

Alignment of Gee Whiz Education Curriculum with the Pennsylvania Learning Standards for Early Childhood (Infant/Toddler 2014)

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 (infant/toddler) in the state of Pennsylvania.

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.

Pennsylvania Learning Standards for Early Childhood (Infant/Toddler)	Gee Whiz Education Learning Indicators
KEY LEARNING AREA: APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING AND APPLYING KNOWLEDGE	
Standard Area AL.1: Constructing and Gathering Knowledge Standard Area AL.2: Organizing and Understanding Information Standard Area AL3: Applying Knowledge Standard Area AL4: Learning through Experience	SK1 Utilizes observation and other senses to explore and gather information about objects and experiences SK2 Makes and tests predictions through simple experimentation SK3 Gathers information about the natural world through hands-on exploration PD2 Takes pride in caring for self (e.g. participating willingly in health and safety routines) PD5 Demonstrates fine motor control 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 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 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 SE4 Demonstrates a range of appropriate emotions LK1 Shows an interest in books and understands they are a way of sharing information LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it MK4 Creates, imitates and/or extends patterns 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

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KEY LEARNING AREA: LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS	
Standard Area 1.1: Foundational Skills Standard Area 1.2: Reading Informational Text Standard Area 1.3: Reading Literature Standard Area 1.4: Writing Standard Area 1.5: Speaking and Listening	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 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 CA4 Engages in pretend play with, or without, the use of props SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children
KEY LEARNING AREA: MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING AND PROBLEM-SOLVING	
Standard Area 2.1: Numbers and Operations Standard Area 2.2: Algebraic Concepts Standard Area 2.3: Geometry Standard Area 2.4: Measurement, Data and Probability	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 LD1 Understands spoken language LD2 Understands and then uses an ever-increasing vocabulary LD3 Uses language to express ideas, wants and needs LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it AL2 Displays persistence when completing tasks and is able to avoid distractions
KEY LEARNING AREA: SCIENTIFIC THINKING: EXPLORING, INQUIRY AND DISCOVERY	
Standard Area 3.1A: Biological Sciences: Living and Non-Living Organisms Standard Area 3.1B: Biological Sciences: Genetics Standard Area 3.1C: Biological Sciences: Evolution Standard Area 3.2A: Physical Sciences: Chemistry Standard Area 3.2B: Physical Sciences: Physics Standard Area 3.3A: Earth and Space Sciences: Earth Structures, Processes and Cycles Standard Area 3.3B: Earth and Space Sciences: Origin and Evolution of the Universe Standard Area 4.1: Ecology Standard Area 4.2: Watersheds and Wetlands Standard Area 4.4: Agriculture and the Society Standard Area 4.5: Humans and the Environment Standard Area 15.4: Computer and Information Technology	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 LD1 Understands spoken language LD2 Understands and then uses an ever-increasing vocabulary LD3 Uses language to express ideas, wants and needs 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 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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KEY LEARNING AREA: SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES	
<p>Standard Area 5.1: Principles and Documents of Government</p> <p>Standard Area 5.2: Rights and Responsibilities of Citizenship</p> <p>Standard Area 6.1: Scarcity and Choice</p> <p>Standard Area 6.3: Functions of Government</p> <p>Standard Area 6.5: Income, Profit and Wealth</p> <p>Standard Area 7.1: Basic Geographic Literacy</p> <p>Standard Area 7.2: Physical Characteristics of Places and Regions</p> <p>Standard Area 8.1: Historical Analysis and Skills Development</p>	<p>SS1 Understands how families are unique and different</p> <p>SS2 Develops a basic understanding of community, including common jobs</p> <p>SS3 Recognizes the importance of caring for the environment</p> <p>SS4 Develops a baseline understanding of how the past affects us and our community</p> <p>SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children</p> <p>SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence</p> <p>SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules</p> <p>LD1 Understands spoken language</p> <p>LD2 Understands and then uses an ever-increasing vocabulary</p> <p>LD3 Uses language to express ideas, wants and needs</p> <p>LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it</p> <p>AL1 Shows interest in many topics and a desire to try new things</p>
KEY LEARNING AREA: CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS	
<p>Standard Area 9.1M: Production and Performance: Music and Movement</p> <p>Standard Area 9.1D: Production and Performance: Dramatic and Performance Play</p> <p>Standard Area 9.1V: Production and Performance: Visual Arts</p> <p>Standard Area 9.3: Critical Response to Works in the Arts</p>	<p>CA1 Participates in musical activities including singing and utilizing instruments</p> <p>CA2 Uses movement and dance to express ideas and emotions</p> <p>CA3 Utilizes a variety of art materials (both two and three-dimensional) to express self</p> <p>CA4 Engages in pretend play with, or without, the use of props</p> <p>SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence</p> <p>SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules</p> <p>LD1 Understands spoken language</p> <p>LD2 Understands and then uses an ever-increasing vocabulary</p> <p>LD3 Uses language to express ideas, wants and needs</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>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>PD5 Demonstrates fine motor control</p> <p>SK1 Utilizes observation and other senses to explore and gather information about objects and experiences</p>

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KEY LEARNING AREA: HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY	
Standard Area 10.1: Concepts of Health Standard Area 10.2: Healthful Living Standard Area 10.3: Safety and Injury Prevention Standard Area 10.4: Physical Activity: Gross Motor Coordination Standard Area 10.5: Concepts, Principles and Strategies of Movement: Fine Motor Coordination	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 PD5 Demonstrates fine motor control SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules SE4 Demonstrates a range of appropriate emotions LD1 Understands spoken language LD2 Understands and then uses an ever-increasing vocabulary LD3 Uses language to express ideas, wants and needs 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 AL3 Engages in cooperative group experiences
KEY LEARNING AREA: SOCIAL AND EMOTIONAL DEVELOPMENT: STUDENT INTERPERSONAL SKILLS	
Standard Area 16.1: Self-Awareness and Self-Management Standard Area 16.2: Establishing and Maintaining Relationships Standard Area 16.3: Decision Making and Responsible Behavior	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 PD3 Practices safe habits and understands basic safety rules AL3 Engages in cooperatives group experiences 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
KEY LEARNING AREA: PARTNERSHIPS FOR LEARNING: FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES	
Standard PL.1: Families are supported in times of need. Standard PL.2: Families experience relationships with early care and education programs that are affirming, reciprocal and build up their strengths. Standard PL.3: Families have support and information they need to encourage their child's learning and development. Standard PL.4: Family members have support from other families. Standard PL.5: Families have goals of their own and benefit from having supportive partners to help reach their goals. Standard PL.6: Families grow in their leadership and utilize these skills in many different ways. Standard PL.7: Families are supported in times of transition.	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 NOTE: In addition to these Learning Indicators, the curriculum contains specific components to aid providers in their relationships with parents/caregivers. These include Family Newsletters, Digital Family Notes and Individualization Webs. More information on all of these components can be found on our website: www.geewhizeducation.com .

Full versions of the Pennsylvania Standards for Early Childhood (Infant/Toddlers 2014) used to create this alignment document can be found at:

<https://www.education.pa.gov/Documents/Early%20Learning/Early%20Learning%20Standards/Early%20Learning%20Standards%20-%20Infants%20and%20Toddlers%202014.pdf>