

Curriculum Procedure-Preschool

Head Start education staff will follow the High Scope curriculum, using High Scope resources to guide in:

- Setting up their classroom environment
- Setting their daily routine
- Planning activities for their weekly lesson plans

High Scope Philosophy: High Scope is based on ‘Active Learning’ which is a process in which teachers and children are partners in learning.

- Teachers and children participate actively together in the learning process.
- Children make plans and follow through on their interests and intentions.
- Teachers are as active and involved as the children in the classroom.
- Teachers provide materials, plan activities, and talk with children in ways that both support and challenge what children are observing and thinking.
- Activities are child initiated, are built upon children’s natural curiosity and are developmentally appropriate.
- Activities include the ‘5 Ingredients of Active Learning.’
 1. **Materials:** Plenty, diverse, open-ended, appealing to the senses, and can be used in different ways.
 2. **Manipulation:** Children handle, examine, combine, and transform materials. They make discoveries through hands-on and minds-on experiences.
 3. **Choice:** Children choose materials and play partners, change, and build on their play ideas, and choose what they do based on their interests.
 4. **Child language and thought:** Children are encouraged to describe what they are doing and understanding.
 5. **Adult scaffolding:** Adults support children’s current level of thinking and challenge them to advance to the next stage.

High Scope resources for planning are:

- Lesson Plans for the First 30 Days- (must use during the beginning of the school year)
- Small Group Times to Scaffold Children’s Learning
- 100 Small Group Experiences
- Numbers Plus Curriculum
- Something from Nothing
- Fee, Fie, Phonemic Awareness
- Launching Literacy Toolkit
- Stem Made Simple
- From Message to Meaning
- Letter Links
- Individual classrooms may have other High Scope resources on-site. Those may also be used.

Individualizing: Staff will individualize instruction by scaffolding activities to meet the needs of all children. Weekly lesson plans will be based on strengths, needs, and interests of the children.

PQA: Each classroom will be observed annually with the Program Quality Assessment (PQA) to monitor the fidelity of implementing the High Scope curriculum. The results will be shared with staff including both strengths and to areas to improve on.

High Scope Classroom Environment: The classroom will be set up based on the PQA Classroom Environment section and other High Scope resources.

- Materials and shelves must be labeled to promote accessibility and independent use by the children. Labels should include pictures, words, and/or real items.
- Shelves must be low to allow staff to see and monitor all children and to help define the areas.
- Art Area and Sand and Water table should be near a water source.
- More active/noisy areas should be adjacent to each other for example: Block Area next to House Area.
- A quiet space/area must be available.
- Environment must reflect the diversity of the children, families, and community. (Ideas: photos of each child's family, culturally diverse books, puzzles, posters, dolls, and toys.)
- Natural and real items are encouraged to be used in place of plastic toys or purchased items.
- A combination of soft and hard items must be included in the classroom (Pillows, cushions, rugs.)
- Each child must have an individual "Letter Link" labeled space (cubby/locker) to store their clothing and personal belongings.
- Space must be modified to accommodate children's special needs.

High Scope Area Signs: High Scope Area Signs will be posted so that children can see them from across the room. Each classroom must have the following areas:

- Art Area
- Block Area
- Toy Area
- Sand and Water Table
- Book Area
- House Area
- Music Area

Optional other areas: Writing Area, Woodworking Area.

High Scope Daily Routine: High Scope Daily Routine cards will be posted at child level. The daily routine will provide a balance of child initiated and adult directed activities including individual, large, and small group activities which will support social/emotional, physical (gross motor and fine motor), personal care, cognitive, literacy and language skills.

The Daily Routine will include: (approximate times)

- Message Board (10 minutes)
- Planning Time (10 minutes) in small groups.
- Work Time (45-60 minutes)
- Clean-up Time (10 minutes)
- Recall Time (10 minutes) in small groups.
- Small Group Time (20 minutes)
- Large Group Time (10 minutes) music/movement
- Outside Time (30 minutes) must go outside if not raining or above 0 degrees.
*Gym/gross-motor activity for indoors must be planned in case of inclement weather.
- Transitions (varied)
- Breakfast (25 minutes)
- Lunch (25 minutes)
- Rest Time (30+ minutes) for classrooms over 5 hours per day only

***Outside time or Gym/gross motor time:** 20-30 minutes of active, gross-motor play must be included daily, preferably outdoors.

Not all classrooms have access to an indoor gym. If you do not, you must include a large-motor activity within the classroom for a minimum of 20 minutes if you are unable to go outdoors because of the weather.

Stories/read-alouds: Reading must be part of every day in all classrooms. This can happen during large group time, mealtimes, transitions and at work time with individual children or small groups of children.

Second Step: Second Step social emotional curriculum will be used to support the social/emotional needs of the children. A Second Step lesson must be provided at minimum, 1x week either during large group or small group time. The Second Step strategies learned will be supported and used within each classroom.

Updated: 6-1-2021