

Alignment of Gee Whiz Education Curriculum with the Connecticut Early Learning & Development 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 standards for early childhood in the state of Connecticut.

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.

Connecticut Early Learning & Development Standards	Gee Whiz Education Learning Indicators
COGNITION	
<p><i>Strand A: Early learning experiences will support children to develop effective approaches to learning.</i></p> <p>Curiosity & Initiative Engagement with Environment, People and Objects Eagerness to Learn Cooperation with Peers in Learning Experiences</p> <p><i>Strand B: Early learning experiences will support children to use logic and reasoning.</i></p> <p>Cause and Effect Attributes, Sorting and Patterns Problem Solving Symbolic Representation</p> <p><i>Strand C: Early learning experiences will support children to strengthen executive function.</i></p> <p>Choosing and Planning Task Persistence Cognitive Flexibility Working Memory Regulation of Attention and Impulses</p>	<p>AL1 Shows interest in many topics and a desire to try new things</p> <p>AL2 Displays persistence when completing tasks and is able to avoid distractions</p> <p>AL3 Engages in cooperatives group experiences</p> <p>LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it</p> <p>LR2 Understands that symbols or objects can be used to represent different things</p> <p>MK4 Creates, imitates and/or extends patterns</p> <p>MK6 Sorts or groups objects based on common characteristics</p> <p>SK1 Utilizes observation and other senses to explore and gather information about objects and experiences</p> <p>SK2 Makes and tests predictions using simple experimentation</p> <p>SK3 Gathers information about the natural world through hands-on exploration</p>

A full version of the Connecticut Early Learning & Development Standards used to create this alignment can be found at the following web address: <https://www.ctoec.org/connecticut-early-learning-and-development-standards-ct-elds/ct-elds-forms-and-documents/#download>

SOCIAL AND EMOTIONAL DEVELOPMENT

Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.

Trusting Relationships
Managing Separation

Strand B: Early learning experiences will support children to develop self-regulation.

Regulation of Emotions and Behavior
Regulation of Impulses and Behavior

Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.

Emotional Expression
Recognition and Response in Emotions in Others

Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.

Sense of Self
Personal Preferences
Self-Concept and Competency

Strand E: Early learning experiences will support children to develop social relationships.

Adult Relationships
Play/Friendship
Conflict Resolution

SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children

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SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence

SE4 Demonstrates a range of appropriate emotions

AL3 Engages in cooperative group experiences

PHYSICAL DEVELOPMENT AND HEALTH

Strand A: Early learning experiences will support children to develop gross motor skills

Mobility
Large Muscle Movement and Coordination

Strand B: Early learning experiences will support children to develop fine motor skills.

Visual Motor Integration
Small Muscle Movement and Coordination

Strand C: Early learning experience will support children to acquire adaptive skills.

Feeding Routines/Nutrition
Safety and Responsibility
Dressing and Hygiene

Strand D: Early learning experience will support children to maintain physical health status and well-being.

Physical Health Status
Physical Activity & Healthy Behaviors

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.)

CREATIVE ARTS

Strand A: Early learning experiences will support children to engage in and enjoy the arts

Music
Visual Arts
Drama
Dance
Appreciation of the Arts

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

SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence

EARLY LANGUAGE, COMMUNICATION, AND LITERACY

Strand A: Early learning experiences will support children to understand language (receptive language)

Word Comprehension
Language Comprehension

LD1 Understands spoken language

LD2 Understands and then uses an ever-increasing vocabulary

Strand B: Early learning will support children to use language (expressive language)

Vocabulary
Expression of Ideas, Feelings and Needs
Language Structure

LD3 Uses language to express ideas, wants and needs

LD4 Increasingly engages adults and other children in conversations

Strand C: Early learning experiences will support children to use language for social interactions.

Conventions of Conversation
Language for Interactions

LK1 Shows an interest in books and understands they are a way of sharing information

Strand D: Early learning experiences will support children to gain book appreciation and knowledge.

Interest and Engagement with Books
Understanding of Stories or 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

Strand E: Early learning experiences will support children to gain knowledge of print and its uses.

Book Concepts
Print Concepts
Letter Recognition

LK4 Understands concepts about print (e.g., reading from left to right, logos as symbols, etc.)

Strand F: Early learning experiences will support children to develop phonological awareness.

Phonological Awareness

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

Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.

Drawing and Writing

EARLY MATHEMATICAL DISCOVERY

Strand A: Early learning experiences will support children to understand counting and cardinality

Number Names
Cardinality
Written Numerals
Recognition of Quantity
Comparison

Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking)

Number Operations

Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).

Measurement
Data
Sorting and Classifying

Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).

Spatial Relationships
Identification of Shapes
Composition of Shapes

MK1 Understands that numbers tell “how many”

MK2 Recognizes that numerals 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 or groups objects based on common characteristics

EARLY SCIENTIFIC INQUIRY

Strand A: Early learning experiences will support children to apply scientific practices.

Questioning and Defining Problems
Investigating
Using Evidence

Strand B: Early learning experience will support children to engage in the process of engineering.

Design Cycle

Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.

Unity and Diversity of Life

Strand D: Early learning experiences will support children to understand physical sciences.

Energy, Force and Motion
Matter and Properties

Strand E: Early learning experiences will support children to understand features of earth.

Earth’s Features and the Effects of Weather and Water
Earth and Human Activity

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

NOTE: Please see the Gee Whiz yearly outline on our website (www.geewhizeducation.com) for more detailed information about science topics covered throughout the curriculum.

SOCIAL STUDIES

Strand A: Early learning experiences will support children to understand self, family and a diverse community.

Individual Development and Identity
Culture

Strand B: Early learning experiences will support children to learn about people and the environment.

Power, Authority and Governance
People, Places and Environments
Civic Ideals and Practices

Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.

Individuals, Groups and Institutions
Production, Distribution and Consumption
Science, Technology and Society

Strand D: Early learning experiences will support children to understand change over time.

Time, Continuity and Change

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 basic understanding of how the past affects us and our community

