

Ohio Department of Job and Family Services
**CURRICULUM STANDARDS ASSESSMENT ALIGNMENT TOOL: SCHOOL AGE
 FOR STEP UP TO QUALITY PROGRAMS**

Program Name	License Number	Name of Curriculum – including Version/Edition
<p>Is this a Self-Created Curriculum? (Choose One) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If YES: Sections I and II MUST be completed.</p> <p>If NO: Section I may be completed to meet the requirements to demonstrate how the program’s obtained curriculum aligns to the Ohio’s K-12 Standards, and the program’s on-going child assessment process.</p> <p><i>The content of this form will be reviewed for completeness; however, the verification of how the program is implementing this program standard will be completed at the on-site visit through direct observation, document review and an interview process.</i></p> <p style="text-align: center;">Section I:</p>		
Names of individuals completing this form		
Name (s) Beth Smith/Sherry Mayberry	Title/Position (s) Partners - Gee Whiz Education	
<p>Please describe the program's structure, philosophy and goals and the Ohio K-12 Standards that the curriculum is aligned to which supports the program's structure philosophy and goals.</p> <p>The Gee Whiz curriculum is designed to provide engaging, interactive experiences for school-age children that cover the following curricular areas: Language (both speaking & listening), Literacy (reading, phonological awareness, writing), Physical Development (including health, safety and self-help), Science (physical, natural, space...), Mathematics Knowledge (counting, mathematical operations, graphing, measurment), Social Studies Knowledge (self, community, family, world), Creative Arts (music, movement, fine art, creative dramatics), Approaches to Learning, Logic & Problem-Solving and Social/Emotional Development (self-awareness, self-regulation, peer interactions, adult interactions. Our philosophy is based on numerous research studies as well as the philosophies of Piaget, Erikson, Vygotsky and Smilansky. Documentation of this information can be found in our comprehensive 2019-2020 User's Guide available on our website www.geewhizeducation.com or by following this link: https://geewhizeducation.com/gee-whiz-curriculum-users-guide/. The program is structured to provide 6, multi-day experiences in each unit that are specifically written for school-age children. These experience cross multiple curriculum areas and enable school-age children to learn through exploration and discovery. For the next section of this form, we reference our current, as well as several of our past, units. Because the Gee Whiz curriculum is constantly being rewritten, these represent an overall picture of how the curriculum addresses each area as each new unit is created. We've included at least one example for each area HOWEVER...we cover each area many, many times during the full year. It would be impossible for us to list every single time we address each area. If additional information is required, please email us directly at customerservice@geewhizeducation.com.</p>		

You are only required to complete the sections below based on the standards indicated above.

English Language Arts	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating:</u> Describe how the planned activities, physical environment and daily routines address these concepts.	<u>Three to five-star rating:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating:</u> How will child progress be documented?
Reading Literature Informational Text Foundational Skills	Unit: Let's Go! Activity Name: "Which Truck Do I Need?" p. 24	Children learn to choose books based on their developmental level using a specific strategy. The children also read the books they choose. In the activity on p. 24, the children will use the knowledge they gain about trucks to play a game.	During this experience, the children will use printed text to explore how different types of trucks help to move goods from place to place as well as do work.	Recording anecdotal notes on our Observe & Reflect Grid found in the 2019-2020 Gee Whiz User's Guide.
Writing Text Types and Purposes Production and Distribution of Writing Research and Presentation of Knowledge Range of Writing	Unit: Let's Go! Activity Name: Always Be Bike Safe p. 25	During this experience, the children will use their knowledge to create posters about bike safety. In the process, they will write to share information with others. They will then present their completed posters to others.	The provider will interact with the children as they create their posters, asking plenty of open-ended questions. He/She will also observe as each child writes noting his/her level of writing skills.	A copy of each child's bike safety poster can be added to his/her portfolio.
Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas	All experiences in all units of the Gee Whiz curriculum address this standard. Examples from the Let's Go! unit would be on pgs. 25, 25 and 26.	Every school-age experience encourages children to share their ideas with others. In addition, there is a collaborative nature to all of the activities.	Observation + engaging with children in back and forth conversations during experiences.	At times, it is suggested that the teacher videotape or audio record children as they present their ideas to others. This can then be added to a digital portfolio.

