

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.

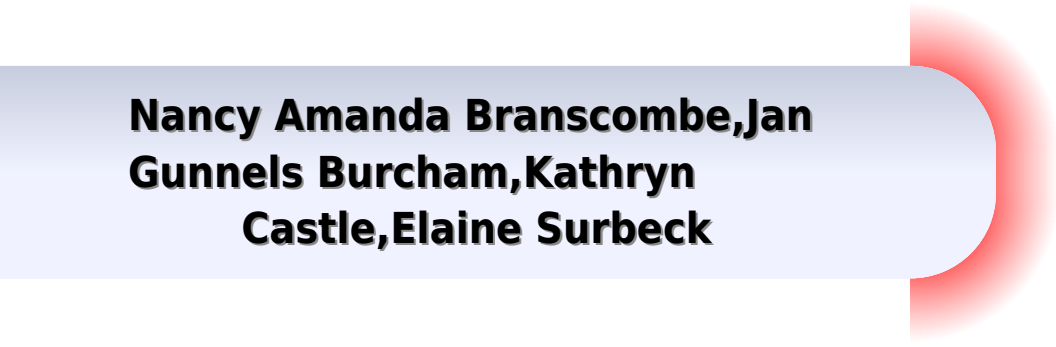


Key developmental indicators (KDIs) are the building blocks of thinking, reasoning, and learning at each stage of development.



High Scope Lesson Plans For Toddlers

**Nancy Amanda Branscombe, Jan
Gunnels Burcham, Kathryn
Castle, Elaine Surbeck**



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? *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.

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 Whāriki 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, Kpva Kovcsn, 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

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

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

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

Resources in Education ,2001-04 **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

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

Unveiling the Magic of Words: A Review of "**High Scope Lesson Plans For Toddlers**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**High Scope Lesson Plans For Toddlers**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound impact on the souls of its readers.

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