

# Alignment of Gee Whiz Education Curriculum with the New York State Early Learning Guidelines (revised 2020)

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 New York.

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](http://www.geewhizeducation.com) as well as in the Gee Whiz Education User's Guide.

New York State Early Learning Guidelines	Gee Whiz Education Learning Indicators
<b>PHYSICAL WELL-BEING, HEALTH, AND MOTOR DEVELOPMENT</b>	
<ul style="list-style-type: none"> <li>A. Large Motor Skills</li> <li>B. Small Motor Skills</li> <li>C. Sensory Integration</li> <li>D. Self-Care</li> <li>E. Healthy Sexuality</li> </ul>	<p>PD1 Understands the importance of exercise and rest</p> <p>PD2 Takes pride in caring for self (e.g., brushing teeth, dressing, eating healthy foods, etc.)</p> <p>PD3 Practices safe habits and understands basic safety rules</p> <p>PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, etc.)</p> <p>PD5 Demonstrates fine motor control (e.g., writing, pouring, cutting, etc.)</p> <p>SK1 Utilizes observation and other senses to explore and gather information about objects and experiences.</p>
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<ul style="list-style-type: none"> <li>A. Trusting Relationships with Adults</li> <li>B. Sense of Belonging</li> <li>C. Sense of Self</li> <li>D. Empathy</li> <li>E. Cooperation and Negotiation</li> <li>F. Emotional Self-Regulation</li> <li>G. Rhythms, Rules and Routines</li> </ul>	<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>SE4 Demonstrates a range of appropriate emotions</p> <p>LD4 Increasingly engages adults and other children in conversations</p> <p>AL3 Engages in cooperative group experiences</p>

Full versions of the New York State Early Learning Guidelines used to create this alignment document can be found at: [https://www.earlychildhoodny.org/pdfs/Early\\_Learning\\_Guidelines-Revised-2020.pdf](https://www.earlychildhoodny.org/pdfs/Early_Learning_Guidelines-Revised-2020.pdf)

New York Early Learning Guidelines	Gee Whiz Education Learning Indicators
<b>APPROACHES TO LEARNING</b>	
<ul style="list-style-type: none"> <li>A. Curiosity and Interest</li> <li>B. Initiative</li> <li>C. Persistence and Attentiveness</li> <li>D. Creativity and Inventiveness</li> </ul>	<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 void distractions</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>
<b>COGNITIVE DEVELOPMENT</b>	
<ul style="list-style-type: none"> <li>A. Understanding Stability and Change</li> <li>B. Representing</li> <li>C. Memory and History</li> <li>D. Investigating and Exploring</li> <li>E. Understanding Cause &amp; Effect</li> <li>F. Engineering: Problem-Solving with Materials</li> <li>G. Math               <ul style="list-style-type: none"> <li>1) Comparing and Categorizing</li> <li>2) Number Sense and Quantity</li> <li>3) Patterning</li> <li>4) Spatial Sense and Geometry</li> </ul> </li> </ul>	<p>SK1 Utilizes observation and other senses to explore and gather information about objects and experiences</p> <p>SK2 Makes and test predictions using simple experimentation</p> <p>SK3 Gathers information about the natural world through hands-on exploration</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>MK1 Understands that numbers tell “how many”</p> <p>MK2 Recognizes that numbers go in a specific order</p> <p>MK3 Recognizes shapes and positional concepts</p> <p>MK4 Creates, imitates and/or extends patterns</p> <p>MK5 Utilizes measurement (standard and nonstandard) to compare and contrast objects (includes graphing)</p> <p>MK6 Sorts or groups objects based on common characteristics</p> <p>SS4 Develops a baseline understanding of how the past affects us and our community</p>
<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
<ul style="list-style-type: none"> <li>A. Speaking</li> <li>B. Listening &amp; Understanding</li> <li>C. Social Communication</li> <li>D. Engagement with Stories and Books</li> <li>E. Phonological Awareness</li> <li>F. Composing</li> <li>G. Creating and Interpreting Multimedia Texts</li> </ul>	<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>LD4 Increasingly engages adults and other children in conversations</p> <p>LK1 Shows an interest in books and understands they are a way of sharing information</p> <p>LK2 Understands that language is made up of words, which can be broken down into syllables</p> <p>LK3 Begins to name letters and identify their sounds</p> <p>LK4 Understands concepts about print (e.g., reading from left to right, logos as symbols, etc.)</p> <p>LK5 Begins to use a variety of writing tools to use writing (invented or true) as a way to convey thoughts and ideas</p>