

**Resources From High/Scope Authors
Related to Topics Covered in
Essentials of Active Learning: A Chapter-by-Chapter Guide
(all publications by High/Scope Press unless otherwise indicated)**

Chapter 1. Why Should Early Childhood Programs Use a Curriculum?

Models of Early Childhood Education, 1996

A School Administrator's Guide to Early Childhood Education, 2nd edition, 2004

A Guide to Developing Community-Based Family Support Programs, 1995

Chapter 2. What Is the High/Scope Preschool Curriculum?

Educating Young Children, 2nd edition, 2002, pp. 1–42 and 296–309

A Study Guide to Educating Young Children, 2nd edition, 2002, pp. 7–13

All About High/Scope series, 2001

Supporting Young Learners: Ideas for Child Care Providers and Teachers

Volume 1, 1991, pp. 3–111 and 259–295

Volume 2, 1996, pp. 175–244

Volume 3, 2001, pp. 143–215 and 275–305

Volume 4, 2005, pp. 115–202

Chapter 3. What Is the Theory Behind the High/Scope Curriculum?

Educating Young Children, 2nd edition, 2002, pp. 13–23 (active learning), 168–178 (planning time), 196–203 (work time), and 225–231 (recall time)

Chapter 4. What Is the Research-Based Evidence in Support of the High/Scope Curriculum?

Lifetime Effects: The High/Scope Perry Preschool Study Through Age 40, 2005

Lasting Differences: The High/Scope Preschool Curriculum Comparison Study Through Age 23, 1997

Training for Quality: Improving Early Childhood Programs Through Systematic Inservice Training, 1993

Supporting Families With Young Children: The High/Scope Parent-to-Parent Dissemination Project, 2002

Chapter 5. What Does Adult-Child Interaction Look Like in a High/Scope Program?

Educating Young Children, 2nd edition, 2002, pp. 43–67

Supporting Young Learners: Ideas for Child Care Providers and Teachers

Volume 1, 1991, pp. 3–60

Volume 2, 1996, pp. 3–56

Volume 3, 2001, pp. 1–55

Volume 4, 2005, pp. 1–61

Adult-Child Interactions: Forming Partnerships With Children (videotape) (1996)

You Can't Come to My Birthday Party!: Conflict Resolution With Young Children (2002)

Chapter 6. What Does the Learning Environment Look Like in a High/Scope Program?

Educating Young Children, 2nd edition, 2002, pp. 109–149

Supporting Young Learners: Ideas for Child Care Providers and Teachers

Volume 1, 1991, pp. 149–186

Volume 2, 1996, pp. 115–144

Volume 3, 2001, pp. 57–94

Let's Go Outside, 1999

Chapter 7. What is the High/Scope Daily Routine?

Educating Young Children, 2nd edition, 2002, pp. 151–293

Teacher Idea Books:

Planning Around Children's Interests, 1996

100 Small Group Experiences, 1997

Making the Most of Plan-Do-Review, 2001

Supporting Young Learners: Ideas for Child Care Providers and Teachers

Volume 1, 1991, pp. 113–147

Volume 2, 1996, pp. 57–117

Volume 3, 2001, pp. 95–141

Volume 4, 2005, pp. 63–113

"How Planning and Reflection Develop Young Children's Thinking Skills" (*Young Children*, September 2003, pp. 28–36)

Chapter 8. How Do High/Scope Programs Work With Parents?

Educating Young Children, 2nd edition, 2002, pp. 68–87

You and Your Child series, 2001

Teacher Idea Book:

Essential Parent Workshop Handbook (#4), 2000

Supporting Young Learners: Ideas for Child Care Providers and Teachers

Volume 1, 1991, pp. 227–257

Volume 2, 1996, pp. 145–172

Volume 3, 2001, pp. 219–226; 307–342

Chapter 9. How Do Staff in High/Scope Programs Work Together?

Educating Young Children, 2nd edition, 2002, pp. 89–107

A School Administrator's Guide to Early Childhood Education, 2nd edition, 2004

Supporting Young Learners: Ideas for Child Care Providers and Teachers

Volume 1, 1991, pp. 187–225

Volume 2, 1996, pp. 267–302

Volume 3, 2001, pp. 343–393

Volume 4, 2005, pp. 325–344; 383–393

Chapter 10. What Is the High/Scope Curriculum in Approaches to Learning?

Educating Young Children, 2nd edition, 2002, pp. 374–383 and 407–409

Key experience videotape and booklet: Initiative and Social Relations Supporting Young Learners: Ideas for Child Care Providers and Teachers
Volume 1, 1991, pp. 35–46
Volume 3, 2001, pp. 5–12

The Intentional Teacher (National Association for the Education of Young Children, 2007, Chapter 6)

Chapter 11. What Is the High/Scope Curriculum in Language, Literacy, and Communication?

Educating Young Children, 2nd edition, 2002, pp. 342–373
Key experience videotape and booklet: *Language and Literacy Supporting Young Learners: Ideas for Child Care Providers and Teachers*
Volume 1, 1991, pp. 71–86
Volume 3, 2001, pp. 147–165
Volume 4, 2005, pp. 203–281
Growing Readers Early Literacy Curriculum, 2005
Preschool Readers and Writers, 2004
Fee, Fie, Phonemic Awareness, 2002
Letter Links, 2003
Helping Your Preschool Child Become a Reader, 2002

The Intentional Teacher (National Association for the Education of Young Children, 2007, Chapter 4)

Chapter 12. What Is the High/Scope Curriculum in Social and Emotional Development?

