

# Alignment of Gee Whiz Education Curriculum with the New York State Prekindergarten Learning Standards

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 New York.

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.

New York State Prekindergarten Learning Standards	Gee Whiz Education Learning Indicators
<b>DOMAIN 1: APPROACHES TO LEARNING</b>	
<p><b>PLAY AND ENGAGEMENT IN LEARNING</b>            PK.AL.1 Actively engages in play as a means of exploration and learning.            PK.AL.2 Actively engages in problem-solving</p> <p><b>CREATIVITY AND IMAGINATION</b>            PK.AL.3 Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences or activities.</p> <p><b>CURIOSITY AND INITIATIVE</b>            PK.AL.4 Exhibits curiosity, interest, and willingness to try new things and have new experiences.</p> <p><b>PERSISTENCE</b>            PK.AL.5 Demonstrations persistence</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 void distractions</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>SK1 Utilizes observation and other senses to explore and gather information about objects and experiences.</p>
<b>DOMAIN 2: PHYSICAL DEVELOPMENT AND HEALTH</b>	
<p><b>PHYSICAL DEVELOPMENT</b>            PK.PHD.1 Uses senses to assist and guide learning.            PK.PHD.2 Uses sensory information to plan and carry out movements.            PK.PHD.3 Demonstrates coordination and control of large muscles.            PK.PHD.4 Combines a sequence of large motor skills with and without the use of equipment.            PK.PHD.5 Demonstrates eye-hand coordination and fine motor skills.</p> <p><b>PHYSICAL FITNESS</b>            PK.PHD.6 Engages in a variety of physical fitness activities.</p> <p><b>HEALTH AND WELL BEING</b>            PK.PHD.7 Demonstrates personal care and hygiene skills.            PK.PHD.8 Demonstrates awareness and understanding of healthy habits.</p> <p><b>PHYSICAL SAFETY</b>            PK.PHD.9 Demonstrates awareness and understanding of safety rules.</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 Practice safe habits and understands basic safety rules</p> <p>PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, etc.)</p> <p>PD5 Demonstrates fine motor control (e.g., writing, pouring, cutting, etc.)</p>

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<b>DOMAIN 3: SOCIAL AND EMOTIONAL LEARNING</b>	
<p><b>SELF-AWARENESS &amp; SELF-MANAGEMENT SKILLS</b>            PK.SEL.1 Regulates responses to needs, feeling and Events            PK.SEL.2 Recognizes self as an individual having unique abilities, characteristics, feelings and interests</p> <p><b>SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS</b>            PK.SEL.3 Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults)            PK.SEL.4 Develops positive relationships with their peers.            PK.SEL.5 Demonstrates pro-social problem-solving skills in social interactions.</p> <p><b>DECISION-MAKING SKILLS</b>            PK.SEL.6 Understands and follows routines and rules.</p> <p><b>ADAPTABILITY</b>            PK.SEL.7 Adapts to change</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>LD4 Increasingly engages adults and other children in conversations</p> <p>AL3 Engages in cooperative group experiences</p>
<b>DOMAIN 4: COMMUNICATION, LANGUAGE, AND LITERACY</b>	
<p><b>PART A: APPROACHES TO COMMUNICATION</b></p> <p><b>MOTIVATION</b>            PK.AC.1 Demonstrates motivation to communicate.</p> <p><b>BACKGROUND KNOWLEDGE</b>            PK.AC.2 Demonstrates they are building background knowledge.</p> <p><b>VIEWING</b>            PK.AC.3 Demonstrates understanding of what is observed.</p> <p><b>VOCABULARY</b>            PK.AC.4 Demonstrates a growing receptive vocabulary            PK.AC.5 Demonstrates a growing expressive vocabulary</p> <p><b>REPRESENTING</b>            PK.AC.6 Demonstrates the ability to represent ideas using a variety of means.</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>LK5 Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts</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>

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<b>DOMAIN 4: COMMUNICATION, LANGUAGE, AND LITERACY (CONTINUED)</b>	
<p>PART B: ENGLISH LANGUAGE ARTS AND LITERACY</p> <p>READING FOUNDATIONS:</p> <p><b>Print Concepts:</b></p> <p>PK.ELA.1 Demonstrates understanding of the organization and basic features of print</p> <p>Phonological Awareness: PK.ELA.2 Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)</p> <p>Phonics and Word Recognition PK.ELA.3 Demonstrates emergent phonics and word analysis skills</p> <p>Fluency PK.ELA.4 Displays emergent reading behaviors with purpose and understanding</p> <p><b>READING</b></p> <p>Key Ideas &amp; Details PK.ELA.5 Participates in discussions about a text PK.ELA.6 Retells stories or shares information from a text PK.ELA.7 Develops and answers questions about characters, major events, and pieces of information in a text.</p> <p>Craft and Structure PK.ELA.8 Exhibits and interest in learning new vocabulary PK.ELA.9 Interacts with a variety of genres PK.ELA.10 Describes the role of an author and illustrator</p> <p>Integration of Knowledge and Ideas PK.ELA.11 Describes the relationship between illustrations and the text PK.ELA.12 Makes connections between self, text and the world</p> <p><b>WRITING</b></p> <p>Text Types and Purposes PK.ELA.13 Uses a combination of drawing, dictating and expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning PK.ELA.14 Uses a combination of drawing, dictating and expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning PK.ELA.15 Uses a combination of drawing, dictating and expression, and/or emergent writing to narrate an event or events in a sequence PK.ELA.16 Creates a response to a text, author, or personal experience.</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>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> <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>

