

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 Lesson Plans For Toddlers

**Michelle L. Keene, Stephanie S.
Lamarre**



High Scope Lesson Plans For Toddlers:

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 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 **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 *Early Childhood Curriculum* Nancy Amanda Branscombe,Jan Gunnels Burcham,Kathryn Castle,Elaine Surbeck,2013-07-24 Through its unique integration of curriculum and learning principles *Early Childhood Curriculum A Constructivist Perspective* 2nd Edition fosters authentic developmentally appropriate practice for both preschool and early elementary classrooms The constructivist format of this book encourages active involvement on the part of readers by asking them to observe question reflect research and analyze thus allowing readers to create their own knowledge through their responses and actions *Early Childhood Curriculum* examines curricular goals such as autonomy development and problem solving and links those goals with constructivist principles of learning It explores ways teachers can create meaningful learning environments and choose curriculum tasks appropriately in all content areas that are linked to the learning and development needs of young children The text provides a wealth of practical detail about implementing constructivist curriculum as the authors discuss classroom climate and management room design play and cooperative learning among other topics The book also includes information about how teachers can meet required mandates and national and state standards in appropriate ways as they plan their curriculum and examines the early childhood educator s role with community agencies reform and legal mandates and public relations Special Features Curriculum Strategies highlight models for developing curriculum including projects curricular alignment integration of various subject matter areas and types of knowledge Constructions promote problem solving by allowing students to explore revisit examine and learn from first hand experience Multiple Perspectives from the Field provide interviews with teachers and other early childhood professionals offering students a realistic look at the profession from a diverse group of educators Teacher Dialogues explore a wide range of student concerns including curriculum learning environments assessment and documentation representing a collaborative support group for pre service teachers and readers *Cultivating the Genius of Black Children* Debra Ren-Etta Sullivan,2016-02-10 There has been much attention given to the achievement gap between white and minority students especially African American children Through research and years of experience the author breaks down the cultural influences on children s learning styles and provides a practical approach to helping black children thrive in the classroom For black children which Sullivan defines as those of African descent there is a disconnect between learning preferences and learning environments that must be bridged before the achievement gap can be closed This hands on resource is filled with effective strategies and best practices to help early childhood educators expand their toolbox for

supporting children Increasing cultural intelligence will allow us to work across the many differences in our classrooms As our schools become more diverse cultural competency will be an increasingly important skill for teacher s efficacy and children s success By cultivating the individual genius of each child and meeting children where they are today we can invigorate the education system and provide children high quality early education experiences Debra Ren Etta Sullivan EdD is the cofounder and president of Praxis Institute for Early Childhood Education She has more than twenty five years of experience in higher education as a teacher researcher and administrator

Sustaining Early Childhood Learning Gains Arthur J. Reynolds, Judy A. Temple, 2019-01-10 Leading scholars synthesize knowledge on how gains from early childhood programs and practices are initiated increased and sustained

International Perspectives on Early Childhood Education and Care Jan Georgeson, Jane Payler, 2013-02-16 There is a growing interest in understanding how early years care and education is organised and experienced internationally This book examines key influential approaches to early years care as well as some less well known systems from around the world In particular the book aims to Inform those studying early years about perspectives in other countries Encourage critical thinking about issues influences and the complexities of early years provision around the world Promote critical reflection on students own provision and the current context of that provision Each chapter provides an overview of early years provision and explores historical and current influences in context as well as offering insights into daily life through short vignettes longer case studies and commentary from practitioners Whilst many approaches such as Reggio Emilia Te Whariki and Head Start are widely admired it is important for reflective practitioners to understand the motivation which gave rise to these influential approaches in their original context Additionally broadening understanding through information on less widely known systems the book provides students with a good grounding in the international context of early years the provenance of different early years approaches and principles and the influences on their own countries provision Written in a straightforward and accessible style the book is designed to meet the needs of students studying modules related to international perspectives on a range of foundation bachelor and master s degrees in early years Contributors Verity Campbell Barr Federica Caruso Carmen Dalli Rebecca Carter Dillon Annie Davy Chandrika Devarakonda Alena Drzalov Hasina Banu Ebrahim Susan Edwards Dora Ho Valerie Huggins Anne Hunt Kerstin K p va Kov csn Bakoski Caroline Leeson Beth Marshall Nancy McDermott Julia Morgan Joce Nutall Elin Eriksen degaard Philip Selbie Paolo Sorzio Manabu Sumida Keang ieng Peggy Vong Karen Wickett The book rightly challenges common assumptions about the value of Western perspectives of ECEC and skilfully enables the reader to recognize the various social political and economic drivers and processes that have shaped early years pedagogy on a global level Dr Janet Rose Early Years Education Award Leader Bath Spa University UK Given the ever increasing interest and importance of global early childhood education and care this critically informed book offers valuable and challenging internationalised comparative arguments for students and academics at all levels Dr Guy Roberts Holmes Senior Lecturer

