

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

Sebastian Brünink



High Scope Lesson Plans For Toddlers:

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

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

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 *Sustaining Early Childhood Learning Gains* Arthur J. Reynolds, Judy A. Temple, 2019-01-10 How gains from early childhood experiences are initiated increased sustained and affect life course development are fundamental to science and society They also have increasing policy relevance given public investments in early learning programs and the need to measure their effectiveness in promoting well being With contributions from leading researchers across many disciplines this book emphasizes key interventions and practices over the first decade of life and the elements and strategies through which gains can be enhanced by schools families communities and public institutions Three critical themes are addressed firstly the importance of documenting and understanding the impact of investments in early childhood and school age years Secondly increased priority on elements

and principles for scaling effective programs and practices to benefit all children Thirdly a focus on multiple levels of strategies for sustaining gains and promoting long term effects ranging from early care and family engagement to school reform state and federal policy A Study Guide to Educating Young Children Mary Hohmann,High/Scope Educational Research Foundation,2002 Practice exercises for adults to be used in conjunction with Educating young children EC P H686 2002 **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 **Students at the Center** Joan Shaughnessy,1998 Panels of noted educational researchers and practitioners discuss three critical elements required to transform schools for the benefit of student learning Three discussion questions are focussing on student learning developing professional learning communities and engaging families and communities **Lesson Plans for a Strong Start** Christine M Snyder,2016-08-01

Hands-On Learning! Gwen Snyder Kaltman,2009-04-14 The book is a wonderful brainstorm of activities making this an extremely useful and user friendly resource for early childhood professionals Michelle Barnea Early Childhood Consultant This text will quickly become a favorite for busy teachers wanting to provide engaging learning activities in their classrooms Roxie Ahlbrecht Second Grade Teacher Robert Frost Elementary School Sioux Falls SD An excellent supplement to any curriculum and to an early childhood teacher s bag of tricks The activities are bound to engage young children s curiosity as they explore everyday objects with a new perspective Judy Zimmerman Executive Director Mailman Segal Institute for Early Childhood Studies Nova Southeastern University Plan lessons from a child centered perspective Teachers of young children are always looking for fresh hands on activities to engage their students and build their knowledge of the world through firsthand experiences with objects This innovative resource guides teachers in developing tactile lessons utilizing inexpensive readily available objects Ideal as a supplement to a primary curriculum as well as for learning centers this volume includes more than 1 000 sample activities using materials such as cotton balls paper and wheels The activities are organized into 16 themes and grouped into the areas of literacy mathematics science social studies physical development and creativity Reflected throughout the book is a unique approach that Presents a new and simple way to design themes and activities that guarantees hands on learning experiences Complements any curriculum Offers suggestions on how to modify activities to respond to children s developmental levels Includes an additional list of over 60 generic tactile activities that can be adapted for a variety of content areas Hands On Learning is an ideal resource for early childhood educators seeking to provide positive experiential learning opportunities for young students Resources for Early Childhood Hannah Nuba,Michael Searson,Deborah Lovitky Sheiman,2024-02-02 Published under the auspices of the New York Public Library this expanded reorganized and updated edition of Resources for Early Childhood An Annotated Guide for Educators Librarians Health Care Professionals and Parents 1985 includes new essays by the most important theorists in the early childhood field today

Influential classic works as well as recent works are listed and annotated in the new bibliographies. Essayists include Marian Wright Edelman on the hardships of America's young families; Bettye Caldwell on Educare; Lewis Lipsitt on assessment of deficits in children; Louise Bates Ames on developmental readiness for schooling; Nicholas Anastasiow on oral language development; Urie Bronfenbrenner on changes in family life and child care; Irving Lazar on education policy; Bob McGrath on recorded children's music; Michael Lewis on emotional development in preschool children; Michael Meyerhoff on toy selection; David Elkind on young children in the post-modern world; Mary Dean Dumais on the kindergarten curriculum; Vincent Fontana on child abuse; Dorothy Singer on television and children's overall development; Lendon Smith on nutrition, health, AIDS, and the environment; Edward Zigler on family support programs; Stella Chess on temperament; Bernard Spodek on choosing appropriate early childhood programs; David Weikart on the importance of early childhood education. A subject index is included.

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