

# Alignment of Gee Whiz Education Curriculum with the Maine Early Learning & Development 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 Maine.

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.

Maine Early Learning & Development Standards	Gee Whiz Education Learning Indicators
<b>APPROACHES TO LEARNING</b>	
Initiative and Curiosity Engagement and Persistence Reflection and Problem-Solving	AL1 Shows interest in many topics and a desire to try new things  AL2 Displays persistence when completing tasks and is able to avoid distractions  AL3 Engages in cooperatives group experiences  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
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Self-Concept Self-Regulation Sympathy and Empathy Adapting to Diverse Settings Building Relationships with Adults Building Relationships with Children Respecting Similarities and Differences	SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children  SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children  SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence  SE4 Demonstrates a range of appropriate emotions  AL3 Engages in cooperative group experiences

A full version of the Maine Early Learning & Development Standards used to create this alignment can be found at the following web address: [https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/MELDS\\_Re-Print\\_2.pdf](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/MELDS_Re-Print_2.pdf)

**PHYSICAL DEVELOPMENT AND HEALTH**

<p>Nutrition</p> <p>Safety</p> <p>Fine Motor</p> <p>Gross Motor</p> <p>Physical Health Status</p> <p>Health Knowledge and Practices</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 (e.g., running, hopping, skipping, etc.)</p> <p>PD5 Demonstrates fine motor control (e.g., writing, pouring, cutting, etc.)</p>
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**CREATIVE ARTS**

<p>Visual Arts</p> <p>Movement and Dance</p> <p>Music</p> <p>Dramatic Play/Performance</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>SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence</p>
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**EARLY LANGUAGE AND LITERACY**

<p>Speaking and Listening</p> <p>Comprehension &amp; Collaboration</p> <p>Presentation of Knowledge and Ideas</p> <p>Conventions of Standard English</p> <p>Vocabulary Acquisition and Use</p> <p>Reading Standards &amp; Literature</p> <p>Key Ideas and Details</p> <p>Craft and Structure</p> <p>Integration of Knowledge and Ideas</p> <p>Reading &amp; Level of Text Complexity</p> <p>Reading Standards for Informational Text</p> <p>Details – Informational Text</p> <p>Structure – Informational Text</p> <p>Integration of Knowledge Ideas</p> <p>Range of Reading Level of Text Complexity</p> <p>Print Concepts</p> <p>Phonological Awareness</p> <p>Phonics &amp; Word Recognition</p> <p>Fluency</p> <p>Text Types and Purposes for Writing</p> <p>Production &amp; Distribution of Writing</p> <p>Research to Build &amp; Present Knowledge – Writing</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 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>
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MATH	
Mathematical Practices Counting and Cardinality Cluster Operations and Algebraic Thinking Geometry Measurement and Data	MK1 Understands that numbers tell “how many”  MK2 Recognizes that numerals 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
SCIENCE	
Physical Science Earth Science Life Science	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  <i>NOTE: Please see the Gee Whiz yearly outline on our website (<a href="http://www.geewhizeducation.com">www.geewhizeducation.com</a>) for more detailed information about science topics covered throughout the curriculum.</i>
SOCIAL STUDIES	
Civics and Government Economics Geography History	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 basic understanding of how the past affects us and our community

