based on development emergent curriculum cultural competence and applications of family systems are necessary for high quality early education Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research accurate practical applications of research historical foundations and key facts from the field of contemporary early childhood education Through approximately 425 entries this work includes all areas of child development physical cognitive language social emotional aesthetic as well as comprehensive review of best educational practices with young children effective preparation for early childhood professionals and policy making practices and addresses such questions as How is the field of early childhood education defined What are the roots of this field of study

How is the history of early childhood education similar to yet different from the study of public education What are the major influences on understandings of best practices in early childhood education *Early Childhood Education* Kimberly A. Gordon Biddle, Ana Garcia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick, 2013-01-02 Turning passion into practice as a professional early childhood educator *Early Childhood Education Becoming a Professional* is an inspiring introduction to the world of early childhood education preparing the teachers of tomorrow to reach their full potential in their schools and communities Written by a diverse and experienced author team this text engages readers to connect contemporary educational and developmental theory and research to developmentally appropriate practices and applications that are easily implemented in the classroom In response to today's ever changing educational environment the text focuses on both the importance of taking personal and professional responsibility as well as today's issues in diversity from supporting children with exceptionalities to supporting children and families in broader cultural contexts

Resources in Education, 2000 *The Wiley Handbook of Early Childhood Care and Education* Christopher P. Brown, Mary Benson McMullen, Nancy File, 2019-04-23 The essential resource to the issues surrounding childhood care and education with contributions from noted experts The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource that offers a review of the historical aspects best practices and the future directions of the field With contributions from noted experts in the field the book contains 30 interdisciplinary essays that explore in depth the central issues of early childhood care and education The handbook presents a benchmark reference to the basic knowledge effective approaches to use with young children curriculum design professional development current policies and other critical information The expert contributors address the myriad complex policy and practice issues that are most relevant today The essays provide insight into topics such as child development and diversity the sociocultural process of child development the importance of the home environment in the lives of young children early childhood special education teaching and learning literacy and much more This important resource Presents a comprehensive synopsis of the major components of the field of early childhood care and education Contains contributions from leading scholars researchers and experts in the field Offers the foundational knowledge and practices for working with young children Puts the focus on how early childhood works and presents an understanding of culture as a foundational component of both child development and early childhood education Written for academic scholars researchers advocates policymakers and students of early childhood care and education The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource to the major issues for dealing with childhood care and education with contributions from noted scholars in the field

Understanding the HighScope Approach, 2013-03-01 Understanding the HighScope Approach is a much needed source of information for those wishing to extend and consolidate their understanding of the HighScope Approach It will enable the reader to analyse the essential elements of the HighScope Approach to early childhood and its relationship to quality early years practice Exploring all areas

of the curriculum including the learning environment plan do review adult child interaction and assessment this book describes the key principles of the HighScope approach to early childhood with examples from HighScope settings provides students and practitioners with the relevant information about a key pedagogical influence on high quality early years practice in the United Kingdom highlights the key ideas that practitioners should consider when reviewing and reflecting on their own practice can be used as the basis for continuing professional development and action research Written to support the work of all those in the field of early years education and childcare this is a vital text for students early years and childcare practitioners teachers early years professionals children s centre professionals lecturers advisory teachers head teachers and setting managers

Investigating STEM with Infants and Toddlers (Birth-3) Beth Dykstra Van Meeteren, Sherri Peterson, 2022 The premiere book in the STEM for Our Youngest Learners Series introduces the Infant Toddler Inquiry Learning Model a new way to think about how young children birth age 3 explore think and learn STEM concepts The book also demonstrates how the Inquiry Teaching Model can guide teachers in implementing STEM experiences for this age group Accessible to educators from a wide range of educational backgrounds this resource is designed specifically to help guide the integration of STEM experiences into the early childhood curriculum Readers will see how the model works in real life how STEM topics can be naturally embedded in daily routines and activities and how to observe understand and interact with children as they explore This accessible guide presents content and pedagogy aligned with what is known about how children learn and also addresses the challenges educators encounter when implementing STEM with infants and toddlers Each volume in this new series includes vignettes showing educators and children engaging in inquiry learning guidance for selecting materials and arranging the learning environment modifications and accommodations for diverse learners support for establishing adult learning communities to support professional development and more

Book Features Offers an easy to use model of infant and toddler inquiry based learning focused on how young children engage explore and gain understanding of STEM concepts Provides usable curriculum ideas for educators who may lack education or experience with infants and toddlers Explores how young children learn and how educators can support them in the process Includes actual experiences and anecdotes from a variety of childcare settings

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