<p>Language Conventions of Standards English</p> <p>Knowledge of Language</p> <p>Vocabulary Acquisition and Use</p>	<p>Because all experiences in the Gee Whiz curriculum encourage children to listen and share, all of these areas are address in each experience. (e.g., "Let's Go!" unit pgs. 24, 25, and 26) and "Deep in the Rainforest" unit pgs. 24, 25, & 26). There is plenty of opporunities for ELL/DLL to build language skills.</p>	<p>New vocabulary is addressed during hands-on experiences. For instance, on p. 24 of the "Deep in the Rainforest" unit, the children will learn about many different foods that grow in the rainforest. This opens the door for ELL/DLL children to learn new vocabulary.</p>	<p>Listening as children engage in conversations with the teacher and other children to see if they utilize new vocabulary in a correct way. It also opens the door for exposing ELL/DLL children to English.</p>	<p>Anecdotal notes and reflections. Providers can use our handy Observe & Reflect grid as well as our Individualization Web (both found in the User's Guide) as tools to help them gather and record this data.</p>
<p>Mathematics</p>	<p>Indicate the page number or section of the curriculum that demonstrates alignment to this standard.</p>	<p><u>Three to five-star rating:</u> Describe how the planned activities, physical environment and daily routines address these concepts.</p>	<p><u>Three to five-star rating:</u> How will knowledge and skill development relative to this standard be assessed?</p>	<p><u>Three to five-star rating:</u> How will child progress be documented?</p>
<p>Counting and Cardinality (Kindergarten Only)</p>	<p>Unit: Awesome Opposites Activity: How Fast Can You...? p. 25</p>	<p>During this experience, children will predict how fast they can do different tasks. They will use a stopwatch to then find the actual time and compare it to their predictions.</p>	<p>While intereacting with children, the teacher can count out loud as the children complete their tasks in addition to using a stopwatch.</p>	<p>Those children not completing a task can count out loud. The provider can then listen to see how high these children can count.</p>
<p>Operations and Algebraic Thinking</p>	<p>Unit: Let's Go! Activity: Wagon Rides for All p. 25</p>	<p>During this experience, the children will provide wagon rides for younger children. They can count the number of children that want a wagon ride and then, the number that fit and the number that must wait.</p>	<p>The provider can help the children write the subtraction fact that accompanies the wagon rides. For instance, 5 children want a ride, only 2 children can fit which leaves 3 remaining.</p>	<p>As the provider engages in conversations focused on subtraction as the children give wagon rides, he/she can make notes about which children seem to understand the concept of subtraction and which are still working on this skill.</p>

Number and Operations in Base Ten (Fractions – Grades 3-6)	Unit: "Rockin' Rhymes" Activity: Plum Pie Bakers p. 25	During this experience, the children will work together to make a plum pie. Then, when cutting the pie, the provider can expose the children to fractions such as 1/2, 1/4, 1/3, etc.	As the provider cuts the pie, he/she can ask the children to describe how he/she is cutting it (e.g., 1/2, 1/3, 1/6, 1/8, etc.)	Direct observation and recording anecdotal notes using the Observe & Reflect grid (in User's Guide)
Measurement and Data	Unit: Let's Go Activity: "Measuring Wheels" (p. 26)	Children find wheels and then use tools such as rulers, a measuring tape or yardstick to measure diameter.	As children record their measurements, teachers can engage with them to see if they know how to properly use measuring tools.	Direct observation and recording anecdotal notes using the Observe & Reflect grid (in User's Guide)
Geometry	Unit: Shapes, Shapes, Shapes Activity: Making 3D Shapes, p. 25	During this experience, children will explore to see how many different 3D shapes they can create using paper, tape and other art/craft materials.	As the children create, the provider can ask questions to gauge each child's knowledge of 3-dimensional shapes.	A video of each child naming the shape he/she created and describing how it was made.
Social Studies	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating:</u> Describe how the planned activities, physical environment and daily routines address these concepts.	<u>Three to five-star rating:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating:</u> How will child progress be documented?
History	Unit: Shapes, Shapes, Shapes Activity: Famous Shape Artist, p. 25	During this experience, the children will explore Piet Mondrian, a famous artist who used shapes to create works of art. They will then create their own shape art in his style.	Engaging children in conversations as they create about Piet, when he lived and his style of art.	Asking questions about other artists from the past the children may like or know about. Recording their responses in an anecdotal note.
Government	Unit: Let's Go! Activity: Always Be Bike Safe, p. 25	Rules and laws are a part of any government. During this experience, the children will explore why wearing a bike helmet is a law in many places and why this law is important.	Discussions with children as they create their bike safety posters. This will help the provider engage children in conversations about why laws, such as these, are important.	A copy of each child's bike safety poster to include in his/her portfolio.

