

Alignment of Gee Whiz Education Curriculum with the New York State Prekindergarten Foundation for the Common Core

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 New York.

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.

New York State Prekindergarten Foundation for the Common Core	Gee Whiz Education Learning Indicators
DOMAIN 1: APPROACHES TO LEARNING	
<p>ENGAGEMENT</p> <ol style="list-style-type: none"> 1. Actively and confidently engages in play as a means of exploration and learning. 2. Actively engages in problem-solving <p>CREATIVITY AND IMAGINATION</p> <ol style="list-style-type: none"> 3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities. <p>CURIOSITY AND INITIATIVE</p> <ol style="list-style-type: none"> 4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences. <p>PERSISTENCE</p> <ol style="list-style-type: none"> 5. Demonstrations persistence 	<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>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>SK1 Utilizes observation and other senses to explore and gather information about objects and experiences.</p>
DOMAIN 2: PHYSICAL DEVELOPMENT AND HEALTH	
<p>PHYSICAL DEVELOPMENT</p> <ol style="list-style-type: none"> 1. Uses senses to assist and guide learning. 2. Uses sensory information to plan and carry out movements. 3. Demonstrates coordination and control of large muscles. 4. Combines a sequence of large motor skills with and without the use of equipment. 5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects. <p>PHYSICAL FITNESS</p> <ol style="list-style-type: none"> 6. Engages in a variety of physical fitness activities. <p>HEALTH AND WELL BEING</p> <ol style="list-style-type: none"> 7. Demonstrates personal care and hygiene skills. 8. Demonstrates awareness and understanding of healthy habits. <p>HEALTHY AND SAFETY</p> <ol style="list-style-type: none"> 9. Demonstrates awareness and understanding of safety rules. 	<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 Practice 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>

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DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT	
<p>SELF CONCEPT AND SELF AWARENESS</p> <ol style="list-style-type: none"> 1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests. <p>SELF REGULATION</p> <ol style="list-style-type: none"> 2. Regulates his/her responses to needs, feelings and events. <p>RELATIONSHIPS WITH OTHERS</p> <ol style="list-style-type: none"> 3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults) 4. Develops positive relationships with peers. 5. Demonstrates pro-social problem solving skills in social interactions. <p>ACCOUNTABILITY</p> <ol style="list-style-type: none"> 6. Understands and follows routines and rules. <p>ADAPTABILITY</p> <ol style="list-style-type: none"> 7. Adapts to change 	<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>AL3 Engages in cooperative group experiences</p>
DOMAIN 4: COMMUNICATION, LANGUAGE, AND LITERACY	
<p>PART A: APPROACHES TO COMMUNICATION</p> <p>MOTIVATION</p> <ol style="list-style-type: none"> 1. Demonstrate that they are motivated to communicate. <p>BACKGROUND KNOWLEDGE</p> <ol style="list-style-type: none"> 2. Demonstrates he/she is building background knowledge. <p>VIEWING</p> <ol style="list-style-type: none"> 3. Demonstrates that he/she understands what they observe. <p>REPRESENTING</p> <ol style="list-style-type: none"> 4. Demonstrates his/her ability to express ideas using a variety of methods. <p>VOCABULARY</p> <ol style="list-style-type: none"> 5. Demonstrates a growing receptive vocabulary. 6. Demonstrates a growing expressive vocabulary. 	<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>LK5 Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts</p>

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DOMAIN 4: COMMUNICATION, LANGUAGE, AND LITERACY (CONTINUED)	
<p>PART B: ENGLISH LANGUAGE ARTS AND LITERACY</p> <p><u>Reading Standards for Literature:</u> Key Ideas and Details Craft and Structure Integration and Knowledge of Ideas Range of Reading and Level of Text Complexity Responding to Literature</p> <p><u>Reading Standards for Informational Text:</u> Key Ideas and Details Craft and Structure Integration and Knowledge of Ideas Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • PRINT CONCEPTS • PHONOLOGICAL AWARENESS • PHONICS AND WORD RECOGNITION • FLUENCY • TEXT TYPES AND PURPOSES • PRODUCTION AND DISTRIBUTION OF WRITING • RESEARCH TO BUILD AND PRESENT KNOWLEDGE • RANGE OF WRITING • RESPONDING TO LITERATURE 	<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>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><u>SPEAKING AND LISTENING STANDARDS</u></p> <p>COMPREHENSION AND COLLABORATION</p> <p>PRESENTATION OF KNOWLEDGE AND IDEAS</p> <p><u>LANGUAGE STANDARDS</u></p> <p>CONVENTIONS OF STANDARD ENGLISH</p> <p>KNOWLEDGE OF LANGUAGE</p> <p>VOCABULARY ACQUISITION AND USE</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>

