

Ohio Department of Job and Family Services
**CURRICULUM STANDARDS ASSESSMENT ALIGNMENT TOOL: SCHOOL AGE
 FOR STEP UP TO QUALITY PROGRAMS**

Program Name	License Number	Name of Curriculum – including Version/Edition Gee Whiz Education
<p>Is this a Self-Created Curriculum? (Choose One) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If YES: Sections I and II MUST be completed.</p> <p>If NO: Section I may be completed to meet the requirements to demonstrate how the program's obtained curriculum aligns to the Ohio's K-12 Standards, and the program's on-going child assessment process.</p> <p><i>The content of this form will be reviewed for completeness; however, the verification of how the program is implementing this program standard will be completed at the on-site visit through direct observation, document review and an interview process.</i></p> <p style="text-align: center;">Section I:</p>		
Names of individuals completing this form		
Name (s) Beth Smith, Sherry Mayberry	Title/Position (s) Partners, Gee Whiz Education	
<p>Please describe the program's structure, philosophy and goals and the Ohio K-12 Standards that the curriculum is aligned to which supports the program's structure philosophy and goals.</p> <p>The Gee Whiz curriculum is designed to provide engaging, interactive experiences for school-age children that cover the following curricular areas: Language (both speaking & listening), Literacy (reading, phonological awareness, writing), Physical Development (including health, safety and self-help), Science (physical, natural, space...), Mathematics Knowledge (counting, mathematical operations, graphing, measurement), Social Studies Knowledge (self, community, family, world), Creative Arts (music, movement, fine art, creative dramatics), Approaches to Learning, Logic & Problem-Solving and Social/Emotional Development (self-awareness, self-regulation, peer interactions, adult interactions. Our philosophy is based on numerous research studies as well as the philosophies of Piaget, Erikson, Vygotsky and Smilansky. Documentation of this information can be found in our comprehensive 2015-2016 User's Guide available on our website www.geewhizeducation.com or by following this link: http://www.geewhizeducation.com/gwe-user-guide-2015-2016/. The program is structured to provide 6, multi-day experiences in each unit that are specifically written for school-age children. These experience cross multiple curriculum areas and enable school-age children to learn through exploration and discovery. For the next section of this form, we reference several of our past units. Because the Gee Whiz curriculum is constantly being rewritten, these represent an overall picture of how the curriculum addresses each area as each new unit is created. We've included at least one example for each area HOWEVER...we cover each area many, many times during the full year. It would be impossible for us to list every single time we address each area. If additional information is required, please email us directly at customerservice@geewhizeducation.com.</p>		

You are only required to complete the sections below based on the standards indicated above.

English Language Arts	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating:</u> Describe how the planned activities, physical environment and daily routines address these concepts.	<u>Three to five-star rating:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating:</u> How will child progress be documented?
Reading Literature Informational Text Foundational Skills	pgs. 24 & 26 "Fairy Tale Fun" unit	Children learn to choose books based on their developmental level using a specific strategy. The children also read the books they choose. In the activity on p. 26, the children explore "How To" books and then create their own.	The teacher will observe and interact with children as they participate in the experiences. Suggested question to ask as included in the lesson plans to help teachers gauge each child's level of knowledge in this area.	Recording anecdotal notes on our Observe & Reflect Grid found in the 2015-2016 Gee Whiz User's Guide.
Writing Text Types and Purposes Production and Distribution of Writing Research and Presentation of Knowledge Range of Writing	p. 26 of the "Fairy Tale Fun" unit, p. 24 of the "Underwater Wonders" unit	In the activity on p.26 of "Fairy Tale Fun," the children will write their own "How To" books and then present them to others. In the activity on p. 24 of the "Underwater Wonders" unit, the children will write about the fancy fish they create...giving them a species name and then presenting them to others.	The teacher will observe and interact with the children during both experiences. Suggested questions to as are included in the lesson plans.	A copy of the child's "How To" book can be added to his/her portfolio as a writing sample.
Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas	All experiences in the Gee Whiz curriculum address this standard. (e.g., "Fairy Tale Fun" unit, p. 24-26 and "Underwater Wonders" p. 24-26).	Every school-age experience encourages children to share their ideas with others. In addition, there is a collaborative nature to all of the activities.	Observation	At times, it is suggested that the teacher videotape or audio record children as they present their ideas to others. This can then be added to a digital portfolio.

