

Alignment of Gee Whiz Education Curriculum with the Rhode Island Early Learning & Development Standards (2023)

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 Rhode Island.

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.

Rhode Island Early Learning & Development Standards	Gee Whiz Education Learning Indicators
LANGUAGE DEVELOPMENT (LD)	
<p>LD1: Receptive/Interpretive Language</p> <p>LD1.a: Children attend to, understand, and respond to increasingly complex language.</p> <p>LD4: Language Development of Multilingual Learners</p> <p>LD4.a.: Multilingual children attend to, understand, and respond to increasingly complex language on a range of topics, including personally meaningful experiences and texts (including digital texts) in English & their home language(s)</p> <p>LD4.b: Multilingual children become increasingly proficient in expressing their thoughts and ideas in English and their home language(s).</p>	<p>LD1 Understands spoken language</p> <p>LD2 Understands and then uses an ever increasing vocabulary</p> <p>LD4 Increasingly engages adults and other children in conversations</p> <p>SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children</p> <p>CA4 Engages in pretend play with, or without, the use of props</p>
<p>LD2: Expressive Language</p> <p>LD2.a.: Children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.</p> <p>LD3: Pragmatics</p> <p>LD3.a: Children understand, follow, and use appropriate social and conversational rules</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>
LITERACY (L)	
<p>L 1: Phonological Awareness</p> <p>L1.a: Children demonstrate awareness of spoken words, syllables, and sounds (phonemes).</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>L 2: Print Concepts</p> <p>L 2.a: Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.</p> <p>L 2.b: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.</p>	<p>LK1 Shows an interest in books and understands stories 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>

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LITERACY (L)	
<p>L 3: Comprehension and Interest L 3.a: Children show interest in and an understanding of a variety of literacy experiences.</p>	<p>LK1 Shows an interest in books and understands stories are a way of sharing information</p>
<p>L 4: Literacy Development for Multilingual Learners L 4.a: Multilingual children become increasingly engaged in literacy experiences in English and their home language(s)</p>	<p>LK1 Shows an interest in books and understands stories are a way of sharing information LK4 Understands concepts about print (e.g., reading from left to right, logos as symbols, etc.)</p>
<p>L 5: Emergent Writing L 5.a: Children use a combination of drawing, dictating and writing to show knowledge of writing conventions and demonstrate writing as a means of communication.</p>	<p>LK5 Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts & ideas</p>
MATHEMATICS (M)	
<p>M 1: Number Sense & Quantity M 1.a: Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</p> <p>M 2: Number Relationships and Operations M 2.a: Children learn to use numbers to compare quantities and solve mathematical situations</p>	<p>MK1 Understands that numbers tell “how many” MK2 Recognizes that numbers go in a specific order LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it</p>
<p>M 3: Classification and Patterning M 3.a: Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</p>	<p>MK4 Creates, imitates and/or extends patterns MK6 Sorts or groups objects based on common characteristics</p>
<p>M 4: Measurement, Comparison and Ordering M 4.a: Children learn to measure objects by their various attributes to make comparisons.</p>	<p>MK2 Recognizes that numbers go in a specific order MK5 Utilizes measurement (standard and nonstandard) to compare and contrast objects</p>
<p>M 5: Geometry and Spatial Sense M 5.a: Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</p>	<p>MK3 Recognizes shapes and positional concepts LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it</p>
CREATIVE ARTS (CA)	
<p>CA 1: Experimentation and Participation in the Creative Arts CA 1.a: Children gain an appreciation for and participate in the creative arts, related to music & movement, drama, and the visual arts.</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>

