

# Alignment of Gee Whiz Education Curriculum with the Arizona Early Learning Standards, 3<sup>rd</sup> Edition

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 Arizona.

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.

Arizona Early Learning Standards	Gee Whiz Education Learning Indicators
<b>LANGUAGE AND LITERACY STANDARD</b>	
Strand 1: Language <ul style="list-style-type: none"> <li>• Receptive Language Understanding</li> <li>• Expressive Language and Communication Skills</li> <li>• Vocabulary</li> </ul>	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
Strand 2: Emergent Literacy <ul style="list-style-type: none"> <li>• Concepts of Print</li> <li>• Book Handling Skills</li> <li>• Phonological Awareness</li> <li>• Alphabet Knowledge</li> <li>• Comprehension</li> </ul>	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.)
Strand 3: Emergent Writing <ul style="list-style-type: none"> <li>• Early Writing, Writing Processes, and Writing Applications</li> </ul>	LK5 Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts and ideas
<b>SCIENCE STANDARD</b>	
Strand 1: Inquiry and Application <ul style="list-style-type: none"> <li>• Exploration, Observations, and Hypotheses</li> <li>• Investigation</li> <li>• Analysis and Conclusions</li> <li>• Communication</li> </ul>	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

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

<http://www.azed.gov/early-childhood/files/2011/06/arizona-early-learning-standards-3rd-edition1.pdf>

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<b>MATHEMATICS STANDARD</b>	
Strand 1: Counting and Cardinality <ul style="list-style-type: none"> <li>• Counts Out Loud</li> <li>• Knows Number Names and Symbols</li> <li>• Counts to Tell Number of Objects</li> <li>• Compares Numbers and Quantities</li> </ul>	MK1 Understands that numbers tell “how many” MK2 Recognizes that numbers go in a specific order
Strand 2: Operations and Algebraic Thinking <ul style="list-style-type: none"> <li>• Explores Addition and Subtraction</li> <li>• Patterning</li> </ul>	MK1 Understands that numbers tell “how many” MK4 Creates, imitates and/or extends patterns
Strand 3: Measurement and Data <ul style="list-style-type: none"> <li>• Sorts and Classifies</li> <li>• Data Analysis</li> <li>• Measures</li> </ul>	MK5 Utilizes measurement (standard and nonstandard) to compare and contrast objects MK6 Sorts or groups objects based on common characteristics
Strand 4: Geometry <ul style="list-style-type: none"> <li>• Spatial Relationships</li> <li>• Shapes</li> </ul>	MK3 Recognizes shapes and positional concepts
<b>APPROACHES TO LEARNING STANDARD</b>	
Strand 1: Initiative and Curiosity	AL1 Shows interest in many topics and desire to try new things
Strand 2: Attentiveness (engagement) & Persistence	AL2 Displays persistence when completing tasks and is able to avoid distractions
Strand 3: Confidence	SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence
Strand 4: Creativity	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
Strand 5: Reasoning and Problem-Solving	LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it LR2 Understands that symbols or objects can be used to represent different things

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<b>PHYSICAL DEVELOPMENT, HEALTH AND SAFETY STANDARD</b>	
Strand 1: Physical and Motor Development <ul style="list-style-type: none"> <li>• Gross Motor Development</li> <li>• Fine Motor Development</li> </ul>	PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, etc.) PD5 Demonstrates fine motor control (e.g., writing, pouring, cutting, etc.)
Strand 2: Health <ul style="list-style-type: none"> <li>• Personal Health and Hygiene Practices</li> </ul>	PD1 Understands the importance of exercise and rest PD2 Takes pride in caring for self (e.g., brushing teeth, dressing, eating healthy foods, etc.)
Strand 3: Safety <ul style="list-style-type: none"> <li>• Safety and Injury Prevention</li> </ul>	PD3 Practices safe habits and understands safety rules SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules
<b>SOCIAL EMOTIONAL STANDARD</b>	
Strand 1: Self <ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Recognizes and Expresses Feelings</li> <li>• Self-Regulation</li> </ul>	SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules SE4 Demonstrates a range of appropriate emotions
Strand 2: Relationships <ul style="list-style-type: none"> <li>• Attachment</li> <li>• Social Interactions</li> <li>• Respect</li> </ul>	SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children AL3 Engages in cooperative group experiences LD4 Increasingly engages adults and other children in conversations
<b>FINE ARTS STANDARD</b>	
Strand 1: Visual Arts <ul style="list-style-type: none"> <li>• Creates and Understands Visual Arts</li> </ul>	CA3 Utilizes a variety of art materials (both two and three-dimensional) to express self
Strand 2: Music and Creative Movement <ul style="list-style-type: none"> <li>• Creates and Understands Music, Movement, and Dance</li> </ul>	CA1 Participates in musical activities including singing and utilizing instruments CA2 Uses movement and dance to express ideas and emotions
Strand 3: Drama <ul style="list-style-type: none"> <li>• Creates Dramatic Activities</li> </ul>	CA4 Engages in pretend play with, or without, the use of props

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<b>SOCIAL STUDIES STANDARD</b>	
Strand 1: Family <ul style="list-style-type: none"> <li>• Understands Family</li> </ul>	SS1 Understands how families are unique and different
Strand 2: Community <ul style="list-style-type: none"> <li>• Understands Community</li> <li>• Rights, Responsibilities, and Roles within Community</li> <li>• Geography</li> </ul>	SS2 Develops a basic understanding of community, including common jobs SS3 Recognizes the importance of caring for the environment
Strand 3: Historical Thinking <ul style="list-style-type: none"> <li>• Understands Time – Past, Present, and Future</li> </ul>	SS4 Develops a baseline understanding of how the past affects us and our community