



KALEIDO  KIDS  
childcare center

*Preschool & K-Prep  
Curriculum*



## Overview: *Preschool & K-Prep Curriculum*

- *KALEIDO\*KIDS uses HighScope as the foundation for our curriculum.*
  - *For over 50 years, the HighScope curriculum has revolutionized early childhood education with a new approach to teaching and learning. Research-based and child-focused, the HighScope Curriculum uses a carefully designed process - called "active participatory learning" - to achieve powerful, positive outcomes.*
  - *As teachers, parents, and educational researchers have discovered, the HighScope Preschool Curriculum not only helps young children excel in language and cognitive learning but also promotes independence, curiosity, decision-making, cooperation, persistence, creativity, and problem solving — the fundamental skills that help determine success in adult life. This is 'The HighScope Difference'.*
  - *HighScope – NAEYC Alignment:*
    - *KALEIDO\*KIDS utilizes the Program Quality Assessment tool (PQA - see page 5) that meets the National Association for the Education of Young Children (NAEYC)'s Essential Program Characteristics.*
    - *Additionally, HighScope's Key Developmental Indicators (KDIs) and Child Observation Record (COR) align with NAEYC's curriculum content areas.*



# How We Teach

## Preschool & K-Prep

- **Clear Guidelines for Teachers:** The Preschool HighScope Curriculum includes defined teaching practices that enable teachers to create effective early childhood programs. Three key elements make up the foundation for the teaching practice: adult-child interaction, classroom layout & materials, and the daily routine.
  - **Adult-Child Interaction:** Adult-child interaction is the process of working alongside children and communicating with them both verbally and nonverbally to encourage learning.
    - A key strategy for adult-child interaction is sharing control with children. Additional strategies include supporting children's play, using encouragement instead of praise, and taking a problem-solving approach to conflict.
  - **The Classroom:** HighScope settings are divided into interest areas stocked with a stimulating range of materials designed for specific types of play.
    - For example, house area, art area, block area, small toy area, computer area, reading and writing area. Materials are arranged in consistent places and the shelves are tagged with child-friendly labels so that children can get out and put away materials themselves. The classroom's organization also helps children understand how the world is organized, and concepts like more, less, same, different, large, small, in, out, in front of, etc.
  - **The Daily Routine:** In HighScope programs there is a consistent framework for the day that provides a balanced variety of experiences and learning opportunities.
    - Children engage in both individual and social play, participate in small- and large- group activities, assist with cleanup, socialize during meals, develop self-care skills, and exercise their small and large muscles. The most important segment of the daily routine is the plan-do-review sequence in which children make choices about what they will do, carry out their ideas, and reflect upon their activities with adults and other children.



# What We Teach – Curriculum Content

## Preschool & K-Prep

- **A Comprehensive Curriculum:** In the Preschool HighScope Curriculum, learning is focused on the following **eight content areas**:

1. Approaches to learning
2. Social and emotional development
3. Physical development and health
4. Language, literacy, and communication
5. Mathematics
6. Creative arts
7. Science and technology
8. Social studies

While learning in these content areas prepares children for later schooling, HighScope takes the learning process beyond traditional academic subjects by applying methods that promote independence, curiosity, decision making, cooperation, persistence, creativity, and problem solving in young children.

- **Key Developmental Indicators (KDIs):** In the HighScope Preschool Curriculum, learning in these eight areas is guided by **58 Key Developmental Indicators** that meet all state standards. Each KDI is linked to one of the dimensions of school readiness, and each is a statement that identifies an observable child behavior reflecting knowledge and skills in those areas. (Note: A complete list of the Preschool Curriculum KDIs can be found in the appendix)



# How We Evaluate – Assessment

## Preschool & K-Prep

- **Why Assessment Is So Important in Preschool Programs:** Research tells us the best programs constantly measure how well teachers teach and how much children learn. They use the results to continue what is working and improve what is not; for example, to decide whether to provide more teacher training or to identify gaps in children's experiences. HighScope has developed both CHILD and PROGRAM assessment tools to support this evaluation process:
  - **Child Assessment:** The Preschool Child Observation Record (COR) assesses children's learning in every content area.
    - Each day, teachers and caregivers generate brief written descriptions, or anecdotes, that objectively describe children's behavior. They use these notes to evaluate children's development and then plan activities to help individual children and the classroom as a whole make progress. (Also available is a version of the COR for assessing infants and toddlers). In addition, HighScope has developed and validated a specialized tool for literacy, the Early Literacy Skills Assessment (ELSA).
  - **Program Assessment:** The Preschool Program Quality Assessment (PQA) evaluates whether teachers and agencies are using the most effective classroom and program management practices.
    - Every area of classroom teaching and program operations is rated to identify strengths and areas for improvement. (Also available is a version of the PQA for evaluating programs for infants and toddlers).



## Appendix: Key Developmental Indicators (KDIs)

### Preschool & K-Prep KDIs



# Preschool & K-Prep Key Developmental Indicators (KDIs)

## A. Approaches to Learning

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

## B. Language, Literacy & Communication

- **Comprehension:** Children understand language.
- **Speaking:** Children express themselves using language.
- **Vocabulary:** Children understand and use a variety of words and phrases.
- **Phonological awareness:** Children identify distinct sounds in spoken language.
- **Alphabetic knowledge:** Children identify letter names and their sounds.
- **Reading:** Children read for pleasure and information.
- **Concepts about print:** Children demonstrate knowledge about environmental print.
- **Book knowledge:** Children demonstrate knowledge about books.
- **Writing:** Children write for many different purposes.
- **English language learning:** (If applicable) Children use English and their home language(s) (including sign language).

# Preschool & K-Prep Key Developmental Indicators (KDIs) – cont.



## C. Mathematics

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

## D. Science & Technology

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

## E. Social Studies

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

# Preschool & K-Prep Key Developmental Indicators (KDIs) – cont.



## F. Creative Arts

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

## G. Social and Emotional Development

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

## H. Physical Development and Health

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