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SOCIAL & EMOTIONAL DEVELOPMENT (SE)	
<p>SE 1: Relationships with Others</p> <p>SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s lives.</p> <p>SE 1.b: Children engage in positive relationships and interactions with other children.</p>	<p>SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children</p> <p>AL3 Engages in cooperative group experiences</p>
<p>SE 2: Sense of Self</p> <p>SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</p> <p>SE 2.b: Children develop the confidence to complete an action successfully or independently</p>	<p>SS2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence</p> <p>SE4 Demonstrates a range of appropriate emotions</p>
<p>SE 3: Self-regulation</p> <p>SE 3.a: Children develop the ability to identify, express, and manage their emotions.</p> <p>SE 3.b: Children develop the ability to manage impulses and express emotions appropriately even in challenging situations</p>	<p>SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules</p> <p>SE4 Demonstrations a range of appropriate emotions</p>
PHYSICAL HEALTH & DEVELOPMENT (PH)	
<p>PH 1: Health and Safety Practices</p> <p>PH 1.a: Children engage in structured and unstructured physical activity</p> <p>PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.</p> <p>PH 1.c: Children develop self-help skills</p>	<p>PD1 Understands the importance of exercise and rest</p> <p>PD2 Takes print 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>PH 2: Gross Motor Development</p> <p>PH 2.a: Children develop large-muscle control, strength, and coordination.</p> <p>PH 2.b: Children develop traveling skills.</p>	<p>PH1 Understands the importance of exercise & rest</p> <p>PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, etc.)</p>
<p>PH 3: Fine Motor Development</p> <p>PH 3.a: Children develop small-muscle control, strength, and coordination</p> <p>PH 3.b: Children develop writing & drawing skills.</p>	<p>PD5 Demonstrates fine motor control (e.g., writing, pouring, cutting, etc.)</p> <p>LK5 Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts & ideas</p> <p>CA3 Utilizes a variety of art materials (both two and three-dimensional) to express self</p>

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COGNITIVE DEVELOPMENT (CD)	
<p>CD 1: Logic and Reasoning CD 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.</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 SK2 Makes and tests predictions using simple experiments</p>
<p>CD 2: Memory and Working Memory CD 2.a: Children hold information in their mind and manipulate it to perform tasks.</p>	<p>LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it SK2 Makes and tests predictions using simple experiments</p>
<p>CD 3: Attention and Inhibitory Control CD 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task.</p>	<p>AL2 Displays persistence when completing task and is able to avoid distractions SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules</p>
<p>CD 4: Cognitive Flexibility CD 4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.</p>	<p>LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it AL1 Shows interest in many topics and a desire to try new things</p>
SCIENCE (S)	
<p>S 1: Scientific Practices and Application S 1.a: Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems</p>	<p>SK1 Utilizes observation and other senses to explore and gain 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</p>
<p>S 2: Physical Science S 2.a: Children gain increasing knowledge of basic concepts related to the properties of objects and materials, forces and motion, and energy (light and sound).</p> <p>S 3: Earth and Space Science S 3.a: Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.</p> <p>S 4: Life Science S 4.a: Children begin to learn about the characteristics, needs and life cycles of living things and how they get their needs met within a particular environment.</p>	<p>SK1 Utilizes observation and other senses to explore and gain information about objects and experiences SK3 Gathers information about the natural world through hands-on exploration AL1 Shows interest in many topics and a desire to try new things</p> <p><i>Please see our detailed outline for more information on the science topics we cover throughout the year as well as our STEM focus each month.</i> https://geewhizeducation.com/yearly-outline/</p>

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SOCIAL STUDIES (SS)	
<p>SS 1: Civics & Government SS 1.a: Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society</p>	<p>AL3 Engages in cooperative group experiences SS3 Recognizes the importance of caring for the environment SE3 Demonstrates self-regulation by handling emotions in an appropriate way & following simple rules</p>
<p>SS 2: Economics SS 2.a: Children demonstrate knowledge of basic economic concepts such as supply and demand, occupations, and currency.</p>	<p>SS2 Develops a basic understanding of community, including common jobs</p>
<p>SS 3: History SS 3.a: Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world SS 3.b: Children gain awareness of themselves and others as members of diverse families, communities, and cultures.</p>	<p>SS1 Understands how families are unique and different SS4 Develops a baseline understanding of how the past affects us and our communities</p>
<p>SS 4: Geography SS 4.a: Children demonstrate an appreciation for, and participation in the creative arts, related to music & movement, drama, and the visual arts.</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 AL1 Shows interest in many topics and a desire to try new things</p>

Full versions of the Rhode Island Early Learning Standards used to create this alignment document can be found at: https://rields.com/wp-content/uploads/2023/04/RIELDS_standards_2023_0329.pdf