

# Alignment of Gee Whiz Education Curriculum with the Minnesota *Early Childhood Indicators of Progress*

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 those required in the state of Minnesota (for all ages 0-5).

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.

Minnesota Early Childhood Indicators of Progress (birth to 5)	Gee Whiz Education Learning Indicators
<b>SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>	
S1-3: Self and Emotional Awareness	SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence SE4 Demonstrates a range of appropriate emotions
S4-5: Self-Management	SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules AL3 Engages in cooperative group experiences
S6-8: Social Understanding and Relationships	SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules SE4 Demonstrates a range of appropriate emotions
<b>LANGUAGE, LITERACY &amp; COMMUNICATIONS</b>	
LLC 1-2: Listening & Understanding; Receptive Language	LD1 Understands spoken language LD2 Understands and then uses an ever increasing vocabulary
LLC 3-4: Communicating & Speaking; Expressive 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

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

<https://education.mn.gov/MDE/dse/early/ind/>

Minnesota Early Childhood Indicators of Progress (birth to 5)	Aligning Gee Whiz Education Learning Indicators
<b>LANGUAGE, LITERACY &amp; COMMUNICATION (continued)</b>	
<p>LLC 5-13: Emergent Reading</p> <p>LLC 14: Writing</p>	<p>LK1 Shows an interest in books and understands stories 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>
<b>SCIENTIFIC THINKING</b>	
<p>ST1-2: Discover</p> <p>ST3-4: Act</p> <p>ST5-6: Integrate</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 experiments</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>AL1 Shows interest in many topics and a desire to try new things</p>
<b>MATHEMATICS</b>	
<p>M1-6: Number Knowledge</p> <p>M7: Measurement</p> <p>M8: Patterns</p> <p>M9-11: Geometry &amp; Spatial Thinking</p> <p>M12-14: Data Analysis</p>	<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 and nonstandard) to compare and contrast objects</p> <p>MK6 Sorts or groups objects based on common characteristics</p>

Minnesota Early Childhood Indicators of Progress (birth to five)	Aligning Gee Whiz Education Learning Indicators
<b>SOCIAL SYSTEMS</b>	
SS1-2: Community, People and Relationships SS334: Change Over Time SS5-6: Environment SS7: Economics SS8: Technology	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  <i>*Please see the lesson plans for how we integrate the use of technology in a meaningful way.</i>
<b>PHYSICAL &amp; MOVEMENT DEVELOPMENT</b>	
P1-4: Gross Motor	PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, etc.)
P5-6: Fine Motor	PD2 Takes pride in caring for self (e.g., brushing teeth, dressing, eating healthy foods, etc.) PD5 Demonstrates fine motor control (e.g., writing, pouring, cutting, etc.)
<b>APPROACHES TO LEARNING</b>	
AL1-2: Initiative & Curiosity	AL1 Shows interest in many topics and a desire to try new things
AL3-6: Engagement, Attentiveness, Persistence	AL2 Displays persistence when completing tasks and is able to avoid distraction
AL7-9: Creativity	SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence LR2 Understands that symbols or objects can be used to represent different things
AL10-13: Processing and Utilizing Information	SK2 Makes and tests predictions using simple experiments SK3 Gathers information about the natural world through hands-on exploration LR2 Understands that symbols or objects can be used to represent different things
<b>THE ARTS</b>	
A1-2: Exploring the Arts A3-4: Using the Arts to Express Ideas and Emotions A5: Self-Expression in the Arts	CA1 Participates in musical activities including singing and utilizing instruments CA2 Uses movement and dance to express ideas and emotions CA3 Utilizes a variety of art materials (both two and three-dimensional) to express self CA4 Engages in pretend play with, or without, the use of props