Early Years and Primary Education Department University of London UK Kodaly in the Kindergarten Classroom Micheal Houlahan, Philip Tacka, 2015-03-06 Since the mid twentieth century Zolt n Kod ly s child developmental philosophy for teaching music has had significant positive impact on music education around the world and is now at the core of music teaching in the United States and other English speaking countries Kod ly in the Kindergarten Classroom is the first comprehensive handbook to update and apply the Kod ly concepts to teaching music in early childhood classrooms Kod ly in the Kindergarten Classroom provides teachers with a step by step road map for developing children s performance creative movement and literacy skills in an organic and thoughtful manner Through six years of field testing with music kindergarten teachers in the United States Great Britain and Hungary the home country of Zolt n Kod ly authors Miche l Houlahan and Philip Tacka have developed a methodology specifically for 21st century classrooms Houlahan and Tacka use the latest research findings in cognition and perception to create a system not only appropriate for kindergarteners particular developmental stages but also one which integrates vertically between kindergarten and elementary music classes The methods outlined in this volume encourage greater musical ability and creativity in children by teaching kindergarteners to sing move play instruments and develop music literacy skills In addition Kod ly in the Kindergarten Classroom promotes critical thinking problem solving and collaboration skills Although the book uses the Kod ly philosophy its methodology has also been tested by teachers certified in Orff and Dalcroze and has proven an essential guide for teachers no matter what their personal philosophy and specific training might be Over 100 children s books are incorporated into Kod ly in the Kindergarten Classroom as well as 35 detailed lesson plans that demonstrate how music and literacy curriculum goals are transformed into tangible musical objectives Scholarly yet practical and accessible this volume is sure to be an essential guide for kindergarten and early childhood music teachers everywhere **Lesson Plans for a Strong Start** Christine M. Snyder, 2016-08-01 *Foundations and Best Practices in Early Childhood Education: History, Theories, and Approaches to Learning (3rd Edition)* Lissanna Follari, 2015-05-20 Foundations and Best Practices in Early Childhood Education History Theories and Approaches to Learning 3rd Edition Social Studies for Young Children Gayle Mindes, Mark Newman, 2021-08-30 This book anchors the social studies as the central unifying force for young children Teachers use the inquiry process to foster child development of social skills and citizenship ideals in their first classroom experiences Curriculum is built starting with children s natural curiosity to foster literacy in all its form speaking listening reading writing Along the way young children acquire knowledge and academic skills in civics economics geography and history Shown throughout are ways to promote social learning self concept development social skills and citizenship behaviors Featured here are individually appropriate and culturally relevant developmental practices Considered are the importance of family collaboration and funds of knowledge children bring to early care and education Contributors to this edition bring expertise from bilingual early education literacy special education and the social studies Beginning with citizenship and community

building the authors consider all aspects of teaching young children leading to a progression of capacity to engage civically in school and community

Curriculum in Early Childhood Education Nancy File, Jennifer J. Mueller, Debora Basler Wisneski, 2012-01-30 Curriculum in Early Childhood Education Reexamined Rediscovered Renewed provides a critical examination of the sources aims and features of early childhood curricula Providing a theoretical and philosophical foundation for examining teaching and learning this book will provoke discussion and analysis among all readers How has theory been used to understand develop and critique curriculum Whose perspectives are dominant and whose are ignored How is diversity addressed What values are explicit and implicit The book first contextualizes the historical and research base of early childhood curriculum and then turns to discussions of various schools of theory and philosophy that have served to support curriculum development in early childhood education An examination of current curriculum frameworks is offered both from the US and abroad including discussion of the Project Approach Creative Curriculum Te Wh riki and Reggio Emilia Finally the book closes with chapters that enlarge the topic to curriculum being enacted through play and that summarize key issues while pointing out future directions for the field Offering a broad foundation for examining curriculum in early childhood readers will emerge with a stronger understanding of how theories and philosophies intersect with curriculum development

Resources in Education ,2001-04

On the Road to High-Quality Early Learning Marjorie E. Wechsler, David L. Kirp, 2018 This timely book will help policymakers and practitioners convert their visions of high quality early education into on the ground reality by providing a much needed richly detailed look at how states can design fund and manage exemplary programs The authors describe and analyze how four states Michigan West Virginia Washington and North Carolina have built early education systems that positively affect student outcomes Sharing a commitment to advancing key elements of a quality preschool education each of the states developed programs with different enrollment requirements services and oversight All of them however rely on common overarching strategies such as establishing standards and supporting improvement investing in knowledgeable educators coordinating and aligning early education programs with elementary school seeking sufficient funding sources and mechanisms and building broad based support This book offers powerful lessons for anyone who is committed to delivering engaging age appropriate preschool programs for all This book is so valuable it s a how to for the current generation of political leaders Republicans and Democrats alike who want to develop early education policies and practices that work James B Hunt Jr former Governor of North Carolina This book provides critical insights for addressing the key challenge to preschool policy fulfilling preschool s promise at scale W Steven Barnett National Institute for Early Education Research NIEER A great resource for everybody engaged in state level processes on behalf of young children providing valuable lessons from leading states to help other states chart their own path Elliot Regenstein Foresight Law Policy A detailed and fascinating account of how distributive leadership collaboration and professional learning can greatly and positively influence teachers effective use of data Randi Weingarten president

