Alignment of Gee Whiz Education Curriculum with the North Carolina Foundations of Early Learning and Development

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 North Carolina.

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.

NC Foundations of Early Learning & Development	Gee Whiz Education Learning Indicators
LANGUAGE DEVELOPMENT & COMMUNICATION (LD)	
Learning to Communicate Goal LDC-1: Children understand communications from others. Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood. Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly. Goal LDC-5: Children describe familiar people, places, things, and events. Goal LDC-6: Children use most grammatical constructions of their home language well. Goal LDC-7: Children respond to and use a growing vocabulary.	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 SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence
Foundations for Reading Goal LDC-8: Children develop interest in books and motivation to read Goal LDC-11: Children develop phonological awareness. Goal LDC-12: Children develop knowledge of the alphabet and the alphabetic principle.	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.) 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 North Carolina Foundations for Early Learning and Development used to create this alignment document can be found at:

http://ncchildcare.dhhs.state.nc.us/PDF_forms/NC_Foundations.pdf

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LANGUAGE DEVELOPMENT AND COMMUNICATION (LDC) – CON'T

Foundations for Writing Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes. Goal LDC-14: Children use knowledge of letters in their attempts to write. Goal LDC-15: Children use writing skills and writing conventions	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 writing tools to use writing (invented or true) as a way to convey thoughts and ideas

APPROACHES TO PLAY AND LEARNING (APL)

Curiosity, Engagement, and Persistence Goal APL-1: Children show curiosity and express interest in the world around them. Goal APL-2: Children actively seek to understand the world around them.	AL1 Shows interest in many topics and desire to try new things SK3 Gathers information about the natural world through hands-on exploration
Play and Imagination Goal APL-3: Children engage in increasingly complex play. Goal APL-4: Children demonstrate creativity, imagination and inventiveness.	CA4 Engages in pretend play, with or without, the use of props LR2 Understands that symbols or objects can be used to represent different things
Risk-Taking, Problem-Solving, and Flexibility Goal APL-5: Children are willing to try new and challenging experiences. Goal APL-6: Children use a variety of strategies to solve problems.	AL1 Shows interest in many topics and a desire to try new things 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
Attentiveness, Effort, and Persistence Goal APL-7: Children demonstrate initiative. Goal APL-8: Children maintain attentiveness and focus. Goal APL-9: Children persist at challenging activities.	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

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COGNITIVE DEVELOPMENT (CD)	

Construction of Knowledge: Thinking and Reasoning Goal CD-1: Children use their senses to construct knowledge about the world around them. Goal CD-2: Children recall information and use it for new situations and problems. Goal CD-3: Children demonstrate the ability to think about their own things: reasoning, taking perspectives, and making decisions.	SK1 Utilizes observation and other senses to explore and gather information about objects and experiences LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it SK3 Gathers information about the natural world through hands-on exploration
Creative Expression Goal CD-4: Children demonstrate appreciation for different forms of artistic expression. Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms an contexts, including play, visual arts, music, drama, and dance.	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
Social Connections Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group). Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others Goal CD-9: Children explore concepts connected with their daily experiences in their community.	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 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.
Mathematical Thinking and Expression Goal CD-10: Children show understanding of numbers and quantities during play and activities. Goal CD-11: Children compare, sort, group, organize, and measure objects and create patterns in their everyday environment. Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities. Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.	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 LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it

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Scientific Exploration and Knowledge Goal CD-14: Children observe and describe characteristics of living things and the physical world. Goal CD-15: Children explore the natural world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.	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
HEALTHY AND PHYSICAL DEVELOPMENT (HPD)	
Physical Health and Growth Goal HPD-1: Children develop healthy eating habits Goal HPD-2: Children engage in active physical play indoors and outdoors. Goal HPD-3: Children develop healthy sleeping habits.	PD1 Understands the importance of exercise and rest PD2 Takes pride in caring for self (e.g., brushing teeth, dressing, eating healthy foods, etc.) PD4 Demonstrates gross motor skills PD5 Demonstrates fine motor control
Motor Development Goal HPD-4: Children develop large muscle control and abilities needed to move through and explore their environment Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.	PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, etc.) PD5 Demonstrates fine motor control (e.g., writing, pouring, cutting, etc.)
Self-Care Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs. Goal HPD-7: Children develop independence in caring for themselves and their environment.	LD3 Uses language to express ideas, wants, and needs PD2 Takes pride in caring for self (e.g., brushing teeth, dressing, eating healthy foods, etc.) SS3 Recognizes the importance of caring for the environment
Safety Awareness Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.	PD3 Practices safe habits and understands basic safety rules.

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EMOTIONAL AND SOCIAL DEVELOPMENT (ESD)	
Developing a Sense of Self Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.	SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence AL1 Shows interest in many topics and a desire to try new things
Developing a Sense of Self With Others Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs. Goal ESD-4: Children form relationships and interact positively with other children. Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.	SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules AL3 Engages in cooperative group experiences
Learning About Feelings Goal ESD-6: Children identify, manage, and express their feelings. Goal ESD-7: Children recognize and respond to the needs and feelings of others.	SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules SE4 Demonstrates a range of appropriate emotions LD4 Increasingly engages adults and other children in conversations

Please see our yearly outline at http://www.geewhizeducation.com/2014-2015-outline/ for detailed information about topics covered throughout the year.