

Pre-K Curriculum

About the High/Scope Approach

(High/Scope 2005 Magazine)

Developed in the early 1960's as an open framework instructional model, the High/Scope approach is based on Jean Piaget's constructivist theory of child development blended with the best of traditional teacher experience. This model has been tested and researched for over 40 years.

This approach is about helping students:

- Become independent, responsible, and confident-ready for success in school and life.
- Learn to plan many of their activities, carry them out, and talk with other children and their teacher about what they have done.
- Learn through active involvement with people, materials, events, and ideas.
- Gain knowledge and skills in important content areas, such as creative representation, language and literacy, initiative and social relations, movement, music, classification, seriation, number, space and time.

For the children, the framework provides a consistent and secure daily experience that promises interesting things to do, attention by their teachers to their interest and needs, and a sense of control over themselves and their environment.

Five Key Elements of the High/Scope Approach:

1. **Active learning:** teachers plan instructional strategies around 58 key experiences in child development.
2. **Adult-Child Interaction:** by balancing child-adult initiated activities, teachers and children share control of the learning experience.
3. **Learning Environment:** based on clearly defined interest areas.
4. **Daily Routine:** provides consistency for both children and adults.
5. **Assessment:** High/Scope Preschool Child Observation Record (COR).

Houghton Mifflin Early Growth Indicators Assessment: administered at the beginning, middle, and end of the year. There are a total of 7 indicators (word parts, beginning sound, letter recognition, word knowledge, listening comprehension, oral counting, and number identification), each of which takes 1-2 minutes to administer. The total assessment time is 7-15 minutes per child, three times a year. This assessment measures the rate of growth on critical skills.

The Houghton Mifflin Pre-K Curriculum

The Houghton Mifflin Pre-K Curriculum is an integrated curriculum where young children learn by actively engaging with the world around them. It works hand in hand with the High/Scope educational philosophy.

The program incorporates a well-developed assessment system that supports the teacher in monitoring children's progress and in planning instruction and activities to ensure that standards are achieved. It is age appropriate and it promotes cultural and linguistic diversity as well as oral language development.

The curriculum integrates literacy, math, social studies and science with family involvement and socio-emotional development.

Houghton Mifflin provides highly engaging thematic units covering the areas of:

- Oral language and vocabulary
- Phonological awareness
- Alphabet knowledge
- Print awareness
- Listening comprehension
- Early writing
- Number and operations
- Geometry
- Measurement
- Data analysis and probability
- Algebra
- Problem solving
- Reasoning and proof
- Communication
- Representation (creating and using images and symbols to organize and record ideas)
- Connections, during which children connect math and literacy to other content areas and to the real world

Research clearly indicates that immersing young children in rich oral language and vocabulary development has the greatest impact on reading success and achievement. Finally, Houghton Mifflin Pre-K includes resources to differentiate instruction and meet the needs of all early learners. These resources include challenge, extra support, and English Language Learner options.

(Taken from the Houghton Mifflin Professional Development handbook).