American Federation of Teachers **Child Cultures, Schooling, and Literacy** Anne Haas Dyson, 2016-02-19 Through analysis of case studies of young children ages 3 to 8 years situated in different geographic cultural linguistic political and socioeconomic sites on six continents this book examines the interplay of childhoods schooling and literacies Written language is situated within particular childhoods as they unfold in school A key focus is on children's agency in the construction of their own childhoods The book generates diverse perspectives on what written language may mean for childhoods Looking at variations in the complex relationships between official curricular visions and unofficial child initiated visions of relevant composing practices and appropriate cultural resources it offers first insight into how those relationships may change over time and space as children move through early schooling and second understanding of the dynamics of schools and the experience of childhoods through which the local meaning of school literacy is formulated Each case each child in a particular sociocultural site does not represent an essentialized nation or a people but rather a rich processual depiction of childhood being constructed in particular local contexts and the role if any for composing **Bloomsbury CPD Library: Raising Attainment in the Primary Classroom** Sonia Blandford, Catherine Knowles, 2018-11-01 Bloomsbury CPD Library Raising Attainment in the Primary Classroom is a complete guide for primary teachers to assess plan and excel in raising the attainment of every child Children begin school with considerable differences in their literacy and maths skills For some children this gap widens as they go through school and may never close leaving them without the basic levels required to succeed at secondary school Experts Sonia Blandford and Catherine Knowles set out to help you understand the theory underpinning aspiration access and achievement and what you can do to close the achievement gap in your school Bloomsbury CPD Library Raising Attainment in the Primary Classroom specifically focuses on increasing access and raising aspirations of pupils as a means to improving attainment This easy to follow title in the Bloomsbury CPD Library uses self evaluation tasks and a full set of helpful ready to use training plans for hours of CPD sessions so you can offer your colleagues effective training in this crucial area to ensure every child in your school fulfils their potential It is a full guide to raising attainment in the primary classroom that is split into two sections teach yourself and train others All hand outs and presentations are provided in the book and are available as a free download from the companion website **Child Development: Day Care: Serving pre-school children, by D. J. Cohen in collaboration with A. S. Brandegeer. (no. (OHD) 75-1057)** United States. Office of Child Development, 1974 **The Routledge Handbook of Inclusive Education for Teacher Educators** Santoshi Halder, Shakila Dada, Rashida Banerjee, 2023-03-14 This handbook provides foundational conceptual and practical knowledge and understanding of inclusive education and special needs education It highlights the need for preparing special educators and teachers for inclusive classrooms to effectively cater to the needs of students with diverse needs in various low middle and high income countries globally It demonstrates various evidence based and practice based strategies required to create classrooms inclusive of diverse learners While tracing the historical trajectory of the

foundational underpinnings philosophical bases and crucial issues associated with inclusive education this book presents a future roadmap and pathways through case instances and in depth discussions to share with educators how they can strengthen their bases and make learning more inclusive in their context It also provides an overview of the different models of assessment and their applications in the analysis of children in inclusive classroom settings Comprehensive accessible and nuanced this handbook will be of immense interest and benefit to teachers educators special educators students scholars and researchers in the areas of social inclusion education special needs education educational psychology technology for inclusion disability studies among other related disciplines It will be extremely beneficial for academicians teacher educators special educators and those interested in professional teacher training courses **Babies by the Bay** Michelle L. Keene,Stephanie S. Lamarre,2002 Based on extensive surveys of local parents this guide offers comprehensive up to date information on the best doctors hospitals childcare and preschools as well as parents top picks of pre and postnatal exercise facilities parents groups baby gear retailers and kid friendly restaurants Illustrations **Resource Catalog** ,1995 This catalogue of early childhood resources represents the current materials available from the Ohio Department of Education Division of Early Childhood Education Information Dissemination Project housed at the Central Ohio Special Education Regional Resource Center COSERRC These instructional and professional materials reflect a balance of items that will serve all children typically developing and those with disabilities ages birth age eight The collection also contains resources relating to school age child care programs

The Enigmatic Realm of **High Scope Lesson Plans For Toddlers**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **High Scope Lesson Plans For Toddlers** a literary masterpiece penned by way of a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of people who partake in its reading experience.

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High Scope Lesson Plans For Toddlers Introduction

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