

HighScope Preschool Curriculum Content

APPROACHES TO LEARNING

1. **Initiative:** Children demonstrate initiative as they explore their world.
2. **Planning:** Children make plans and follow through on their intentions.
3. **Engagement:** Children focus on activities that interest them.
4. **Problem solving:** Children solve problems encountered in play.
5. **Use of resources:** Children gather information and formulate ideas about their world.
6. **Reflection:** Children reflect on their experiences.

SOCIAL AND EMOTIONAL DEVELOPMENT

1. **Self-identity:** Children have a positive self-identity.
2. **Sense of competence:** Children feel they are competent.
3. **Emotions:** Children recognize, label, and regulate their feelings.
4. **Empathy:** Children demonstrate empathy toward others.
5. **Community:** Children participate in the community of the classroom.
6. **Building relationships:** Children build relationships with other children and adults.
7. **Cooperative play:** Children engage in cooperative play.
8. **Moral development:** Children develop an internal sense of right and wrong.
9. **Conflict resolution:** Children resolve social conflicts.

PHYSICAL DEVELOPMENT AND HEALTH

1. **Gross-motor skills:** Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
2. **Fine-motor skills:** Children demonstrate dexterity and hand-eye coordination in using their small muscles.
3. **Body awareness:** Children know about their bodies and how to navigate them in space.
4. **Personal care:** Children carry out personal care routines on their own.
5. **Healthy behavior:** Children engage in healthy practices.

LANGUAGE, LITERACY, AND COMMUNICATION*

1. **Comprehension:** Children understand language.
2. **Speaking:** Children express themselves using language.
3. **Vocabulary:** Children understand and use a variety of words and phrases.
4. **Phonological awareness:** Children identify distinct sounds in spoken language.
5. **Alphabetic knowledge:** Children identify letter names and their sounds.
6. **Reading:** Children read for pleasure and information.
7. **Concepts about print:** Children demonstrate knowledge about environmental print.
8. **Book knowledge:** Children demonstrate knowledge about books.
9. **Writing:** Children write for many different purposes.
10. **ELL/Dual Language Acquisition:** (if applicable) Children use English and their home language(s) (including sign language).

MATHEMATICS

1. **Number words and symbols:** Children recognize and use number words and symbols.
2. **Counting:** Children count things.
3. **Part-whole relationships:** Children combine and separate quantities of objects.
4. **Shapes:** Children identify, name, and describe shapes.
5. **Spatial awareness:** Children recognize spatial relationships among people and objects.
6. **Measuring:** Children measure to describe, compare, and order things.
7. **Unit:** Children understand and use the concept of unit.
8. **Patterns:** Children identify, describe, copy, complete, and create patterns.
9. **Data analysis:** Children use information about quantity to draw conclusions, make decisions, and solve problems.



Key developmental indicators (KDIs), the numbered items shown here, are the building blocks of thinking and reasoning at each stage of development. HighScope identifies 58 preschool KDIs organized under eight content areas.

CREATIVE ARTS

1. **Art:** Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
2. **Music:** Children express and represent what they observe, think, imagine, and feel through music.
3. **Movement:** Children express and represent what they observe, think, imagine, and feel through movement.
4. **Pretend play:** Children express and represent what they observe, think, imagine, and feel through pretend play.
5. **Appreciating the arts:** Children appreciate the creative arts.

SCIENCE AND TECHNOLOGY

1. **Observing:** Children observe the materials and processes in their environment.
2. **Classifying:** Children classify materials, actions, people, and events.
3. **Experimenting:** Children experiment to test their ideas.
4. **Predicting:** Children predict what they expect will happen.
5. **Drawing conclusions:** Children draw conclusions based on their experiences and observations.
6. **Communicating ideas:** Children communicate their ideas about the characteristics of things and how they work.
7. **Natural and physical world:** Children gather knowledge about the natural and physical world.
8. **Tools and technology:** Children explore and use tools and technology.

SOCIAL STUDIES

1. **Diversity:** Children understand that people have diverse characteristics, interests, and abilities.
2. **Community roles:** Children recognize that people have different roles and functions in the community.
3. **Decision making:** Children participate in making classroom decisions.
4. **Geography:** Children recognize and interpret features and locations in their environment.
5. **History:** Children understand past, present, and future.
6. **Ecology:** Children understand the importance of taking care of their environment.