Geography	Unit: Deep in the Rainforest Activity: Where is the Amazon Rainforest?, p. 24	During this experience, the children will use maps, globes and or the computer to find, and learn more about, the Amazon rainforest.	Asking questions as children explore a map, globe or information on a computer about where the Amazon is in relation to where they live.	Can the children corectly identify how rivers are indicated on maps and globes?
Economics	Unit: Awesome Opposites Activity: Donate It!, p. 26	During this experience, the children will explore how donating used toy is a wonderful way to recycle and repurpose.	Asking questions while engaging with children about why it is better to recycle/reuse than dispose of toys that are no longer wanted.	Using the Observe & Reflect grid to record anecdotal notes about each child's understanding of the economic benefits of donating things that are no longer needed.
Science	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating:</u> Describe how the planned activities, physical environment and daily routines address these concepts.	<u>Three to five-star rating:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating:</u> How will child progress be documented?
Earth and Space Science	During several units will will explore landforms such as rivers, ponds, the ocean, etc. These are coming up later in the year.			
Physical Science	Unit: Let's Go! Activity: Through the Tube, p. 26	This experience will invite children to experiment as they put toy cars through wrapping paper tubes. They will need to experiment to see how the angle of the tube affects the speed of the car.	During this experience, the children will make and test predictions and experiment as they use different cars and change the angle of the tube. This is actually an exploration of physics concepts.	This would be an excellent experience to videotape for each child's portfolio.
Life Science	Unit: Up in the Sky Activity: As Wide As an Eagle's Wings, p. 26	During this experience, the children will compare the wing span of an eagle to other items in their immediate environment.	This experience challenges children to make and test predictions. The provider can enhance this process by asking open-ended questions.	Children's responses to questions posed as well as recording anecdotal notes on the Observe & Reflect grid.

<p>Insert Optional Additional School Age Standards that support your program's structure, philosophy and goals (financial literacy, fine arts, physical education, technology, world languages)</p>	<p>Indicate the page number or section of the curriculum that demonstrates alignment to this standard.</p>	<p><u>Three to five-star rating:</u> Describe how the planned activities, physical environment and daily routines address these concepts.</p>	<p><u>Three to five-star rating:</u> How will knowledge and skill development relative to this standard be assessed?</p>	<p><u>Three to five-star rating:</u> How will child progress be documented?</p>
<p>Creative Arts (music, movement, dramatic play, fine art)</p>	<p>Unit: Up in the Sky Activity: Pecking Holes, p. 25</p>	<p>During this experience, the children will use materials as they pretend to be woodpeckers.</p>	<p>As the provider observes, he/she can ask questions (such as those included in the curriculum) to engage the children in meaningful conversations about their play.</p>	<p>This would be an excellent experience to video and/or take photos of which could be added to each child's portfolio.</p>
<p>Physical Development (gross motor, fine motor, safety, self-help, health)</p>	<p>Unit: Rockin' Rhymes Activity: How Nimble Are You?, p. 25</p>	<p>During this experience, children will explore what it means to be "nimble" and then test their abilities.</p>	<p>As the provider observes, he/she can engage the children in conversations.</p>	<p>This would be the perfect time to record an anecdotal note about each child's coordination and physical development in multiple areas.</p>
<p>Social & Emotional Development</p>	<p>All activities in the Gee Whiz curriculum have elements in this area. Just look for the "heart" symbol.</p>	<p>Because the experiences for school-age children in the Gee Whiz curriculum encourage children to work together, problem-solve and share preferences, they all address this area of development</p>	<p>Engaging children in back-and-forth conversations as well as observation will help the provider evaluate this area of development.</p>	<p>This is an excellent area to evaluate using anecdotal notes and reflections. The provider can use the Observe & Reflect grid in the User's Guide to help.</p>
<p>Approaches to Learning</p>	<p>All experiences in the Gee Whiz curriculum address this area. Just look for the "smiley face" symbol.</p>	<p>At Gee Whiz, we view approaches to learning as three-fold: 1) the willingness to try new things, 2) patience & persistence when doing experiences and 3) cooperation when working.</p>	<p>This is an area the the provide can easily observe.</p>	<p>Again, anecdotal notes and reflections. Additionally, videos and photos to add to each child's portfolio would work well to document development in this area.</p>

Section II

For self-created curriculums ONLY
This section is not required for an obtained curriculum.

Identify the theory or research base of this curriculum.

Describe how the theory or research informs decision making for experiences for children.

Planning Process

Describe the ongoing process for documenting and determining children's interests and abilities.

Identify ways the curriculum meets the needs, interests and abilities of individual children.

Inclusion of Children with Diverse Developmental/Ability Levels

Describe how the curriculum provides guidance on making modifications or adaptations for children of all developmental levels.

Role of the Teacher

Describe how the curriculum provides guidance to the teacher on setting up the classroom environment. (Examples: Age appropriate materials, furnishings and equipment, room arrangements and learning centers.)

Describe the how the curriculum provides guidance on how to interact with children.

Scheduling and Routines

Describe how the curriculum supports developmentally appropriate schedule/routines.

Diversity

Describe how the curriculum guides experiences that are culturally relevant, diverse and sensitive to children and families.

Describe how diversity is represented in the curriculum.

Family Involvement

Describe how the curriculum provides opportunities for family involvement.

Support for Implementation

Describe the supports provided to assist teachers in the implementation of the curriculum. (Examples: Study group, mentor, web-based, intensive orientation, informal/formal observations, lesson plan review, implantation guides, etc.)

Assessment

Describe the strategies within the curriculum that are used to measure children's progress over time.

Social Emotional

Describe how the curriculum provides guidance on managing and guiding children's behavior.