

# Alignment of Gee Whiz Education Curriculum with the Illinois Early Learning and Development Standards (2013)

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 those required in the state of Illinois.

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.

Illinois Early Learning and Development Standards	Gee Whiz Education Learning Indicators
<b>LANGUAGE ARTS</b>	
State Goal 1: Demonstrate increasing competence in oral communication (listening and speaking).	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
State Goal 2: Demonstrate understanding and enjoyment of literature.  State Goal 3: Demonstrate interest in and understanding of informational text.	LK1 Shows an interest in books and understands stories are a way of sharing information LD2 Understands and then uses an ever increasing vocabulary
State Goal 4: Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	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.)
State Goal 5: Demonstrate increasing awareness of and competence in emergent writing skills.	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 Illinois standards used to create this alignment document can be found at:

[http://www.isbe.state.il.us/earlychi/pdf/early\\_learning\\_standards.pdf](http://www.isbe.state.il.us/earlychi/pdf/early_learning_standards.pdf)

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<b>MATHEMATICS</b>	
State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	MK1 Understands that numbers tell “how many” MK2 Recognizes that numbers go in a specific order
State Goal 7: Explore measurement of objects and quantities.	MK5 Utilizes measurement (standard and nonstandard) to compare and contrast objects
State Goal 8: Identity and describe common attributes, patterns, and relationships in objects.	MK4 Creates, imitates and/or extends patterns MK6 Sorts or groups objects based on common characteristics
State Goal 9: Explore concepts of geometry and spatial relations.	MK3 Recognizes shapes and positional concepts
State Goal 10: Begin to make predictions and collect data information.	MK1 Understands that numbers tell “how many” MK5 Utilizes measurement (standard and nonstandard) to compare and contrast objects SK2 Makes and tests predictions using simple experimentation
<b>SCIENCE</b>	
State Goal 11: Demonstrate curiosity about the world and being to use the practices of science and engineering to answer questions and solve problems.	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 LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it AL1 Shows interest in many topics and a desire to try new things
State Goal 12: Explore concepts and information about the physical, earth, and life sciences.	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
State Goal 13: Understand important connections and understandings in science and engineering.	SK1 Utilizes observation and other senses to explore and gather information about objects and experiences SK2 Makes and tests predictions using simple experimentation

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<b>SOCIAL STUDIES</b>	
State Goal 14: Understand some concepts related to citizenship.	SS2 Develops a basic understanding of community, including common jobs SS4 Develops a baseline understanding of how the past affects us and our community SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children AL3 Engages in cooperative experiences
State Goal 15: Explore economic systems and human interdependence.	SS2 Develops a basic understanding of community, including common jobs SS3 Recognizes the importance of caring for the environment
State Goal 16: Develop an awareness of the self and his or her uniqueness and individuality	SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence SS4 Develops a baseline understanding of how the past affects us and our community
State Goal 17: Explore geography, the child’s environment, and where people live, work, and play.	SS1 Understands how families are unique and different SS2 Develops a basic understanding of community, including common jobs SS4 Develops a baseline understanding of how the past affects us and our community SK3 Gathers information about the natural world through hands-on exploration
State Goal 18: Explore people and families.	SS1 Understands how families are unique and different SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence
<b>PHYSICAL DEVELOPMENT AND HEALTH</b>	
State Goal 19: Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.	PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, etc.) PD5 Demonstrates fine motor control (e.g., writing, pouring, cutting, etc.)
State Goal 20: Develop habits for lifelong fitness.	PD1 Understands the importance of exercise and rest PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, etc.) AL2 Displays persistence when completing tasks and is able to avoid distractions
State Goal 21: Develop team-building skills by working with others through physical activity.	SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules AL3 Engage in cooperative group experiences
State Goal 22: Understand principles of health promotion and the prevention and treatment of illness or injury.	PD1 Understands the importance of exercise and rest PD3 Practices safe habits and understands basic safety rules

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<b>PHYSICAL DEVELOPMENT AND HEALTH (CON'T)</b>	
State Goal 23: Understand human body systems and factors that influence growth and development.	PD2 Takes pride in caring for self (e.g., brushing teeth, dressing, eating healthy foods, etc.)
State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.	PD3 Practices safe habits and understands basic safety rules SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it
<b>THE ARTS</b>	
State Goal 25: Gain exposure to and explore the arts  State Goal 26: Understand that the arts can be used to communicate ideas and emotions.  State Goal 27: Understand the role of the arts in civilizations, past and present.	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 SS4 Develops a baseline understanding of how the past affects us and our community
<b>ENGLISH LANGUAGE LEARNER HOME LANGUAGE DEVELOPMENT</b>	
State Goal 28: Use the home language to communicate within and beyond the classroom.	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
State Goal 29: Use the home language to make connections and reinforce knowledge and skills across academic and social areas.	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 SS1 Understands how families are unique and different SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence

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<b>SOCIAL/EMOTIONAL DEVELOPMENT</b>	
<p>State Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others.</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 feeling 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>State Goal 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p>	<p>SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children</p> <p>AL3 Engages in cooperative group experiences</p> <p>SE4 Demonstrates a range of appropriate emotions</p>
<p>State Goal 32: Demonstrate decision-making skills and behaviors in personal, school, and community contexts.</p>	<p>PD3 Practices safe habits and understands basic safety rules</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>



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