

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 toddlers 12 to 33 months. There is a separate alignment for infants.

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 understanding of spoken (or signed) language (receptive language) (LC28-LD32)</p> <p>Develops expressive language (LC33-LC36)</p> <p>Engages in social communication (LC37-LC39)</p> <p>Demonstrates phonological awareness (LC40-LC41)</p> <p>Develops grammar and syntax (LC42-LC43)</p> <p>Engages in pre-reading activities (LC44-LC45)</p> <p>Demonstrates interest and engagement in print literacy materials (LC46-LC47)</p> <p>Develops emergent writing skills (LC48-LC49)</p> <p>Develops in multiple language acquisitions when considered a dual language learners (LC50-LC51)</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-SED7)</p> <p>Notices and interacts with toddlers their own age (SED8-SED12)</p> <p>Experiences and expresses a range of emotions (SED13-SED17)</p> <p>Progresses in regulating his own feelings and behavior (SED18-SED21)</p> <p>Develops a positive sense of self (SED22-SED28)</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) (PW27-PW32)</p> <p>Develops ability to control and refine small muscles (fine motor) (PW33-PW36)</p> <p>Develops skills that will develop into healthy practices for life (PW37-PW50)</p> <p>Develops sensorimotor skills (PW51-PW54)</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>Develops increasing memory of past events and knowledge (CD42-CD45)</p> <p>Demonstrates an awareness that predictable things happen as a result of actions (CD46-CD49)</p> <p>Experiments with a variety of problem solving strategies (CD50-CD53)</p> <p>Explores materials and discovers mathematical concepts (CD54-CD59)</p> <p>Develops early scientific skills through exploration and discovery (CD60-CD64)</p> <p>Discovers creative expression through music, drama, dance and art experiences (CD65-CD70)</p> <p>Begins to develop the foundations for social science (CD71-CD78)</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>MK1 Understands that number tell “how many”</p> <p>MK2 Recognizes 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 and nonstandard) to compare and contrast objects (includes graphing)</p> <p>MK6 Sorts or groups objects based on common characteristics</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> <p>SS3 Recognizes the importance of caring for the environment</p> <p>SS4 Develops a baseline knowledge of how the past affects us and our communities</p>
APPROACHES TO LEARNING	
<p>Shows eagerness and curiosity as a learner (AL11-AL14)</p> <p>Becomes intentional and persistent in their learning and discovery (AL15-AL18)</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