

Alignment of Gee Whiz Education Curriculum with the Michigan’s Early Childhood Standards of Quality for Prekindergarten

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 Michigan for children (Prekindergarten).

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.

Michigan Early Childhood Standards (Prekindergarten)	Gee Whiz Education Learning Indicators
APPROACHES TO LEARNING	
<p>Habits of the Mind</p> <ul style="list-style-type: none"> - Creativity-Imagination-Visualization - Initiative-Engagement-Persistence - Curiosity-Inquiry-Questioning-Tinkering-Risk Taking - Resilience-Optimism-Confidence - Reasoning-Problem Solving-Reflection - Participation-Cooperation-Play-Networking-Contribution - Respect for Self and Others – Mental and Behavioral Health - Responsibility-Ethical Actions 	<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>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>LD3 Uses language to express ideas, wants, and needs</p> <p>LD4 Increasingly engages adults and other children in conversations</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>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>SS1 Understands how families are unique and different</p> <p>SS2 Develops a basic understanding of community, including common jobs</p> <p>SS3 Recognizes the importance of caring for the environment</p>

Full versions of the Michigan standards used to create this alignment document can be found at:

http://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf

Michigan Early Childhood Standards (Prekindergarten)	Gee Whiz Education Learning Indicators
CREATIVE ARTS	
<p>Visual Arts</p> <p>Instrumental and Vocal Music</p> <p>Movement and Dance</p> <p>Dramatic Play</p> <p>Aesthetic Appreciation</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> <p>SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence</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>LD2 Understands and then uses an ever-increasing vocabulary</p> <p>LD3 Uses language to express ideas, wants and needs</p>
LANGUAGE AND EARLY LITERACY DEVELOPMENT	
<p>Emergent Reading</p> <p>Writing Skills</p>	<p>LK1 Shows an interest in books and understands they are a way of sharing information</p> <p>LK2 Understands that language is made up of words, which can be broken down into syllables</p> <p>LK4 Understands concepts about print (e.g., reading from left to right, logos as symbols, etc.)</p> <p>LK5 Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts and ideas</p>
<p>Spoken Language: Expressive</p> <p>Spoken Language: Receptive</p> <p>Viewing Images and Other Media Materials</p> <p>Positive Attitudes about Literacy</p> <p>Diversity of Communication</p>	<p>LD1 Understands spoken language</p> <p>LD2 Understands and then uses an ever-increasing vocabulary</p> <p>LD3 Uses language to express ideas, wants, and needs</p> <p>LD4 Increasingly engages adults and other children in conversations</p> <p>LK1 Shows and interest in books and other printed materials and understands they are a way of sharing information</p> <p>SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence</p> <p>SS1 Understands how families are unique and different</p> <p>AL1 Shows interest in many topics and desire to try new things</p>

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DUAL LANGUAGE LEARNING (DLL)	
<p>Receptive English Language Skills</p> <p>Expressive Language Skills</p> <p>Engagement in English Literacy Activities</p> <p>Engagement in Writing</p> <p>Social Interaction</p>	<p>LD1 Understands spoken language</p> <p>LD2 Understands and then uses an ever-increasing vocabulary</p> <p>LD3 Uses language to express ideas, wants, and needs</p> <p>LD4 Increasingly engages adults and other children in conversations</p> <p>LK1 Shows and interest in books and other printed materials and understands they are a way of sharing information</p> <p>LK2 Understands that language is made up of words, which can be broken down into syllables</p> <p>LK3 Begins to name letters and identify their sounds</p> <p>LK4 Understands concepts about print (e.g., reading from left to right, logos as symbols, etc.)</p> <p>LK5 Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts and ideas</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>SS1 Understands how families are unique and different</p> <p>AL1 Shows interest in many topics and desire to try new things</p>
SOCIAL, EMOTIONAL AND PHYSICAL HEALTH AND DEVELOPMENT	
<p>Social and Emotional Development and Health:</p> <ul style="list-style-type: none"> - Understanding of Self - Expressing Emotions - Relationships with Others 	<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>LD3 Uses language to express ideas, wants and needs</p> <p>LD4 Increasingly engages adults and other children in conversations</p> <p>AL3 Engages in cooperative group experiences</p>
<p>Physical Development:</p> <ul style="list-style-type: none"> - Body Control and Activity - Gross Motor Development - Fine Motor Development - Positive Activity 	<p>PD4 Demonstrates gross motor skills</p> <p>PD5 Demonstrates fine motor skills</p> <p>SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules</p> <p>AL3 Engages in cooperative group experiences</p>

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SOCIAL, EMOTIONAL AND PHYSICAL HEALTH AND DEVELOPMENT (CON'T)	
Health, Safety and Nutrition <ul style="list-style-type: none"> - Healthy Eating - Healthy Choices - Personal Safety 	PD1 Understands the importance of exercise & 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 SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules
MATHEMATICS	
Math Practices Mathematical Literacy Classification and Patterns Counting and Cardinality Simple Operations and Beginning Algebraic Thinking Measuring Geometry	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
SCIENCE	
Observation and Inquiry Living and Non-Living Things Knowledge about the Earth	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 AL1 Shows interest in many topics and a desire to try new things LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it
SOCIAL STUDIES	
Relationship in Place How People Are Influenced Understanding Time Why We Have Rules and Laws Basic Ideas about Economics People and Their Environment	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 basic 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 LD4 Increasingly engages adults and other children in conversations AL3 Engages in cooperative group experiences

SPECIAL NOTE: Technology Literacy-Early Learning in Technology is address directly in the curriculum through activities that suggest teachers use technology (e.g., computer, cameras, Smartphones, etc.) during learning experiences.