

# Alignment of Gee Whiz Education Curriculum with the Ohio Early Learning & Development Standards

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 Ohio.

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.

Ohio Early Learning & Development Standards	Gee Whiz Education Learning Indicators
<b>LANGUAGE &amp; LITERACY</b>	
Strand: Listening & Speaking <ul style="list-style-type: none"> <li>• <i>Receptive Language &amp; Communication</i></li> <li>• <i>Expressive Language</i></li> <li>• <i>Social Communication</i></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: Reading <ul style="list-style-type: none"> <li>• Early Reading</li> <li>• Reading Comprehension</li> <li>• Fluency</li> <li>• Print Concepts</li> <li>• Phonological Awareness</li> <li>• Letter &amp; Word Recognition</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: Writing <ul style="list-style-type: none"> <li>• Early Writing</li> <li>• Writing Process</li> <li>• Writing Application and Composition</li> </ul>	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

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

<http://www.earlychildhoodohio.org/elds.php>

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<b>COGNITION AND GENERAL KNOWLEDGE</b>	
Strand: Cognitive Skills <ul style="list-style-type: none"> <li>Memory</li> <li>Symbolic Thought</li> <li>Reasoning and Problem-Solving</li> </ul>	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
<b>SUB-DOMAIN: MATHEMATICS</b>	
Strand: Number Sense <ul style="list-style-type: none"> <li>Number Sense and Counting</li> </ul> Strand: Number Relationships and Operations <ul style="list-style-type: none"> <li>Number Relationships</li> </ul> Strand: Algebra <ul style="list-style-type: none"> <li>Group and Categorize</li> <li>Patterning</li> </ul> Strand: Measurement and Data <ul style="list-style-type: none"> <li>Describe and Compare Measurable Attributes</li> <li>Data Analysis</li> </ul> Strand: Geometry <ul style="list-style-type: none"> <li>Spatial Relationships</li> <li>Identify and Describe Shapes</li> <li>Analyze, Compare and Create Shapes</li> </ul>	MK1 Understands that numbers tell “how many” MK2 Recognizes that numbers go in a specific order MK3 Recognizes shapes and positional concepts MK4 Creates, imitates and/or extends patterns MK5 Utilizes measurement (standard and nonstandard) to compare and contrast objects MK6 Sorts or groups objects based on common characteristics
<b>SUB-DOMAIN: SOCIAL STUDIES</b>	
Strand: Self <ul style="list-style-type: none"> <li>Self-Identity</li> </ul> Strand: History <ul style="list-style-type: none"> <li>Historical Thinking and Skills</li> <li>Heritage</li> </ul> Strand: Geography <ul style="list-style-type: none"> <li>Spatial Thinking and Skills</li> <li>Rules and Laws</li> </ul> Strand: Economics <ul style="list-style-type: none"> <li>Scarcity</li> <li>Production and Consumption</li> </ul>	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 SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules

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<b>SUB-DOMAIN: SCIENCE</b>	
Strand: Science Inquiry and Application <ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Cause and Effect</li> </ul> Strand: Earth and Space Science <ul style="list-style-type: none"> <li>• Explorations of the Natural World</li> </ul> Strand: Physical Science <ul style="list-style-type: none"> <li>• Explorations of Energy</li> </ul> Strand: Life Science <ul style="list-style-type: none"> <li>• Explorations of Living Things</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
<b>PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT</b>	
Strand: Motor Development <ul style="list-style-type: none"> <li>• Large Muscle, Balance and Coordination</li> <li>• Small Muscle: Touch, Grasp, Reach Manipulate</li> <li>• Oral Motor</li> <li>• Sensory Motor</li> </ul>	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 AL1 Shows interest in many topics and a desire to try new things
Strand: Physical Well-Being <ul style="list-style-type: none"> <li>• Body Awareness</li> <li>• Physical Activity</li> <li>• Nutrition</li> <li>• Self-Help</li> <li>• Safety 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.) PD3 Practices safe habits and understands safety rules
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Strand: Self <ul style="list-style-type: none"> <li>• Awareness and Expression of Emotion</li> <li>• Self-Concept</li> <li>• Self-Comforting</li> <li>• Self-Regulation</li> <li>• Sense of Competence</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 AL1 Shows interest in many topics and a desire to try new things
Strand: Relationships <ul style="list-style-type: none"> <li>• Attachment</li> <li>• Interactions with Adults</li> <li>• Peer Interactions and Relationships</li> <li>• Empathy</li> </ul>	SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children SE4 Demonstrates a range of appropriate emotions AL3 Engages in cooperative group experiences LD4 Increasingly engages adults and other children in conversations

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APPROACHES TO LEARNING	
<p>Strand: Initiative</p> <ul style="list-style-type: none"> <li>• Initiative and Curiosity</li> <li>• Planning, Action and Reflection</li> </ul> <p>Strand: Engagement and Persistence</p> <ul style="list-style-type: none"> <li>• Attention</li> <li>• Persistence</li> </ul> <p>Strand: Creativity</p> <ul style="list-style-type: none"> <li>• Innovation and Invention</li> <li>• Expression of Ideas and Feelings through the Arts</li> </ul>	<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>CA1 Participates in musical activities including singing and utilizing instruments</p> <p>CA2 Uses movement and dance to express ideas and emotions</p> <p>CA3 Utilizes a variety of art materials (both two and three-dimensional) to express self</p> <p>CA4 Engages in pretend play with, or without, the use of props</p>