

Alignment of Gee Whiz Education Curriculum with the New York State Early Learning Guidelines

The Gee Whiz Education curriculum is a comprehensive approach designed to help educators address the unique needs of mixed-age groups. This document details specifically how the Gee Whiz Education Learning Indicators align with the standards for early childhood in the state of New York.

Additional information on the Gee Whiz Education approach to learning, including the program philosophy and the evidence/research on which the program is based, can be found on our website www.geewhizeducation.com as well as in the Gee Whiz Education User's Guide.

| New York State Early Learning Guidelines | Gee Whiz Education Learning Indicators |
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| DOMAIN 1: PHYSICAL WELL-BEING, HEALTH, AND MOTOR DEVELOPMENT | |
| <ul style="list-style-type: none"> A. Gross Motor Skills B. Fine Motor Skills C. Sensorimotor Skills D. Physical Fitness: Daily Activities E. Physical Fitness: Variety and Well-Being | PD1 Understands the importance of exercise and rest PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, etc.) PD5 Demonstrates fine motor control (e.g., writing, pouring, cutting, etc.) SK1 Utilizes observation and other senses to explore and gather information about objects and experiences. |
| <ul style="list-style-type: none"> F. Daily Living Skills G. Daily Living Skills: Hygiene H. Nutrition I. Safe Practices | PD2 Takes pride in caring for self (e.g., brushing teeth, dressing, eating healthy foods, etc.) PD3 Practices safe habits and understands basic safety rules |
| <ul style="list-style-type: none"> J. Rules and Self-Regulation | SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules SE4 Demonstrates a range of appropriate emotions AL3 Engages in cooperative group experiences |
| DOMAIN II: SOCIAL AND EMOTIONAL DEVELOPMENT | |
| <ul style="list-style-type: none"> A. Interactions with Adults B. Interactions with Adults: Children seek assistance from adults C. Interactions with Peers D. Interactions with Peers: Cooperation E. Interactions with Peers: Negotiation | SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence LD4 Increasingly engages adults and other children in conversations |

Full versions of the New York State Early Learning Guidelines used to create this alignment document can be found at:

<http://ccf.ny.gov/ECAC/ECACResources/ELG.pdf>

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| DOMAIN II: SOCIAL AND EMOTIONAL DEVELOPMENT (continued) | |
| <ul style="list-style-type: none"> F. Adaptive Social Behavior G. Adaptive Social Behavior: Group Activities H. Adaptive Social Behavior: Diverse Settings I. Adaptive Social Behavior: Empathy J. Appreciating Diversity | <p>LD3 Uses language to express ideas, wants and needs</p> <p>LD4 Increasingly engages adults and other children in conversations</p> <p>SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children</p> <p>SE4 Demonstrates a range of appropriate emotions</p> <p>AL1 Shows interest in many topics and a desire to try new things</p> |
| <ul style="list-style-type: none"> K. Self-Concept L. Self-Concept: Abilities and Preferences M. Self-Efficacy N. Self-Control O. Self-Control: Feelings and Impulses P. Emotional Expression | <p>SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence</p> <p>SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules</p> <p>SE4 Demonstrates a range of appropriate emotions</p> |
| DOMAIN III: APPROACHES TO LEARNING | |
| <ul style="list-style-type: none"> A. Curiosity and Interest B. Initiative C. Persistence and Attentiveness D. Creativity and Inventiveness E. Reflection and Interpretation | <p>AL1 Shows interest in many topics and a desire to try new things</p> <p>AL2 Displays persistence when completing tasks and is able to void distractions</p> <p>LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it</p> <p>LR2 Understands that symbols or objects can be used to represent different things</p> |
| DOMAIN IV: COGNITION AND GENERAL KNOWLEDGE | |
| <ul style="list-style-type: none"> A. Causation: Children demonstrate awareness of cause and effect B. Critical and Analytic Thinking: Children compare, contrast, examine, and evaluate experiences, tasks and events C. Critical and Analytic Thinking: Children use past knowledge to build new knowledge D. Problem-Solving: Children find multiple solutions to questions, tasks, problems, and challenges E. Representational Thought: Children use symbols to represent objects F. Representational Thought: Children distinguish between fantasy and reality | <p>SK1 Utilizes observation and other senses to explore and gather information about objects and experiences</p> <p>SK2 Makes and test predictions using simple experimentation</p> <p>SK3 Gathers information about the natural world through hands-on exploration</p> <p>LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it</p> <p>LR2 Understands that symbols or objects can be used to represent different things</p> |
| <ul style="list-style-type: none"> G. Number and Sense Operations: Children demonstrate knowledge of numbers and counting | <p>MK1 Understands that numbers tell “how many”</p> <p>MK2 Recognizes that numbers go in a specific order</p> |

