

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 as well as in the Gee Whiz Education User's Guide.

Massachusetts Early Learning Guidelines for Infants and Toddlers	Gee Whiz Education Learning Indicators
LANGUAGE DEVELOPMENT AND COMMUNICATION	
<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

Massachusetts Early Learning Guidelines for Infants and Toddlers	Gee Whiz Education Learning Indicators
SOCIAL-EMOTIONAL DEVELOPMENT GUIDELINES	
<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>
PHYSICAL HEALTH AND WELL BEING DEVELOPMENT	
<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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COGNITIVE DEVELOPMENT	
<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>
APPROACHES TO LEARNING	
<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