

Alignment of Gee Whiz Education Curriculum with the Head Start Early Learning Outcomes Framework – Ages Birth to Five (2015)

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 children enrolled in Head Start/Early Head Start Programs. 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.

Head Start Early Learning Outcomes Framework		Gee Whiz Education Learning Indicators
APPROACHES TO LEARNING		
INFANT/TODDLER	PRESCHOOL	
<p>SUB-DOMAIN: EMOTIONAL & BEHAVIORAL SELF-REGULATION Goal IT-ATL 1: Child manages feelings and emotions with support of familiar adults. Goal IT-ATL 2: Child manages actions and behavior with support of familiar adults.</p> <p>SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING) Goal IT-ATL 3: Child maintains focus and sustains attention with support. Goal IT-ATL 4: Child develops the ability to show persistence in actions and behavior. Goal IT-ATL 5: Child demonstrates the ability to be flexible in actions and behaviors.</p> <p>SUB-DOMAIN: INITIATIVE AND CURIOSITY Goal IT-ATL 6: Child demonstrates emerging initiative in interactions, experiences, and explorations. Goal IT-ATL 7: Child shows interest in and curiosity about objects, materials, or events.</p> <p>SUB-DOMAIN: CREATIVITY Goal IT-ATL 8: Child uses creativity to increase understanding and learning. Goal IT-ATL 9: Child shows imagination in play and interactions with others.</p>	<p>SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION Goal P-ATL 1: Child manages emotions with increasing independence.* Goal P-ATL 2: Child follows classroom rules and routines with increasing independence. Goal P-ATL 3: Child appropriately handles and takes care of classroom materials. Goal P-ATL 4: Child manages actions, words, and behavior with increasing independence.</p> <p>SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING) Goal P-ATL 5: Child demonstrates an increasing ability to control impulses. Goal P-ATL 6: Child maintains focus and sustains attention with minimal adult support. Goal P-ATL 7: Child persists in tasks. Goal P-ATL 8: Child holds information in mind and manipulates it to perform tasks. Goal P-ATL 9: Child demonstrates flexibility in thinking and behavior.</p> <p>SUB-DOMAIN: INITIATIVE AND CURIOSITY Goal P-ATL 10: Child demonstrates initiative and independence. Goal P-ATL 11: Child shows interest in and curiosity about the world around them.</p> <p>SUB-DOMAIN: CREATIVITY Goal P-ATL 12: Child expresses creativity in thinking and communication. Goal P-ATL 13: Child uses imagination in play and interactions 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 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>LD4 Increasingly engages adults and other children in conversations</p> <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 void 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>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>

SOCIAL AND EMOTIONAL DEVELOPMENT

INFANT/TODDLER

SUB-DOMAIN: RELATIONSHIPS WITH ADULTS

- Goal IT-SE 1: Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.
- Goal IT-SE2: Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.
- Goal IT-SE3: Child learns to use adults as a resource to meet needs.

SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN

- Goal IT-SE 4: Child shows interest in, interacts with, and develops personal relationships with other children.
- Goal IT-SE 5: Child imitates and engages in play with other children.

SUB-DOMAIN: EMOTIONAL FUNCTIONING

- Goal IT-SE6: Child learns to express a range of emotions.
- Goal IT-SE7: Child recognizes and interprets emotions of others with the support of familiar adults.
- Goal IT-SE8: Child expresses care and concern toward others.
- Goal IT-SE9: Child manages emotions with the support of familiar adults.

SUB-DOMAIN: SENSE OF IDENTIFY AND BELONGING

- Goal IT-SE 10: Child shows awareness about self and how to connect with others.
- Goal IT-SE 11: Child understands some characteristics of self and others.
- Goal IT- SE 12: Child shows confidence in own abilities through relationships with others.
- Goal IT-SE 13: Child develops a sense of belonging through relationships with others.

PRESCHOOL

SUB-DOMAIN: RELATIONSHIPS WITH ADULTS

- Goal P-SE 1: Child engages in and maintains positive relationships and interactions with adults.
- Goal P-SE2: Child engages in prosocial and cooperative behavior with adults.

SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN

- Goal P-SE3: Child engages in and maintains positive interactions and relationships with other children.
- Goal P-SE4: Child engages in cooperative play with other children.
- Goal P-SE5: Child uses basic problem-solving skills to resolve conflicts with other children.