<p>Language Conventions of Standards English</p> <p>Knowledge of Language</p> <p>Vocabulary Acquisition and Use</p>	<p>Because all experiences in the Gee Whiz curriculum encourage children to listen and share, all of these areas are address in each experience. (e.g., "Fairy Tale Fun" unit, p. 24-26 and "Underwater Wonders" p. 24-26).</p>	<p>New vocabulary is addressed during hands-on experiences. For instance, on p. 24 of the "Underwater Wonders" unit, the children will learn about jellyfish, where they live, what they look like, etc.</p>	<p>Listening as children engage in conversations with the teacher and other children to see if they utilize new vocabulary in a correct way.</p>	<p>Observations can be recorded on the Observe and Reflect Gride found in the 2015-2016 Gee Whiz User's Guide.</p>
<p>Mathematics</p>	<p>Indicate the page number or section of the curriculum that demonstrates alignment to this standard.</p>	<p><u>Three to five-star rating:</u> Describe how the planned activities, physical environment and daily routines address these concepts.</p>	<p><u>Three to five-star rating:</u> How will knowledge and skill development relative to this standard be assessed?</p>	<p><u>Three to five-star rating:</u> How will child progress be documented?</p>
<p>Counting and Cardinality (Kindergarten Only)</p>	<p>p. 26 of the "African Safari" unit and p. 24 of the same unit.</p>	<p>During this experience, children count to discover the number of teeth they have and then compare this amount to the number of teeth a gorilla has. In the second experience, the children compare their weight to that of a hippo.</p>	<p>While intereacting with children, the teacher can encourage them to count out loud as they count teeth. During the second experience, the teacher can listen to see if the child is able to identify the numeral that represents his/her weight.</p>	<p>Observations can be recorded on the Observe and Reflect Gride found in the 2015-2016 Gee Whiz User's Guide.</p>
<p>Operations and Algebraic Thinking</p>	<p>p. 26 of the unit "Flowers & Flying Things"</p>	<p>During this experience, children with "feed" birds different combinations of "worms" ... encouraging them to explore both addition and subtraction in the process.</p>	<p>The teacher will provide directions for the number of "worms" the children must find and then encourage them to add the two sums together OR subtract those eaten from the whole.</p>	<p>Observations can be recorded on the Observe and Reflect Gride found in the 2015-2016 Gee Whiz User's Guide.</p>

Number and Operations in Base Ten (Fractions – Grades 3-6)	This is a standard the Gee Whiz curriculum will begin addressing as of 9/1/2015.			
Measurement and Data	p. 25 of the "Fairy Tale Fun" Unit.	Children plant seeds and then observe & record their growth for several days/weeks.	As children record their measurements, teachers can engage with them to see if they know how to properly use a ruler.	Direct observation. Anecdotal notes could be recorded on the Observe & Reflect Grid found in the 2015-2016 Gee Whiz User's Guide.
Geometry	p. 26 of the "It's Round" unit as well as p. 24 of the same unit	During the first experience, children create Circular Books related to the sun and moon. In the second experience, they will play an active game involving balls (spheres).	As the teacher interacts with children, he/she will be given suggested questions to ask to gauge their level of knowledge of shapes (both 2 and 3D).	Observations can be recorded on the Observe and Reflect Grid found in the 2015-2016 Gee Whiz User's Guide.
Social Studies	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating:</u> Describe how the planned activities, physical environment and daily routines address these concepts.	<u>Three to five-star rating:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating:</u> How will child progress be documented?
History	pgs. 25 & 26 of the "I Am Special" unit	During one experience, children compare the activities they can do now with those they could do when they were 2 years old. In the second experience, they create a family tree.	As teacher engages children in conversations and asks open-ended questions, he/she will be able to evaluate each child's level of understanding of the past.	A copy of the child's booklet about his/her accomplishments (since he/she was 2), can be added to his/her portfolio.
Government	Our upcoming unit, "I'm Safe & Healthy" (Oct 15) will include a wide variety of rules and safety concepts such as stranger danger and an awareness of how police officer and	The experiences planned, along with suggested field trips or class visitors, help children build knowledge about how their communities work.	Observation and interaction with children during the experiences.	Observations can be recorded on the Observe and Reflect Grid found in the 2015-2016 Gee Whiz User's Guide.

