

Alignment of Gee Whiz Education Curriculum with the Tennessee Early Childhood/Early Learning Developmental 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 Tennessee.

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.

| Tennessee Early Childhood/Early Learning Developmental Standards | Gee Whiz Education Learning Indicators |
|---|---|
| SOCIAL STUDIES | |
| Culture Economics Geography Government & Civics History | 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 |
| ENGLISH LANGUAGE ARTS | |
| Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity Print Concepts Phonological Awareness Phonics and Word Recognition Word Composition Fluency Sentence Composition Vocabulary Acquisition Text Types and Protocols Production and Distribution of Writing Build & Present Knowledge Range of Writing Comprehension and Collaboration Presentation of Knowledge & Ideas | LK1 Shows an interest in books and understands stories are a way of sharing information LR2 Understands that symbols or objects can be used to represent different things LK2 Understands that language is made up of words, which can be broken down into syllables 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 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 |

| CREATIVE ARTS | |
|-----------------------------------|---|
| Visual Arts | CA1 Participates in musical activities including singing and utilizing instruments |
| Music | CA2 Uses movement and dance to express ideas and emotions |
| Creative Movement & Dance | CA3 Utilizes a variety of art materials (both two and three-dimensional) to express self |
| Theatre/Dramatic Play | CA4 Engages in pretend play with, or without, the use of props |
| Cultural Differences | SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence |
| MATHEMATICS | |
| Counting and Cardinality | MK1 Understands that numbers tell “how many” |
| Operations and Algebraic Thinking | MK2 Recognizes that numbers go in a specific order |
| Number and Operations in Base Ten | MK3 Recognizes shapes and positional concepts |
| Measurement and Data | MK4 Creates, imitates and/or extends patterns |
| Geometry | MK5 Utilizes measurement (standard and nonstandard) to compare and contrast objects (includes graphing) |
| | MK6 Sorts or groups objects based on common characteristics |
| SCIENCE | |
| Physical Science | SK1 Utilizes observation and other senses to explore and gather information about objects and experiences |
| Life Science | SK2 Makes and tests predictions using simple experimentation |
| Earth Science | SK3 Gathers information about the natural world through hands-on exploration |
| Engineering, Technology & Science | SS3 Recognizes the importance of caring for the environment |
| | 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 |
| PHYSICAL DEVELOPMENT | |
| Sensorimotor | PD1 Understands the importance of exercise and rest |
| Gross Motor | PD2 Takes pride in caring for self (e.g., brushing teeth, dressing, eating healthy foods, etc.) |
| Fine Motor | PD3 Practices safe habits and understands basic safety rules |
| Personal Health & Safety | PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, etc.) |
| | PD5 Demonstrates fine motor control (e.g., writing, pouring, cutting, etc.) |
| | SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules |

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| SOCIAL AND PERSONAL COMPETENCIES | |
| Self-Awareness Self-Management Social Awareness 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 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 AL3 Engages in cooperative group experiences |
| APPROACHES TO LEARNING | |
| Creativity Self-Regulation Critical Thinking Communication Collaboration | 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 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 |

Full versions of the Tennessee standards used to create this alignment document can be found at:

https://www.tn.gov/content/dam/tn/education/standards/tnelds/std_tnelds_4yo_2018.pdf