*Language, Literacy, and Communication KDIs #1-10 may be used for the child's home language(s) as well as English. KDI #10 refers specifically to ELL/Dual Language Acquisition.

High Scope Preschool Quality Assessment

Tobias Bleicker



High Scope Preschool Quality Assessment:

High/Scope Program Quality Assessment High Scope Press,1998 The Preschool Version of the High Scope Program Quality Assessment PQA is a ratings instrument for evaluating the quality of early childhood programs and identifying staff training needs The assessment was developed for use in all center based preschool and child care settings not just those using the High Scope educational approach This document is comprised of the PQA s user guide for Head Start the PQA administration manual and the PQA assessment form The Head Start user guide relates the PQA to Head Start performance standards The administration manual includes information on the PQA s potential uses directions for administration and test reliability and validity The 72 item assessment instrument is organized into 7 sections 1 learning environment 2 daily routine 3 adult child interaction 4 curriculum planning and assessment 5 parent involvement and family services 6 staff qualifications and staff development and 7 program management The assessment form provides space for information on the program and the rater and provides guidance for making ratings on 5 point scales for each of the 72 items Anchors are provided for 3 of the 5 points and space is provided for recording supporting evidence or anecdotes related to each rating A summary sheet completes the assessment form KB

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

Quality Assessment of Chinese Preschools Kejian Li,2024-02-29 This book presents the development of the Chinese Early Childhood Environment Rating Scale CECERS a culturally appropriate tool for assessing the quality of Chinese preschools It provides insights into the developmental profile and pedagogical characteristics of Chinese preschools which have been the main type of children s services in China over the past three decades The conceptual framework of CECERS is based on cultural contexts and refers to ECERS an international quality assessment tool for early childhood education ECE and combines the essential elements of ECE quality e g teacher child interactions with additional components tailored to the situation of Chinese preschools e g group educational activities A series of studies involving over 200 preschools and 500 classrooms

were conducted to ensure the validity and reliability of the CECERS in different areas of China The content of CECERS has been continuously adapted according to the results of these verification studies The author also discusses issues related to improving the quality of Chinese preschools and proposes relevant policy recommendations The book will be an essential read to students and scholars of educational theory and Chinese studies It will also serve as an interesting reference for cross cultural scholars in the field of ECE research

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

Understanding the HighScope Approach Monica Wiltshire, 2013-03 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

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 International Handbook of Early Childhood Education Marilyn Fleer, Bert van Oers, 2017-10-10 This international handbook gives a comprehensive overview of findings from longstanding and contemporary research theory and practices in early childhood education in the Northern and Southern hemispheres The first volume of the handbook addresses theory methodology and the research activities and research needs of particular regions The second volume examines in detail innovations and longstanding programs curriculum and assessment and conceptions and research into child family and communities The two volumes of this handbook address the current theory methodologies and research needs of specific countries and provide insight into existing global similarities in early childhood practices By paying special attention to what is happening in the larger world contexts the volumes provide a representative overview of early childhood education practices and research and redress the current North South imbalance of published work on the subject *YC Young Children*, 2007 **Early Childhood Education and Care in Canada** Margie Mayfield, 2000-11 For Introduction to Early Childhood Education or Foundations of Early Childhood courses taught at the university level *Early Childhood Education and Care in Canada Context Dimensions and Issues* is an exciting new text that offers a comprehensive Canadian overview of early childhood education ECE and care past and present The text has three main goals to examine ECE in the context of today's cultures communities and families to recognize the rich variety and scope of ECE and care in Canada and to invite readers to reflect on issues in ECE for today and in the future Topics covered in the book include multiculturalism and special needs children and detailed descriptions of Canadian programs are also included The result is an informative reader friendly text that is indispensable for both students and teachers The Head Start Debates Edward Zigler, Sally J. Styfco, 2004 The first book to capture the debates surrounding Head Start in all their complexity and diversity this landmark volume will help readers understand the role of these controversies in the program's past and their influence on its future Two Head Start experts bring together the research and personal experience of leaders in a wide range of fields including education research medicine and social work This powerful compilation of voices mines Head Start's history for mistakes made and lessons learned presents a multifaceted view of where the program should be headed and offers contrasting viewpoints on three major issues Goals Explores different opinions about three ways of thinking about Head Start's goals cognitive development versus school readiness social competence short term versus long term progress and antipoverty tool versus child development program Effectiveness Presents views on the impact of Head Start on children's school readiness and success health and family functioning and discusses how research might be improved so outcomes in these areas can be more meaningfully assessed Future directions Explains positions on where Head Start should be headed as it approaches its fifth decade Opinions are offered on quality improvement the timing and duration of early intervention administrative changes and Head Start's capacity for meeting child care needs and expanding access to preschool services This comprehensive forward thinking book will help readers understand the complexity of Head Start