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<b>DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY (CONTINUED)</b>	
<p><b>SPEAKING AND LISTENING</b></p> <p><b>Comprehension and Collaboration</b>            PK.ELA.19 Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.            PK.ELA.20 Interacts with diverse formats and text (e.g., shared read aloud, video clips, oral storytelling)            PK.ELA.21 Identifies the speaker</p> <p><b>Presentation of Knowledge and Ideas</b>            PK.ELA.22 Describes familiar people, places, things and events            PK.ELA.23 Creates a visual display (e.g., drawing, art work, building, writing)            PK.ELA. 24 Expresses thoughts, feelings, and ideas</p> <p><b>Language</b>            PK.ELA.25 Demonstrates command of the conventions academic English grammar and usage when writing or speaking            PK.ELA.26 Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing</p> <p><b>Knowledge of Language</b>            PK.ELA.27 Explores and uses new vocabulary in child-centered, authentic play-based experiences</p> <p><b>Vocabulary Acquisition and Use</b>            PK.ELA.28 Explores and discusses word relationships and word meanings            PK.ELA.29 Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences</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>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>
<b>DOMAIN 5A: COGNITION AND KNOWLEDGE OF THE WORLD – MATHEMATICS (MATH)</b>	
<p><b>COUNTING AND CARDINALITY:</b></p> <p><b>Know number names and the count sequence</b>            PK.MATH.1 Counts to 20            PK.MATH.2 Represents a number of objects (0-5) with a written numeral (0-5)</p>	<p>MK1 Understands that numbers tell “how many”</p> <p>MK2 Recognizes that numbers go in a specific order</p>

### **Counts to Tell the Number of Objects**

PK.MATH.3 Understand the relationship between numbers and quantities to 10, connects counting to cardinality

PK.MATH.3a When counting objects, says the number names in standard order, pairing each object with one and only one number name and each number name with one and only one object (1:1 correspondence)

PK.MATH.3b Explores and develops the concept that the last number said tells the number of objects counted (e.g., cardinality). The number of objects is the same regardless of their arrangement or the order in which they are counted.

PK.MATH.4a Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration

PK.MATH.4b Given a number from 1-10, counts out that many objects

### **Compares Numbers**

PK.MATH.6 Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group

PK.MATH.7 Identifies first and last related to order or position

## **OPERATIONS AND ALGEBRAIC THINKING**

### **Understands addition as adding to, and understands subtraction as taking from**

PK.MATH.8 Explores addition and subtraction by using objects, fingers and responding to real world situations

### **Understands simple patterns**

PK.MATH.9 Duplicates and extends simple patterns using concrete objects

## **MEASUREMENT AND DATA**

### **Describes and compares measurable attributes**

PK.MATH.10 Identifies measurable attributes of objects such as length or weight, and describes them using appropriate vocabulary

### **Sorts objects and counts the number of objects in each category**

PK.MATH.11 Sorts objects and shapes into categories; counts the objects in each category

## **GEOMETRY**

### **Identifies and describes shapes (squares, circles, triangles and rectangles)**

PK.MATH.12 Describes objects in the environment using names of shapes and describes the relative position of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to

PK.MATH.13 Names shapes regardless of size

### **Explores and creates two and three-dimensional objects**

PK.MATH.14 Explores two and three-dimensional objects and uses informal language to describe their similarities and differences

PK.MATH.15 Creates and builds shapes from components

MK1 Understands that numbers tell “how many”

MK3 Recognizes shapes and positional concepts

MK4 Creates, imitates and/or extends patterns

MK5 Utilizes measurement (standard or nonstandard) to compare and contrast objects (includes graphing)