SUB-DOMAIN: EMOTIONAL FUNCTIONING

- Goal P-SE6: Child expresses a broad range of emotions and recognizes these emotions in self and others.
- Goal P-SE7: Child expresses care and concern toward others.
- Goal P-SE8: Child manages emotions with increasing independence.*

SUB-DOMAIN: SENSE OF INDENTITY AND BELONGING

- Goal P-SE9: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
- Goal P-SE10: Child expresses confidence in own skills and positive feelings about self.
- Goal P-SE11: Child has sense of belonging to family, community, and other groups.

- SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children
- 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
- LD3 Uses language to express ideas, wants and needs
- LD4 Increasingly engages adults and other children in conversations
- AL3 Engages in cooperative group experiences
- 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
- 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

LANGUAGE DEVELOPMENT

INFANT/TODDLER

SUB-DOMAIN: ATTENDING AND UNDERSTANDING

Goal IT-LC 1: Child attends to, understands, and responds to communication and language from others.
 Goal IT-LC 2: Child learns from communication and language experiences with others.

SUB-DOMAIN: COMMUNICATING AND SPEAKING

Goal IT-LC 3: Child communicates needs and wants non-verbally and by using language.
 Goal IT-LC 4: Child uses non-verbal communication and language to engage others in interaction.
 Goal IT-LC 5: Child uses increasingly complex language in conversation with others.
 Goal IT-LC 6: Child initiates non-verbal communication and language to learn and gain information.

SUB-DOMAIN: VOCABULARY

Goal IT-LC 7: Child understands an increasing number of words used in communication with others.
 Goal IT-LC 8: Child uses an increasing number of words in communication and conversation with others.

SUB-DOMAIN: EMERGENT LITERACY

Goal IT-LC 9: Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.
 Goal IT-LC10: Child handles books and relates them to their stories or information.
 Goal IT-LC11: Child recognizes pictures and some symbols, signs, or words.
 Goal IT-LC12: Child comprehends meaning from pictures and stories.
 Goal IT-LC13: Child makes marks and uses them to represent objects or actions.

PRESCHOOL

SUB-DOMAIN: ATTENDING AND UNDERSTANDING

Goal P-LC 1: Child attends to communication and language from others.
 Goal P-LC2: Child understands and responds to increasingly complex communication and language from others.

SUB-DOMAIN: COMMUNICATING AND SPEAKING

Goal P-LC3: Child varies the amount of information provided to meet the demands of the situation.
 Goal P-LC4: Child understands, follows, and uses appropriate social and conversational rules.
 Goal P-LC5: Child expresses self in increasingly long, detailed, and sophisticated ways.

SUB-DOMAIN: VOCABULARY

Goal P-LC6: Child understands and uses a wide variety of words for a variety of purposes.
 Goal P-LC7: Child shows understanding of word categories and relationships among words.

SUB-DOMAIN: PHONOLOGICAL AWARENESS

Goal P-LIT 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.
 Goal P-LIT2: Child demonstrates understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE

Goal P-LIT 3: Child identifies letters of the alphabet and produces correct sounds associated with letters.

SUB-DOMAIN: COMPREHENSION & TEXT STRUCTURE

Goal P-LIT 4: Child demonstrates an understanding of narrative structure through storytelling/re-telling.
 Goal P-LIT 5: Child asks and answers questions about a book that was read aloud.

SUB-DOMAIN: WRITING

Goal P-LIT 6: Child writes for a variety of purposes using increasingly sophisticated marks.

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
 AL3 Engages in cooperative group experiences
 LK1 Shows an interest in books and understands stories 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.)
 LK5 Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts and ideas
 LR2 Understands that symbols or objects can be used to represent different things

COGNITION

INFANT/TODDLER

SUB-DOMAIN: EXPLORATION AND DISCOVER

Goal IT-C 1: Child actively explores people and objects to understand self, others, and objects.
 Goal IT-C 2: Child uses understanding of casual relationships to act on social and physical environments.

SUB-DOMAIN: MEMORY

Goal IT-C 3: Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.
 Goal IT-C 4: Child recognizes the stability of people and objects in the environment.
 Goal IT-C 5: Child uses memories as a foundation for more complex actions and thoughts.

SUB-DOMAIN: REASONING AND PROBLEM-SOLVING

Goal IT-C 6: Child learns to use a variety of strategies in solving problems.
 Goal IT-C 7: Child uses reasoning and planning ahead to solve problems.

SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING

Goal IT-C 8: Child develops sense of number and quantity.
 Goal IT-C 9: Child uses spatial awareness to understand objects and their movement in space.
 Goal IT-C 10: Child uses matching and sorting of objects or people to understand similar and different characteristics.

SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY

Goal IT-C 11: Child observes and imitates sounds, words, gestures, actions, and behaviors.
 Goal IT-C12: Child uses objects or symbols to represent something else.
 Goal IT-C13: Child uses pretend play to increase understanding of culture, environment, and experiences.

PRESCHOOL

SUB-DOMAIN: COUNTING AND CARDINALITY

Goal P-MATH 1: Child knows number names and the count sequence.
 Goal P-MATH 2: Child recognizes the number of objects in a small set.
 Goal P-MATH 3: Child understands the relationship between numbers and quantities.
 Goal P-MATH 4: Child compares numbers.
 Goal P-MATH 5: Child associates a quantity with written numerals up to 5 and begins to write numbers.

SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING

Goal P-MATH 6: Child understands addition as adding to and understands subtraction as taking away from.
 Goal P-MATH 7: Child understands simple patterns.

SUB-DOMAIN: MEASUREMENT

Goal P-MATH 8: Child measures objects by their various attributes using standard and non-standard measurement. Uses difference in attributes to make comparisons.

SUB-DOMAIN: GEOMETRY

Goal P-MATH 9: Child identifies, describes, compares, and composes shapes.
 Goal P-MATH 10: Child explores the positions of objects in space.

SUB-DOMAIN: SCIENTIFIC INQUIRY

Goal P-SCI 1: Child observes and describes observable phenomena (objects, materials, organisms, and events).
 Goal P-SCI 2: Child engages in scientific talk.
 Goal P-SCI 3: Child compares and categorizes observable phenomena.

SUB-DOMAIN: REASONING AND PROBLEM-SOLVING

Goal P-SCI 4: Child asks a question, gathers information, and makes predictions.
 Goal P-SCI 5: Child plans and conducts investigations and experiments.
 Goal P-SCI 6: Child analyzes results, draws conclusions, and communicates results.

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
 SK1 Utilizes observation and other senses to explore and gather information about objects and experiences
 SK2 Makes and test 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
 LR2 Understands that symbols or objects can be used to represent different things
 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

Head Start Early Learning Outcomes Framework		Gee Whiz Education Learning Indicators
PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
<p style="text-align: center;">INFANT/TODDLER</p> <p>SUB-DOMAIN: PERCEPTION Goal IT-PMP 1: Child uses perceptual information to understand objects, experiences, and interactions. Goal IT-PMP 2: Child uses perceptual information in directing own actions, experiences, and interactions.</p> <p>SUB-DOMAIN: GROSS MOTOR Goal IT-PMP 3: Child demonstrates effective and efficient use of large muscles for movement and position. Goal IT-PMP 4: Child demonstrates effective and efficient use of large muscles to explore the environment. Goal IT-PMP 5: Child uses sensory information and body awareness to understand how their body relates to the environment.</p> <p>SUB-DOMAIN: FINE MOTOR Goal IT-PMP 6: Child coordinates hand and eye movements to perform actions. Goal IT-PMP 7: Child uses hands for exploration, play and daily routines. Goal IT-PMP 8: Child adjusts reach and grasp to use tools.</p> <p>SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION Goal IT-PMP 9: Child demonstrates healthy behaviors with increasing independence as a part of everyday routines. Goal IT-PMP 10: Child uses safe behaviors with support from adults. Goal IT-PMP 11: Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.</p>	<p style="text-align: center;">PRESCHOOL</p> <p>SUB-DOMAIN: GROSS MOTOR Goal P-PMP 1: Child demonstrates control, strength, and coordination of large muscles. Goal P-PMP 2: Child uses perceptual information to guide motions and interactions with objects and other people.</p> <p>SUB-DOMAIN: FINE MOTOR Goal P-PMP 3: Child demonstrates increasing control, strength, and coordination of small muscles.</p> <p>SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION Goal P-PMP 4: Child demonstrates personal hygiene and self-care skills. Goal P-PMP 5: Child develops knowledge and skills that help produce nutritious food choices and eating habits. Goal P-PMP 6: Child demonstrates knowledge of personal safety practices and routines.</p>	<p>PD1 Understands the importance of exercise and rest</p> <p>PD2 Takes pride in caring for self (e.g., brushing teeth, dressing, eating healthy foods, etc.)</p> <p>PD3 Practices safe habits and understands basic safety rules</p> <p>PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, etc.)</p> <p>PD5 Demonstrates fine motor control (e.g., writing, pouring, cutting, etc.)</p> <p>SK1 Utilizes observation and other senses to explore and gather information about objects and experiences</p> <p>SK3 Gathers information about the natural world through hands-on exploration</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>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>

Full versions of the Head Start Early Learning Outcome Framework (Birth to Five) can be found at: <http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf>

