

Alignment of Gee Whiz Education Curriculum with the California Infant/Toddler Learning & Development Foundations

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 developmental standards required in the state of California for infants and toddlers.

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.

California Infant/Toddler Learning & Development Foundations	Gee Whiz Education Learning Indicators
LANGUAGE DEVELOPMENT	
Receptive Language	LD1 Understands spoken language LD2 Understands and then uses an ever increasing vocabulary LK1 Shows an interest in books and understands stories are a way of sharing information
Expressive Language Communication Skills and Knowledge	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 LK2 Understands that language is made up of words, which can be broken down into syllables
Interest in Print	LK1 Shows an interest in books and understands they are a way of sharing information
PERCEPTUAL AND MOTOR DEVELOPMENT	
Perceptual Development	SK1 Utilizes observation and other senses to explore and gather information about objects and experiences
Gross Motor	PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, etc.)
Fine Motor	PD5 Demonstrates fine motor skills (e.g., writing, pouring, cutting, etc.)

Full versions of the California foundations used to create this alignment document can be found at:

<http://www.cde.ca.gov/sp/cd/re/itf09aavcontents.asp>

California Infant/Toddler Learning & Development Foundations	Gee Whiz Education Learning Indicators
SOCIAL-EMOTIONAL DEVELOPMENT	
<p>Interactions with Adults</p> <p>Relationships with Adults</p> <p>Interactions with Peers</p> <p>Relationships with Peers</p> <p>Social Understanding</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>Identify of Self in Relation to Others</p> <p>Expression of Emotion</p> <p>Empathy</p> <p>Emotion Regulation</p> <p>Impulse Control</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>AL3 Engages in cooperative group experiences</p>
COGNITIVE DEVELOPMENT	
<p>Cause-and-Effect</p> <p>Spatial Relationships</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>Problem-Solving</p>	<p>LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it</p>
<p>Imitation</p> <p>Memory</p>	<p>MK4 Creates, imitates and/or extends patterns</p>
<p>Number Sense</p> <p>Classification</p>	<p>MK1 Understands that numbers tell “how many”</p> <p>MK2 Recognizes that numbers go in a specific order</p>
<p>Symbolic Play</p>	<p>CA4 Engages in pretend play with, or without, the use of props</p>
<p>Attention Maintenance</p>	<p>AL2 Displays persistence when completing task and is able to avoid distractions</p>
<p>Understanding Personal Care Routines</p>	<p>PD2 Takes pride in caring for self (e.g., brushing teeth, dressing, eating healthy foods, etc.)</p>