Educating Young Children, 2nd edition, 2002, pp. 383–389 and 394–409
Key experience videotape and booklet: *Initiative and Social Relations Supporting Young Learners: Ideas for Child Care Providers and Teachers*
Volume 1, 1991, pp. 14–34
Volume 4, 2005, pp. 425–432
You Can't Come to My Birthday Party!: Conflict Resolution With Young Children (2002)

The Intentional Teacher (National Association for the Education of Young Children, 2007, Chapter 6)

Chapter 13. What Is the High/Scope Curriculum in Physical Development, Health, and Well-Being?

Educating Young Children, 2nd edition, 2002, pp. 410–431
Key experience videotape and booklet: *Movement Supporting Young Learners: Ideas for Child Care Providers and Teachers*
Volume 1, 1991, pp. 96–111
Volume 3, 2001, pp. 167–174 and 209–215
Volume 4, 2005, pp. 191–202

Round the Circle (2000)

The Intentional Teacher (National Association for the Education of Young Children, 2007, Chapter 7)

Chapter 14. What Is the High/Scope Curriculum in Mathematics?

Educating Young Children, 2nd edition, 2002, pp. 464–509

Key experience videotapes and booklets: *Seriation and Number and Space*

Teacher Idea Book:

"I'm Older Than You! I'm Five!": Math in the Preschool Classroom, 2005

Supporting Young Learners: Ideas for Child Care Providers and Teachers

Volume 1, 1991, pp. 87–95

Volume 2, 1996, pp. 215–222

Volume 4, 2005, pp. 119–152

The Intentional Teacher (National Association for the Education of Young Children, 2007, Chapter 5)

Chapter 15. What Is the High/Scope Curriculum in Science and Technology?

Educating Young Children, 2nd edition, 2002, pp. 314–317, 446–463, and 510–523

Key experience videotapes and booklets: *Classification and Time*

Supporting Young Learners: Ideas for Child Care Providers and Teachers

Volume 2, 1996, pp. 201–214 and 223–232

Volume 4, 2005, pp. 153–169

The Intentional Teacher (National Association for the Education of Young Children, 2007, Chapter 5)

Chapter 16. What Is the High/Scope Curriculum in Social Studies?

Educating Young Children, 2nd edition, 2002, pp. 389–394 and 407–409

Key experience videotape and booklet: *Initiative and Social Relations*

Supporting Young Learners: Ideas for Child Care Providers and Teachers

Volume 1, 1991, pp. 47–60

Volume 2, 1996, pp. 245–266

Volume 3, 2001, pp. 13–30

Volume 4, 2005, pp. 433–446

The Intentional Teacher (National Association for the Education of Young Children, 2007, Chapter 6)

Chapter 17. What Is the High/Scope Curriculum in the Arts?

Educating Young Children, 2nd edition, 2002, pp. 323–330 (drama), pp. 330–338 (visual art), and pp. 432–445 (music)

Key experience videotapes and booklets: *Creative Representation and Music*

Supporting Young Learners: Ideas for Child Care Providers and Teachers

Volume 1, 1991, pp. 96–111

Volume 2, 1996, pp. 179–192

Volume 3, 2001, pp. 175–215

Volume 4, 2005, pp. 171–189

Supporting Young Artists, 2002

Round the Circle, 2000

"Thinking About Art: Encouraging Art Appreciation in Early Childhood" (*Young Children and the Creative Arts*, National Association for the Education of Young Children, 2005, pp. 52–57)

The Intentional Teacher (National Association for the Education of Young Children, 2007, Chapter 8)

Chapter 18. How Does High/Scope Assess Children?

Infant-Toddler Child Observation Record, 2002

Preschool Children Observation Record, Second Edition, 2003

Early Literacy Skills Assessment, 2004

Supporting Young Learners: Ideas for Child Care Providers and Teachers

Volume 1, 1991, pp. 187–225

Volume 2, 1996, pp. 267–302

Volume 3, 2001, pp. 343–393

Volume 4, 2005, pp. 325–344

"Preschool Assessment: A Guide to Developing a Balanced Approach" (*Preschool Policy Matters*, National Institute for Early Education Research, July 2004)

"Assessing Children's Development: Strategies That Complement Testing" (*Young Children and Assessment*, National Association for the Education of Young Children, 2004, pp. 45–53)

Chapter 19. How Does High/Scope Assess Programs?

Preschool Program Quality Assessment, Second Edition, 2003

Infant-Toddler Program Quality Assessment, 2006

Supporting Young Learners: Ideas for Child Care Providers and Teachers

Volume 3, 2001, pp. 369–382

Chapter 20. How Does High/Scope Apply Active Participatory Learning to Adults?

Training for Quality: Improving Early Childhood Programs Through Systematic Inservice Training, 1993

A Study Guide to Educating Young Children

Supporting Young Learners: Ideas for Child Care Providers and Teachers

Volume 3, 2001, pp. 383–393

Chapter 21. What Training and Certification Does High/Scope Offer?

High/Scope Course Prospectuses

High/Scope international and regional conferences (see www.highscope.org for schedule)

High/Scope onsite training (see www.highscope.org for schedule)

High/Scope Educational Services (contact ghaque@highscope.org or call 734-485-2000, x. 218)