

Alignment of Gee Whiz Education Curriculum with the Maryland Early 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 developmental standards required in the state of Maryland.

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.

Maryland Early Learning Standards	Gee Whiz Education Learning Indicators
SOCIAL AND EMOTIONAL DEVELOPMENT	
Strand SE.RA: Relationships With Adults Standard SE.RA.1 Initiates and engages in interactions with familiar adults. Standard SE.RA.2 Develops close relationships with familiar adults who provide consistent care.	SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children LD4 Increasingly engages adults and other children in conversations
Strand SE.RC: Relationships With Children Standard SE.RC.1 Initiates and engages in interactions with other children. Standard SE.RC.2 Develops relationships with peers through interactions over time. Standard SE.RC.3 Engages in play with other children.	SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children AL3 Engages in cooperative group experiences LD4 Increasingly engages adults and other children in conversations
Strand SE.EF: Emotional Functioning Standard SE.EF.1 Develops an understanding of one's own emotions. Standard SE.EF.2 Develops an understanding of the emotions of others. Standard SE.EF.3 Responds with care and concern toward others.	SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence SE4 Demonstrates a range of appropriate emotions
Strand SE.SR: Emotional Self-Regulation Standard SE.SR.1 Develops the ability to manage own emotions and their expression.	SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules

Maryland Early Learning Standards	Gee Whiz Education Learning Indicators
Strand SE.IB: Sense of Identity and Belonging Standard SE.IB.1 Develops an understanding of self in relation to others. Standard SE.IB.2 Expresses comfort and a sense of belonging with their family and other familiar people.	SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence SS1 Understands how families are unique and different
APPROACHES TO LEARNING	
Strand ATL.IC: Initiative and Curiosity Standard ATL.IC.1 Shows initiative in interactions, routines, play, and other experiences. Standard ATL.IC.2 Shows curiosity and interest when engaging with new objects, people, and experiences. Standard ATL.IC.3 Shows engagement and interest in play.	AL1 Shows interest in many topics and a desire to try new things SK1 Utilizes observation and other senses to explore and gather information about objects and experiences
Strand ATL.EF: Executive Functioning Standard ATL.EF.1 Develops the ability to persist in actions and behaviors. Standard ATL.EF.2 Develops the ability to keep information in mind active for immediate use (working memory). Standard ATL.EF.3 Develops the ability to manage impulses and reactions (inhibitory control)*. Standard ATL.EF.4 Develops the ability to maintain attention and focus (sustained attention). Standard ATL.EF.5 Develops flexibility in attention, actions, and behaviors (cognitive flexibility).	AL2 Displays persistence when completing tasks and is able to avoid distraction SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it

LANGUAGE AND LITERACY

Strand L.LU: Listening and Understanding**Standard L.LU.1**

Attends and responds to others and develops the ability to engage in joint attention with another person.

Standard L.LU.2

Understands and follows directions.

Standard L.LU.3

Understands increasingly complex sentences and utterances.

LD1 Understands spoken language

LD2 Understands and then uses an ever-increasing vocabulary

Strand L.CS: Communicating and Speaking**Standard L.CS.1**

Uses increasingly complex grammar to communicate.

Standard L.CS.2

Expresses interests, wants, and needs through nonverbal and increasingly verbal communication.

Standard L.CS.3

Develops the capacity to speak or sign clearly.

Standard L.CS.4

Learns to engage in conversation.

LD3 Uses language to express ideas, wants, and needs

LD4 Increasingly engages adults and other children in conversations

Strand L.VO: Vocabulary**Standard L.VO.1**

Understands an increasing number and variety of words heard in familiar environments, play, and routines.

Standard L.VO.2

Uses an increasing number and variety of words when communicating with others.

Standard L.VO.3

Uses an increasing number of words to describe people and objects in the environment.

LD2 Understands and then uses an ever-increasing vocabulary

Maryland Early Learning Standards

Aligning Gee Whiz Education Learning Indicators

Strand L.EL: Early Literacy

Standard L.EL.1

Interacts with books, developing an understanding of book-handling behaviors and print conventions.