	fire fighters work to keep our communities safe.			
Geography	p. 26 of the "I Am Special" unit	During the experience related to homes, children explore homes from around the world including where those homes are located.	As children look at books that contain photos of homes from around the world, the teacher can evaluate their level of knowledge of geography.	Observations can be recorded on the Observe and Reflect Gride found in the 2015-2016 Gee Whiz User's Guide.
Economics	p. 26 of the "Harvest Time" unit	Children have the opportunity to role-play a farmer's market while as the also practice using money.	During this experience, the children get the opportunity to buy and sell "products." This is an excellent way for them to gain economic knowledge.	As the children role-play, the teacher can videotape them. The video can then be added to a digital portfolio.
Science	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating:</u> Describe how the planned activities, physical environment and daily routines address these concepts.	<u>Three to five-star rating:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating:</u> How will child progress be documented?
Earth and Space Science	p. 25 & 26 of the "It's Round" unit	During the first experience, the children will "eat" the phases of the moon. In the second, they create their own spaceships using recyclables and art/collage materials.	Hands on experiences, such as this one, help children build knowledge about topics that otherwise may be too abstract.	Observations can be recorded on the Observe and Reflect Gride found in the 2015-2016 Gee Whiz User's Guide.
Physical Science	p. 24 of the "It's Round" unit.	The children attempt to create bubbles that do not pop and then experiment to watch what happens to them (e.g., gravity, wind currents, etc.)	Because this activity invites children to experiment, it challenges them to make and test predictions. It also provides them with hands-on knowledge from which they can draw conclusions.	Observations can be recorded on the Observe and Reflect Gride found in the 2015-2016 Gee Whiz User's Guide as well as videos of the children participating in the experiment.
Life Science	p. 24 of the "Underwater Wonders" unit, as well as p. 24, 25 & 26 of the "African Safari" unit	During the first experience, children have the opportunity to learn about jellyfish. During the other set, they have the opportunity to learn more about animals that live in	These types of experiences help children build critical background knowledge about the natural world in a way that is fun and hands-on.	Asking questions of children to determine their level of knowledge about different living things. This information can then be recorded in their portfolios.

		Africa.		
Insert Optional Additional School Age Standards that support your program's structure, philosophy and goals (financial literacy, fine arts, physical education, technology, world languages)	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating:</u> Describe how the planned activities, physical environment and daily routines address these concepts.	<u>Three to five-star rating:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating:</u> How will child progress be documented?
Creative Arts (including fine art, dramatic play and music)	p. 25 of the "African Safari" unit	Children use a variety of unconventional materials to create art that resembles the patterns on a cheetah.	As the teacher observes, he/she can ask questions (such as those included in the curriculum) to engage the children in meaningful conversations about their creations.	A copy of the children's completed art (including notes based on conversations) can be added to their portfolios.
Physical Development (gross motor, fine motor, safety, self-help, health)	p. 24 of the "I Am Special" unit	Children must work together to figure out how to move a hula hoop around the circle while their hands remain connected.	While observing, the teacher will not only gain insight into each child's level of coordination, but also how well he/she can problem-solve and work together.	Observations can be recorded on the Observe and Reflect Gride found in the 2015-2016 Gee Whiz User's Guide.
Social & Emotional Development	All activities in all units address this area	Because the experiences for school-age children in the Gee Whiz curriculum encourage children to work together, problem-solve and share preferences, they all address this area of development.	The teacher can once again ask questions, engage children in conversations and observe.	Observations can be recorded on the Observe and Reflect Gride found in the 2015-2016 Gee Whiz User's Guide.
Approaches to Learning	All activities in all units address this area	At Gee Whiz, we view approaches to learning as three-fold: 1) the willingness to try new things, 2) patience & persistence when doing experiences and 3) cooperation when working	This is an area the teacher can easily observe	

		with others		
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Section II

For self-created curriculums ONLY

This section is not required for an obtained curriculum.

Identify the theory or research base of this curriculum.

Describe how the theory or research informs decision making for experiences for children.

Planning Process

Describe the ongoing process for documenting and determining children's interests and abilities.

Identify ways the curriculum meets the needs, interests and abilities of individual children.

Inclusion of Children with Diverse Developmental/Ability Levels

Describe how the curriculum provides guidance on making modifications or adaptations for children of all developmental levels.

Role of the Teacher

Describe how the curriculum provides guidance to the teacher on setting up the classroom environment. (Examples: Age appropriate materials, furnishings and equipment, room arrangements and learning centers.)

Describe the how the curriculum provides guidance on how to interact with children.

Scheduling and Routines

Describe how the curriculum supports developmentally appropriate schedule/routines.

Diversity

Describe how the curriculum guides experiences that are culturally relevant, diverse and sensitive to children and families.

Describe how diversity is represented in the curriculum.

Family Involvement

Describe how the curriculum provides opportunities for family involvement.

Support for Implementation

Describe the supports provided to assist teachers in the implementation of the curriculum. (Examples: Study group, mentor, web-based, intensive orientation, informal/formal observations, lesson plan review, implantation guides, etc.)

Assessment

Describe the strategies within the curriculum that are used to measure children's progress over time.

Social Emotional

Describe how the curriculum provides guidance on managing and guiding children's behavior.