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DOMAIN 5: COGNITION AND KNOWLEDGE IN THE REAL WORLD	
<p><u>MATHEMATICS</u></p> <p>COUNTING AND CARDINALITY:</p> <ul style="list-style-type: none"> • Know number names and the count sequence. • Count to tell the number of objects. • Compare numbers. <p>OPERATIONS AND ALGEBRAIC THINKING:</p> <ul style="list-style-type: none"> • Understands addition as adding to, and understand subtraction as taking from. • Understand simple patterns. <p>MEASUREMENT AND DATA:</p> <ul style="list-style-type: none"> • Describe and compare measurable attributes. • Sort objects and count the number of objects in each category. <p>GEOMETRY</p> <ul style="list-style-type: none"> • Identify and describe shapes (squares, circles, triangles, rectangles). • Analyze, compare, and sort objects. 	<p>MK1 Understands that numbers tell “how many”</p> <p>MK2 Recognizes that numbers go in a specific order</p> <p>MK3 Recognizes shapes and positional concepts</p> <p>MK4 Creates, imitates and/or extends patterns</p> <p>MK5 Utilizes measurement (standard or nonstandard) to compare and contrast objects (includes graphing)</p> <p>MK6 Sorts or group objects based on common characteristics</p>
<p><u>SCIENCE</u></p> <p>SCIENTIFIC THINKING:</p> <ol style="list-style-type: none"> 1. Asks questions and makes predictions based on observations and manipulative of things and events in the environment. 2. Tests predictions through exploration and experimentation. 3. Generates explanations and communicates conclusions regarding experiments and explorations. <p>EARTH AND SPACE</p> <ol style="list-style-type: none"> 4. Observes and describes characteristics of earth and space. <p>LIVING THINGS:</p> <ol style="list-style-type: none"> 5. Observes and describes characteristics of living things. <p>PHYSICAL PROPERTIES:</p> <ol style="list-style-type: none"> 6. Acquires knowledge about the physical properties of the world. 	<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>LD4 Increasingly engages adults and other children in conversations</p> <p>NOTE: For specific science content, including STEM topics, covered in the curriculum, please refer to our yearly outline which can be found on our website at www.geewhizeducation.com.</p>

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DOMAIN 5: COGNITION AND KNOWLEDGE IN THE REAL WORLD (CONTINUED)	
<p><u>SOCIAL STUDIES</u></p> <p>GEOGRAPHY</p> <ol style="list-style-type: none"> 1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community. 2. Demonstrates awareness and appreciation of their own culture and other cultures. 3. Demonstrates knowledge of the relationship between people, places, and regions. <p>HISTORY:</p> <ol style="list-style-type: none"> 4. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities. <p>CIVICS, CITIZENSHIP AND GOVERNMENT:</p> <ol style="list-style-type: none"> 5. Demonstrates an understanding of roles, rights, and responsibilities. 6. Begins to learn the basic civic and democratic principles. <p>ECONOMICS:</p> <ol style="list-style-type: none"> 7. Develops a basic understanding of economic concepts within a community. <p>CAREER DEVELOPMENT:</p> <ol style="list-style-type: none"> 8. Demonstrates interest and awareness about a wide variety of careers and work environments. 	<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> <p>SS4 Develops a baseline understanding of how the past affects us and our community</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>AL3 Engages in cooperative group experiences</p>
<p><u>THE ARTS</u></p> <p>VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Express oneself and represents what he/she knows, thinks, believes and feels through visual arts. 2. Responds and react to visual arts created by themselves and others. <p>MUSIC:</p> <ol style="list-style-type: none"> 3. Expresses oneself by engaging in musical activities. 4. Responds and reacts during musical activities. <p>THEATRE/DRAMATIC PLAY:</p> <ol style="list-style-type: none"> 5. Participates in a variety of dramatic play activities to represent fantasy and real life experiences. 6. Responds and reacts to theater and drama presentations. <p>DANCE/CREATIVE MOVEMENT:</p> <ol style="list-style-type: none"> 7. Expresses what he/she knows, thinks, feels and believes through dance and creative movement. 8. Responds and reacts to dance and creative movement. <p>CULTURAL DIFFERENCES:</p> <ol style="list-style-type: none"> 9. Expresses an understanding of artistic difference among cultures. 	<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>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>

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DOMAIN 5: COGNITION AND KNOWLEDGE IN THE REAL WORLD (CONTINUED)	
<p><u>TECHNOLOGY</u></p> <p>FOUNDATIONS TO TECHNOLOGY:</p> <ol style="list-style-type: none"> 1. Describes types of materials and how they're used. 2. Explores and uses various types of tools appropriately. 3. Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems. <p>USING TECHNOLOGY:</p> <ol style="list-style-type: none"> 4. Understands the operation of technology systems. 5. Uses the knowledge of technology to increase learning. 	<p>LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it</p> <p>AL1 Shows an interest in many topics and a desire to try new things</p> <p>SS2 Develops a basic understanding of community, including common jobs (NOTE: Tools used in jobs are covered under this indicator)</p> <p>SK2 Makes and tests predictions using simple experimentation</p>

Full versions of the New York State Prekindergarten Foundation for the Common Core used to create this alignment document can be found at:

http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf

