

# Alignment of Gee Whiz Education Curriculum with the Alabama 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 Alabama.

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](http://www.geewhizeducation.com) as well as in the Gee Whiz Education User's Guide.

Alabama Early Learning Guidelines	Gee Whiz Education Learning Indicators
<b>LANGUAGE AND LITERACY DEVELOPMENT</b>	
<p>Goal: To communicate successfully with others</p>	<p>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            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.)            LK5 Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts and ideas</p>
<b>PHYSICAL DEVELOPMENT</b>	
<p>Goal: To help children develop physical skills necessary to move and do in the world</p>	<p>PD1 Understands the importance of exercise and rest            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            PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, etc.)            PD5 Demonstrates fine motor control (e.g., writing, pouring, cutting, etc.)</p>

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

[http://dhr.alabama.gov/large\\_docs/aelg.pdf](http://dhr.alabama.gov/large_docs/aelg.pdf)

Alabama Early Learning Guidelines	Gee Whiz Education Learning Indicators
<b>COGNITIVE DEVELOPMENT</b>	
<p>Goal: To help children develop problem-solving abilities and concept attainment</p>	<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 avoid distractions</p> <p>AL3 Engages in cooperatives group experiences</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> <p>MK1 Understands that numbers tell “how many”</p> <p>MK2 Recognizes that numbers go in a specific order</p> <p>MK3 Recognizes shapes and positional concepts</p> <p>MK4 Creates, imitates and/or extends patterns</p> <p>MK5 Utilizes measurement (standard and nonstandard) to compare and contrast objects</p> <p>MK6 Sorts or groups objects based on common characteristics</p> <p>SK1 Utilizes observation and other senses to explore and gather information about objects and experiences</p> <p>SK2 Makes and tests predictions using simple experimentation</p> <p>SK3 Gathers information about the natural world through hands-on exploration</p> <p>LK3 Begins to name letters and identify their sounds</p>
<b>SOCIAL DEVELOPMENT</b>	
<p>Goal: To develop social interaction skills</p>	<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>CA4 Engages in pretend play with, or without, the use of props</p> <p>AL3 Engages in cooperative group experiences</p> <p>SS1 Understands how families are unique and different</p>

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<b>SELF-CONCEPT/EMOTIONAL DEVELOPMENT</b>	
<p>Goal: Children learn about themselves and their feelings</p>	<p>SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children</p> <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> <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 avoid distractions</p> <p>AL3 Engages in cooperative group experiences</p> <p>PD2 Takes pride in caring for self (e.g., brushing teeth, dressing, eating healthy foods, etc.)</p> <p>CA2 Uses movement and dance to express ideas and emotions</p> <p>CA3 Uses a variety of art materials (both two and three-dimensional) to express self</p>