MK6 Sorts or group objects based on common characteristics

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<b>DOMAIN 5B: COGNITION AND KNOWLEDGE IN THE REAL WORLD: SCIENCE</b>	
<p><b>PHYSICAL SCIENCE</b></p> <p>PK.SCI.1 Asks questions and uses observation to test the claim that different kinds of matter exist as either solid or liquid</p> <p>PK.SCI.2 Uses tools and materials to design and build a device that causes an object to move faster with a push or a pull</p> <p>PK.SCI.3 Plans and conducts investigations to provide evidence that sound is produced by vibrating materials</p> <p><b>LIFE SCIENCES</b></p> <p>PK.SCI.4 Observes familiar plants and animals (including humans) and describes what they need to survive</p> <p>PK.SCI.5 Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment</p> <p>PK.SCI.6 Develops a model to describe that some young plants and animals are similar to, but not exactly like, their parents</p> <p><b>EARTH AND SPACE SCIENCES</b></p> <p>PK.SCI.7 Observes and describes the apparent motions of the sun, moon, and stars to recognize predictable patterns</p> <p>PK.SCI.8 Asks questions, makes observations, and collects and records data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally.</p> <p>PK.SCI.9 Plans and conducts an investigation to determine the effect of sunlight on Earth's surface.</p> <p><b>ENGINEERING DESIGN</b></p> <p>PK.SCI.10 Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool</p> <p>PK.SCI.11 Develops a simple sketch, drawing or physical model to illustrate how the shape of an object helps it to function as needed to solve a problem</p> <p>PK.SCI.12 Analyzes data from test of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</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><i>Please see the yearly Gee Whiz curriculum outline on our website <a href="http://www.geewhizeducation.com">www.geewhizeducation.com</a> for specific science topics covered during the year. Note that we also use technology and the internet to help children build background knowledge about many different scientific concepts.</i></p>

New York State Prekindergarten Learning Standards	Gee Whiz Education Learning Indicators
<b>DOMAIN 5C: COGNITION AND KNOWLEDGE IN THE REAL WORLD: SOCIAL STUDIES</b>	
<p><b>INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY</b></p> <p>PK.SOC.1 Develops a basic awareness of self as an individual, self within the context of a group, and self within the context of the community.</p> <p>PK.SOC.2 Demonstrates awareness and appreciation of their own culture and other cultures</p> <p><b>CIVIC IDEALS AND PRACTICES</b></p> <p>PK.SOC.3 Demonstrates an understanding of roles, rights and responsibilities</p> <p>PK.SOC.4 Begins to learn basic civic and democratic principals</p> <p><b>GEOGRAPHY, HUMANS AND THE ENVIRONMENT</b></p> <p>PK.SOC.5 Demonstrate knowledge of the relationship between people, places and regions</p> <p><b>TIME, CONTINUNITY AND CHNAGE</b></p> <p>PK.SOC.6 Develops and understanding of how people and things change over time and how to relate past events to their present and future activities</p> <p><b>ECONOMIC SYSTEM</b></p> <p>PK.SOC.7 Develops a basic understanding of economic concepts within a community</p>	<p>SS1 Understands how families are unique and different</p> <p>SS2 Develops a basic understanding of community, including common jobs</p> <p>SS3 Recognizes the importance of caring for the environment</p> <p>SS4 Develops a baseline understanding of how the past affects us and our community</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>AL3 Engages in cooperative group experiences</p>
<b>DOMAIN 5D: COGNITION AND KNOWLEDGE OF THE WORLD: THE ARTS</b>	
<p><b>DANCE</b></p> <p>PK.ARTS.1 Creates Dance</p> <p>PK.ARTS.2 Performs Dance</p> <p>PK.ARTS.3 Responds to Dance</p> <p>PK.ARTS.4 Connects to Dance</p> <p><b>MEDIA ARTS</b></p> <p>PK.ARTS.5 Creates Media Arts</p> <p>PK.ARTS.6 Produces Media Arts</p> <p>PK.ARTS.7 Responds and Connects to Media Arts</p> <p><b>MUSIC</b></p> <p>PK.ARTS.8 Creates Music</p> <p>PK.ARTS.9 Performs Music</p> <p>PK.ARTS.10 Responds to Music</p> <p>PK.ARTS.11 Connects to Music</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>

New York State Prekindergarten Learning Standards	Gee Whiz Education Learning Indicators
<b>DOMAIN 5D: COGNITION AND KNOWLEDGE IN THE REAL WORLD: THE ARTS (CON'T)</b>	
<p><b>THEATER</b></p> <p>PK.ARTS.12 Creates Theatrical Arts            PK.ARTS.13 Performs Theatrical Arts            PK.ARTS.14 Responds to Theatrical Arts            PK.ARTS.15 Connects to Theatrical Arts</p> <p><b>VISUAL ARTS</b></p> <p>PK.ARTS.16 Creates Visual Arts            PK.ARTS.17 Presents Visual Arts            PK.ARTS.18 Responds to Visual Arts            PK.ARTS.19 Connects to Visual Arts</p>	<p>CA3 Utilizes a variety of art materials (both two and three-dimensional) to express self</p> <p>CA4 Engages in dramatic play with, or without, the use of props</p>
<b>DOMAIN 5E: COGNITION AND KNOWLEDGE IN THE REAL WORLD: TECHNOLOGY, COMPUTER SCIENCE AND DIGITAL LITERACY</b>	
<p>This domain currently under development by the New York State Department of Education</p>	<p>As noted above, the Gee Whiz curriculum integrates technology into the lesson plans when we feel it would be beneficial for children. Our goal is to help children see that technology, and the internet in particular, can be a very powerful source of information.</p>

Full versions of the New York State Prekindergarten Learning Standards used to create this alignment document can be found at:

<http://www.p12.nysed.gov/earlylearning/standards/documents/PreKStandards2019.pdf>

