Alignment of Gee Whiz Education Curriculum with the Indiana Early Learning Foundations

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 Indiana.

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 as well as in the Gee Whiz Education User's Guide.

Indiana Early Learning Foundations	Gee Whiz Education Learning Indicators
ENGLISH/LANGUAGE ARTS STANDARD	
Communication Process ELA1.1: Demonstrate receptive communication ELA1.2: Demonstrate expressive communication ELA1.3: Demonstrate ability to engage in conversations	LD1 Understands spoken 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
Early Reading ELA2.1: Demonstrate awareness of the alphabet ELA2.2: Demonstrate phonological awareness ELA2.3: Demonstrate awareness and understanding of concepts of print ELA2.4: Demonstrate comprehension	LK1 Shows an interest in books and understands they 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.)
Early Writing ELA3.1: Demonstrate mechanics of writing ELA3.2: Demonstrates ability to communicate a story	LK5 Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts and ideas

Full versions of the Foundations to the Indiana Early Learning Foundations used to create this alignment document can be found at: http://www.doe.in.gov/sites/default/files/earlylearning/foundations-june-26-2015.pdf

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MATHEMATICS STANDARD	

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Numeracy M1.1: Demonstrates strong sense of counting M1.2: Demonstrates understanding of written numerals M1.3: Recognition of number relations **Computation and Algebraic Thinking** M2.1: Exhibit understanding of mathematic structure M2.2: Demonstrate awareness of patterning **Data Analysis:** M3.1: Demonstrate understanding of classifying **Geometry:** M4.1: Understanding of spatial relationships M4.2: Exhibit to identify, describe, analyze, compare and create shapes **Measurement:** M5.1: Understand concept of time M5.2: Understand measurement through description and comparison	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 and groups objects based on common characteristics
SOCIAL/EMOTIONAL SKILLS	
Sense of Self SE1.1: Demonstrates self-awareness and confidence SE1.2: Demonstrate identification and expression of emotions **Self-Regulation** SE2.1: Demonstrate self-control **Conflict Resolution** SE3.1: Demonstrate conflict resolution **Building Relationships** SE4.1: Demonstrate relationship skills	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 SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules SE4 Demonstrates a range of appropriate emotions
PHYSICAL SKILLS	
Health and Well-Being PHG1.1: Demonstrate development of healthy practices PHG1.2: Demonstrate development of safety practices PHG1.3: Demonstrate development of nutrition awareness **Senses** PHG2.1: Demonstrate how the five senses support processing information PHG2.2: Demonstrate development of body awareness **Motor Skills** PHG3.1: Demonstrate development of fine and gross motor coordination PHG3.2: Demonstrate development of oral motor skills **Personal Care** PHG4.1: Demonstrate increased independence in personal care routines	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 basic safety rules PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, etc.) PD5 Demonstrates fine motor control (e.g., writing, pouring, cutting, etc.)

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APPROACHES TO PLAY AND LEARNING	
Initiative and Exploration APL1.1: Demonstrate initiative and self-direction APL1.2: Demonstrate interest and curiosity as a learner **Flexible Thinking** APL2.1: Demonstrate development of flexible thinking skills during play **Attentiveness and Persistence** APL3.1: Demonstrate development of sustained attention and persistence **Social Interactions** APL4.1: Demonstrate development of social interactions during play	AL1 Shows an interest in many topics and desire to try new things AL2 Displays persistence when completing tasks and is able to avoid distractions AL3 Engages in cooperative 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
SCIENCE	
Physical Science SC1.1: Demonstrate ability to explore objects in the physical world SC1.2: Demonstrate awareness of the physical properties of objects **Earth and Space Science** SC2.1: Recognize the characteristics of Earth and sky SC2.2: Recognize seasonal and weather related changes **Life Science** SC3.1: Demonstrate awareness of life **Engineering** SC4.1: Demonstrate engineering design skills **Scientific Inquiry and Method** SC5.1: Demonstrate scientific curiosity	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 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 *For specific science topics covered, please see our 2015-2016 detailed outline.*
FINE ARTS STANDARD	
Music CA1.1: Demonstrate creative music expression **Dance** CA2.1: Demonstrate creative movement expression **Visual Arts** CA3.1: Demonstrate creative expression through the visual art process CA3.2: Demonstrate creative expression through visual art production CA3.3: Demonstrate creative expression through art appreciation **Dramatic Play** CA4.1: Demonstrate creative expression through dramatic play	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

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SOCIAL STUDIES	
Self SS1.1: Demonstrate development of self **History and Events** SS2.1: Demonstrate awareness of chronological thinking SS2.2: Demonstrate awareness of historical knowledge SS2.3: Demonstrate awareness of the foundations of government SS2.4: Demonstrate awareness of the functions of government **Geography** SS3.1: Demonstrate awareness of the world in spatial terms SS3.2: Demonstrate awareness of places and regions SS3.3: Demonstrate awareness of environment and society **Economics** SS4.1: Demonstrate awareness of economics **Citizenship** SS5.1: Demonstrate awareness of citizenship	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 SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules 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

IMPORTANT NOTES: Please see our detailed outline for 2015-2016 that shows specific topics that will be addressed during the year…particularly in the areas of science, social studies and math. Here is a link directly to that document: http://www.geewhizeducation.com/2015-2016-proposed-outline/

Dual Language Learners gain important language skills through the flexible design of the curriculum. The use of songs, rhymes, games and hands-on experiences enables providers to introduce DLL children to new vocabulary in an appropriate, interactive way.

Universal Design for Learning is accomplished through the use of our innovative Individualization Web which helps providers adapt the curriculum to incorporate the individual interests, and needs, of the children. To learn more about this component, please see our User's Guide which is available on our website. In addition, the first bullet point of every experience included in the curriculum along with our Developmental Area Picture Codes helps providers understand the "why" behind each activity. The details on the experience explain the "how" and the "what."

The Digital Curriculum for the Family Child Care Provider

www.geewhizeducation.com