Standard L.EL.2

Demonstrates interest and attention to language and structure used in books, rhymes, and storytelling.

Standard L.EL.3

Understands meaning communicated through stories, pictures, and informational books.

Standard L.EL.4

Understands that printed words, symbols, or pictures convey meaning and develops an increasing understanding of the meaning carried by each.

Standard L.EL.5

Develops ability to recognize highly familiar text and a few letters.

Standard L.EL.6

Develops an understanding of the sounds that make up words (phonological awareness).

Standard L.EL.7

Draws or writes marks with increasing control.

Standard L.EL.8

Makes marks or scribbles on paper with the intention to convey meaning.

LK1 Shows an interest in books and understands stories 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.)

LK5 Begins to use a variety of tools to use writing (invented or true) as a way to convey thoughts and ideas

EARLY COGNITION AND STEAM

Strand C.GCD: General Cognitive Development

Standard C.GCD.1

Develops the ability to store, recall, and share information about people, objects, and previous experiences.

Standard C.GCD.2

Uses memories to anticipate what will happen and engages in more complex actions.

Standard C.GCD.3

Observes people and imitates their behaviors, sounds, or words.

Standard C.GCD.4

Develops an understanding that certain objects, actions, or symbols can represent other objects or actions.

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

Maryland Early Learning Standards	Aligning Gee Whiz Education Learning Indicators
Strand C.MT: Mathematics Standard C.MT.1 Develops a sense of numbers and demonstrates some basic knowledge of counting. Standard C.MT.2 Develops spatial understanding and explores how objects and their own bodies move and fit in space. Standard C.MT.3 Identifies and recognizes a few basic shapes. Standard C.MT.4 Explores the similarities and differences between objects and compares, sorts, and creates simple patterns with objects. Standard C.MT.5 Demonstrates some knowledge of the measurable properties of objects such as size, length, and weight.	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 MK6 Sorts or groups objects based on common characteristics
Strand C.STE: Science, Technology and Engineering Standard C.STE.1 Demonstrates curiosity about the world through exploration and investigation of physical objects and materials. Standard C.STE.2 Develops an understanding of the causes and effects of actions and events. Standard C.STE.3 Explores the characteristics of the natural world, including living things, earth materials, the weather, and objects in the sky. Standard C.STE.4 Takes action, uses tools, and carries out solutions to achieve goals or solve problems.	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 SS3 Recognizes the importance of caring for the environment

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Strand C.A: Arts Standard C.A.1 Demonstrates interest in and increasing capacity to create visual art. Standard C.A.2 Demonstrates interest in and increased capacity to explore, create, and respond to vocal and instrumental music. Standard C.A.3 Develops the ability to engage in role-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 to express self CA4 Engages in pretend play with, or without, the use of props
PHYSICAL WELL-BEING & MOTOR DEVELOPMENT	
Strand P.PS: Perception and Sensory Integration Standard P.PS.1 Uses and integrates information from the senses to explore and learn about objects, people, and experiences and to navigate own movement and actions.	SK1 Utilizes observation and other senses to explore and gather information about objects and experiences
Strand P.GM: Gross Motor Standard P.GM.1 Demonstrates increased control and movement of the body using large muscles (involving the use of head, trunk, legs, and arms). Standard P.GM.2 Use large muscles and whole-body movements to explore their environment and interact with others.	PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, etc.)
Strand P.FM: Fine Motor Standard P.FM.1 Demonstrates increased control and coordination of small muscles in the hands and fingers to allow for more precise actions on objects. Standard P.FM.2 Uses tools as a way to extend the abilities of their body and accomplish goals more efficiently.	PD5 Demonstrates fine motor control (e.g., writing, pouring, cutting, etc.)
Strand P.RH: Daily Routines, Health & Nutrition Standard P.RH.1 Develops increasing independence around daily routines and self-care. Standard P.RH.2 Shows an interest in healthy eating habits and nutritious food.	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