clarify the multiple sides of the debates that have long surrounded it and shape effective social policy for America's most at risk children and their families Book jacket The Journal of At-risk Issues, 2000 Blended Practices for Teaching Young Children in Inclusive Settings Jennifer Grisham-Brown, Mary Louise Hemmeter, Kristie Pretti-Frontczak, 2005 With the explicit guidance in this essential text future teachers will blend best practices from special and general education to help all their students achieve in inclusive classrooms PQA High/Scope Educational Research Foundation, 2003 PQA is a rating instrument to evaluate the quality of early childhood programs and identify staff training needs **Planning and Administering Early Childhood Programs** Celia Anita Decker, John R. Decker, 2005 This practical and leading book offers a solid overview of what is involved in carefully planning and running quality early childhood programs The authors believe that the lack of real quality in today's early childhood programs should be of paramount concern to future administrators and so have created a book that will aid them in the initial planning of quality programs and serve as a helpful resource once programs are underway Coverage is organized to illustrate step by step the way directors of early childhood programs must approach their role examining in turn planning operationalizing and implementing high quality programs for all young children For administrative personnel at the elementary school level **Early Childhood Programs for a New Century** Arthur J. Reynolds, Margaret C. Wang, Herbert J. Walberg, 2003 Journal of Nursery Education, 1996 **Colorado Preschool Program ... Legislative Report** Colorado Preschool Program, 2014 **Early Childhood Curriculum** Sue Clark Wortham, 2006 With its chronological approach from infancy through Grade 3 this text directly ties curriculum to the understanding of child development Key changes to this edition include o the addition of instructional strategies for meeting standards o information on how teachers can address increased demands for accountability and maintain a quality program o expanded content on integrating the curriculum o a focus on balanced literacy o new discussions on factors that put children at risk **Into Adulthood** Sherri Oden, Lawrence J. Schweinhart, David P. Weikart, 2000 This report describes the Long Term Benefits of Head Start LTBHS study designed to address questions regarding the long term effects of the Head Start program on the children and families served Following the introduction Chapter 2 presents a review of the research on Head Start focusing on Head Start Planned Variation research major integrative reviews demonstrating improved school readiness of Head Start children and the elementary school fade out effect and reviews of non Head Start demonstration models Chapter 3 describes the LTBHS study's methodology and design including the makeup of the diverse sample of 622 young adults who participated in Head Start in 1970-71 presents the strategies used to identify and locate study subjects for follow up and concludes with an overview of the participant interviews and data collected from school public assistance and criminal records Chapter 4 explains how High Scope researchers arrived at the LTBHS study's core variables Chapter 5 summarizes findings on individual characteristics and family background Chapter 6 summarizes how Head Start children compared with non Head Start children fared into their young adult years Chapter 7 summarizes the LTBHS study findings

and discusses implications for future Head Start development and research Findings indicated that some groups of study participants were better off as a result of their Head Start participation Findings also indicated potential benefits for the Model High Scope Head Start group versus the regular Head Start group Although most findings were not of the expected magnitude or statistical significance the pattern of findings across most of the educational and life situational outcome variables had the same direction as the pattern of significant findings obtained in the High Scope Perry Preschool study and the High Scope Preschool Curriculum Comparison study The report s six appendices include resources in locating study participants definitions for the study s core variables additional data tables and additional findings Four commentaries on Head Start and the LTBHS study conclude the report Contains 121 references KB Organizational Climate of Church-affiliated Child Care Programs Linda Sue Haveman,2006

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