DOMAIN IV: LANGUAGE, COGNITION AND GENERAL KNOWLEDGE (continued)

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| <p>H. Measurement: Children demonstrate knowledge of size, volume, height, weight, and length</p> | <p>MK5 Utilizes measurement (standard and nonstandard) to compare and contrast objects</p> |
| <p>I. Properties of Ordering: Children identify and label shapes J. Properties of Ordering: Children sort, classify, and organize objects</p> | <p>MK3 Recognizes shapes and positional concepts MK6 Sorts or groups objects based on common characteristics</p> |
| <p>K. Scientific Thinking: Children collect information through observation and manipulation L. Scientific Thinking: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations M. Scientific Knowledge: Children observe and describe characteristics of living things N. Scientific Knowledge: Children observe and describe characteristics of earth</p> | <p>SK1 Utilizes observation and other senses to explore and gather information about objects and experiences SK2 Makes and tests predictions using simple experimentation SK3 Gathers information about the natural world through hands-on exploration</p> |
| <p>O. History: Children demonstrate knowledge of past events and awareness of how they may influence the present and future P. Geography: Children demonstrate awareness of location and spatial relationships Q. Geography: Children demonstrate knowledge of the relationship between people, places, and regions R. Economics: Children demonstrate knowledge of various occupations related to trade and currency S. Ecology: Children demonstrate awareness of the relationship between humans and the environment U. Family: Children demonstrate awareness and understanding of family V. Community: Children demonstrate awareness of their community, human interdependence, and social roles W. Community: Children demonstrate civic responsibility X. Culture: Children demonstrate awareness and appreciation of their own and others' culture</p> | <p>SS1 Understands how families are unique and different SS2 Develops a basic understanding of community, including common jobs SS3 Recognizes the importance of caring for the environment SS4 Develops a baseline understanding of how the past affects us and our community</p> |
| <p>Y. Expression and Representation: Children use creative arts to express and represent what they know, think, believe, or feel Z. Understanding and Appreciation: Children demonstrate understanding and appreciation of the creative arts</p> | <p>CA1 Participates in musical activities including singing and utilizing instruments CA2 Uses movement and dance to express ideas and emotions CA3 Utilizes a variety of art materials (both two- and three-dimensional) to express self CA4 Engages in pretend play with, or without, the use of props</p> |

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| DOMAIN V: LANGUAGE, COMMUNICATION, AND LITERACY | |
| <ul style="list-style-type: none"> B. Receptive Language C. Expressive Language D. Grammar and Syntax E. Comprehension F. Expressive/Oral Language G. Listening Skills H. Oral and Written Communication I. Conventions of Social Communication | <ul style="list-style-type: none"> LD1 Understands spoken language LD2 Understands and then uses an ever-increasing vocabulary LD3 Uses language to express ideas, wants and needs LD4 Increasingly engages adults and other children in conversations LK1 Shows an interest in books and understands they are a way of sharing information |
| <ul style="list-style-type: none"> J. Reading: Phonological Awareness K. Reading: Alphabet Principle L. Reading: Print Concepts M. Reading: Comprehension of Printed Material N. Reading: Awareness that Written Materials Can Be Used for a Variety of Purposes O. Reading: Appreciation and Enjoyment | <ul style="list-style-type: none"> LK1 Shows an interest in books and understands that are a way of sharing information LK2 Understands that language is made up of words, which can be broken down into syllables LK3 Begins to name letters and identify their sounds LK4 Understands concepts about print (e.g., reading from left to right, logos as symbols, etc.) |
| <ul style="list-style-type: none"> P. Writing: Alphabet Knowledge Q. Writing Conventions R. Writing: Use Writing for a Variety of Purposes | <ul style="list-style-type: none"> LK3 Begins to name letters and identify their sounds LK4 Understands concepts about print (e.g., reading from left to right, logos as symbols, etc.) LK5 Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts and ideas |