

# Alignment of Gee Whiz Education Curriculum with the Massachusetts Early Learning Guidelines for Infants and Toddlers

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 Massachusetts for infant/toddlers. This alignment focuses on infants up to 15 months. There is a separate alignment for toddlers (12 months to 33 months).

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.

Massachusetts Early Learning Guidelines for Infants and Toddlers	Gee Whiz Education Learning Indicators
<b>LANGUAGE DEVELOPMENT AND COMMUNICATION</b>	
<p>Demonstrates the meaning of language by listening (LC1-LD3)</p> <p>Develops expressive language (LC4-LC7)</p> <p>Engages in social communication (LC8-LD9)</p> <p>Demonstrates phonological awareness (LC10-LC13)</p> <p>Develops grammar and syntax or watching if hearing impaired (LC14)</p> <p>Engages in pre-reading activities (LC15-LC17)</p> <p>Demonstrates interest and engagement in print literacy materials (LC18-LC19)</p> <p>Develops in multiple language acquisitions when considered a dual language learners (LC22-LC23)</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 an interest in books and understands stories are a way of sharing information</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 tools to use writing (invented or true) as a way to convey thoughts and ideas</p>

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

[http://www.eec.state.ma.us/docs1/curriculum/20110519\\_infant\\_toddler\\_early\\_learning\\_guidelines.pdf](http://www.eec.state.ma.us/docs1/curriculum/20110519_infant_toddler_early_learning_guidelines.pdf)

Massachusetts Early Learning Guidelines for Infants and Toddlers	Gee Whiz Education Learning Indicators
<b>SOCIAL-EMOTIONAL DEVELOPMENT GUIDELINES</b>	
<p>Relates to, trusts and becomes attached to consistent educators (SED1-SED8)</p> <p>Notices and interacts with other children (SED9-SED16)</p> <p>Acts as a social being by engaging with others and the world around them. (SED17-SED22)</p> <p>Experiences and expresses a range of emotions (SED23-SED30)</p> <p>Begins to regulate own feelings and behavior (SED31-SED33)</p> <p>Develops a positive sense of self (SED32-SED37)</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>AL1 Shows interest in many topics and a desire to try new things</p> <p>LD1 Understands spoken language</p> <p>LD2 Understands and then uses an ever increasing vocabulary</p>
<b>PHYSICAL HEALTH AND WELL BEING DEVELOPMENT</b>	
<p>Develops ability to move the large muscles (gross motor) (PW1-PW8)</p> <p>Develops ability to control and refine small muscles (fine motor) (PW9-PW10)</p> <p>Develops sensorimotor skills where children use their senses: sight, hearing, smell, taste and touch to guide and integrate their interactions (PW11-PW14)</p> <p>Develops skills that will develop into healthy practices for life (PW15-PW19)</p> <p>Gains control over their movements as they reach out, grasp, and release objects (PW20-PW23)</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</p> <p>PD5 Demonstrates fine motor skills</p> <p>CA1 Participates in musical activities including singing and utilizing instruments</p> <p>CA2 Uses movements 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>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>

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<b>COGNITIVE DEVELOPMENT</b>	
<p>Refines reflexes into purposeful actions (CD1-CD4)</p> <p>Develops memory skills (CD5-CD10)</p> <p>Performs simple actions to make things happen and displays a beginning understanding of cause and effect (CD11-CD16)</p> <p>Develops problem solving skills (CD17-CD20)</p> <p>Explores materials and discover mathematical concepts (CD21-CD28)</p> <p>Explores the environment making new discoveries (CD29-CD32)</p> <p>Discovers creative expression through music, drama, dance and art experiences (CD33-CD38)</p> <p>Becomes aware of family and others in the community (CD39-CD41)</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>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 experiences</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>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>SS1 Understands how families are unique and different</p> <p>SS2 Develops a basic understanding of community, including jobs</p>
<b>APPROACHES TO LEARNING</b>	
<p>Shows eagerness and curiosity as a learner (AL1-AL4)</p> <p>Becomes intentional and persistent (AL5-AL10)</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 avoid distractions</p>



The Digital Curriculum for the Family Child Care Provider