

# Alignment of Gee Whiz Education Curriculum with the Wisconsin Model Early Learning Standards Framework

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 Wisconsin.

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.

Wisconsin Model Early Learning Standards Framework	Gee Whiz Education Learning Indicators
<b>HEALTH AND PHYSICAL DEVELOPMENT</b>	
<p>A. Physical Health and Development  <i>Children in Wisconsin will be physically healthy and will be able to effectively care for their own physical needs.</i></p>	<p>PD1 Understands the importance of exercise and rest            PD2 Takes pride in caring for self (e.g., brushing teeth, dressing, eating healthy foods, etc.)            PD3 Practices safe habits and understands safety rules</p>
<p>B. Motor Development  <i>Children in Wisconsin will develop and refine their use of small and gross motor skills</i></p>	<p>PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, etc.)            PD5 Demonstrates fine motor control (e.g., writing, pouring, cutting, etc.)</p>
<p>C. Sensory Organization  <i>Children in Wisconsin will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment</i></p>	<p>SK1 Utilizes observation and other senses to explore and gather information about objects and experiences            AL1 Shows interest in many topics and a desire to try new things            SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules</p>

Full versions of the Wisconsin Model Early Learning Standards Framework used to create this alignment document can be found at:

[https://dpi.wi.gov/sites/default/files/imce/early-childhood/pdf/wmels\\_5thedition.pdf](https://dpi.wi.gov/sites/default/files/imce/early-childhood/pdf/wmels_5thedition.pdf)



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<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<p>A. Emotional Development <i>Children in Wisconsin will demonstrate emotional competence and self regulation</i></p>	<p>SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules SE4 Demonstrates a range of appropriate emotions</p>
<p>B. Self-Concept <i>Children in Wisconsin will have a personal sense of well-being</i></p>	<p>SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence AL1 Shows interest in many topics and a desire to try new things</p>
<p>C. Social Competence <i>Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.</i></p>	<p>SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children AL3 Engages in cooperative group experiences LD4 Increasingly engages adults and other children in conversations</p>
<b>LANGUAGE DEVELOPMENT AND COMMUNICATION</b>	
<p>A. Listening and Understanding <i>Children in Wisconsin will convey and interpret meaning through listening and understanding</i></p>	<p>LD1 Understands spoken language LD2 Understands and then uses an ever-increasing vocabulary</p>
<p>B. Speaking and Communicating <i>Children in Wisconsin will convey and interpret meaning through speaking and other forms of communication</i></p>	<p>LD3 Uses language (and nonverbal communication) to express ideas, wants and needs LD4 Increasingly engages adults and other children in conversations</p>
<p>C. Early Literacy <i>Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers</i></p>	<p>LK1 Shows an interest in books and understands stories are a way of sharing information LK2 Understands that language is made up of words, which can be broken down into syllables LK3 Begins to name letters and identify their sounds LK4 Understands concepts about print (e.g., reading from left to right, logos as symbols, etc.) LK5 Begins to use a variety of writing tools to use writing (invented and true) as a way to convey thoughts and ideas</p>

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<b>APPROACHES TO LEARNING</b>	
<p>A. Curiosity, Engagement, and Persistence <i>Children in Wisconsin will use curiosity, engagement, and persistence to extend their learning.</i></p>	<p>AL1 Shows interest in many topics and desire to try new things AL2 Displays persistence when completing tasks and is able to avoid distractions</p>
<p>B. Creativity and Imagination <i>Children in Wisconsin will use invention, imagination, and play to extend their learning.</i></p>	<p>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</p>
<p>C. Diversity in Learning <i>Children in Wisconsin will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture, and individual learning styles.</i></p>	<p>SS1 Understands how families are unique and different SS4 Develops a baseline understanding of how the past affects us and our community SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence</p>
<b>COGNITION AND GENERAL KNOWLEDGE</b>	
<p>A. Exploration, Discovery, and Problem Solving <i>Children in Wisconsin will develop their capacity to use cognitive skills as a tool to acquire knowledge and skills. These skills include reasoning, reflection, and interpretation.</i></p>	<p>LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it LR2 Understands that symbols or objects can be used to represent different things</p>
<p>B. Mathematical Thinking <i>Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.</i></p>	<p>MK1 Understands that numbers tell “how many” MK2 Recognizes that numbers go in a specific order MK3 Recognizes shapes and positional concepts MK4 Creates, imitates, and/or extends patterns MK5 Utilizes measurement (standard and nonstandard) to compare and contrast objects (includes graphing) MK6 Sorts or groups objects based on common characteristics</p>
<p>C. Scientific Thinking <i>Children in Wisconsin will understand and use scientific tools and skills to extend their learning.</i></p>	<p>SK1 Utilizes observation and other senses to explore and gather information about objects and experiences SK2 Makes and tests predictions using simple experimentation SK3 Gathers information about the natural world through hands-on exploration</p>