

Trees & Me Correlations to NAEYC Accreditation Standards

STANDARD 2—CURRICULUM

Project Learning Tree is committed to supporting educators in providing learning experiences that meet education standards. The National Association for the Education of Young Children (NAEYC) has set 10 standards that are the foundation of the NAEYC Accreditation system for early childhood programs. Based on research on the development and education of young children, the standards define what NAEYC believes all early childhood programs should provide. This document identifies correlations between *Trees & Me* activities and [NAEYC Early Learning Program Accreditation Standards and Assessment Items](#).

Trees & Me activities offer opportunities to help meet the following NAEYC Accreditation Assessment Items under Standard 2—Curriculum. This standard promotes learning and growth in the areas of social, emotional, physical, language, and cognitive development. *Trees & Me* activities may also be used to partially support other NAEYC Accreditation Assessment Items in Standard 2, as well as other NAEYC Standards not listed here.

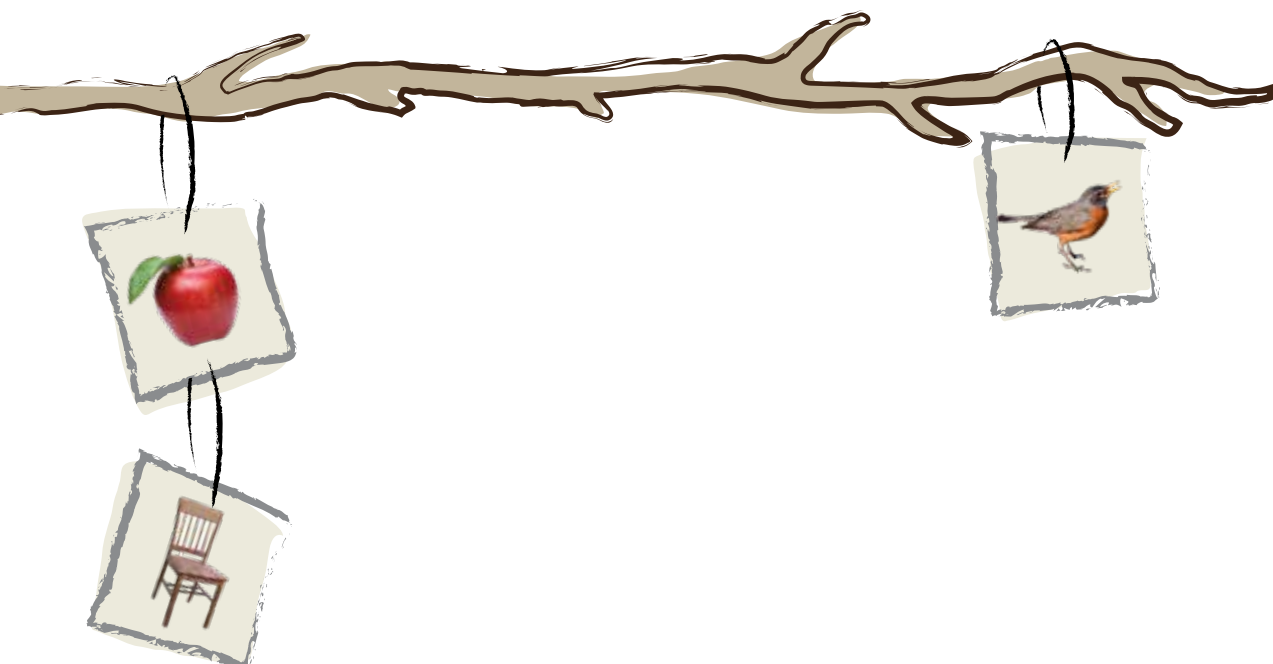
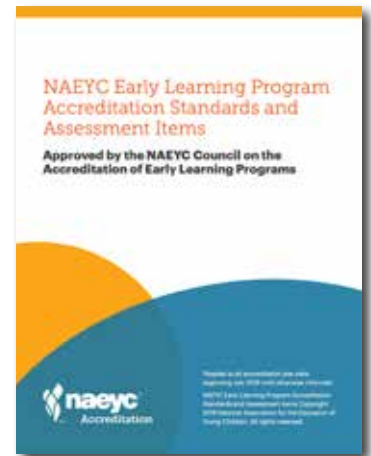
Visit plt.org/treesandme for additional *Trees & Me* content correlations.

PLT Correlations Key:

- ★ = Addressed in Featured Experience and other activity experiences
- ✓ = Addressed in Featured Experience only
- = Addressed in other activity experiences only



National Association for the Education of Young Children



ACCREDITATION ASSESSMENT ITEM

TREES & ME ACTIVITY

	1	2	3	4	5	6	7	8	9	10	11	12
2A—ESSENTIAL CHARACTERISTICS												
2A.4. Highlight and label two weeks of lesson plans to show where they include each of these content areas: literacy, mathematics, science, technology, creative expression and the arts, health and safety, social studies.	★	★	★	★	★	★	★	★	★	★	★	★
2A.5. Show or describe two examples of play experiences you have planned which are related to learning themes in the curriculum.	■	■	■	■	■	■	■	■	■	■	■	■
2C—PHYSICAL DEVELOPMENT												
2C.1. Show or describe two examples of activities and materials that give children the chance to play physical games with rules and structure.								■		■	■	■
2D—LANGUAGE DEVELOPMENT												
2D.1. Children have discussions with each other or with staff to solve problems related to the physical world.	■	■	■	✓		■	■	■	■	■	■	■
2D.2. Teachers use words that children may not understand and provide explanations or examples of these words.	★	★	★	✓		■		✓				■
2E—EARLY LITERACY												
2E.3 Some of the books available to children relate to current learning topics, themes, or activities.	■	■	■	■	■	■	■	■	■	■	■	■
2E.4. Writing materials and activities are readily available in art, dramatic play, and one or more other learning centers.	■		■	■	■	■	■			■	■	■
2E.5 Teachers help children write the words and messages they are trying to communicate.	■		■	■	■	■	■			■	■	■
2E.6 Printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards.		★				■		■				
2E.16. Show or describe how children have chances to retell or reenact events in storybooks.										■		
2E.17. Show two examples of lesson plans that link books to current learning topics, themes, or activities.		■		■	■			■		■	■	■
2E.20 Show or describe how you help children write the words and messages they are trying to communicate.	■			■		■		■	■		■	■
2F—EARLY MATHEMATICS												
2F.4. Infants, toddlers, and twos have chances to play with a variety of visually patterned toys and other objects.	■											■
2F.5. Children have chances to see and learn about number concepts.				■	✓	■	■	■	■		■	■
2F.6. There are toys and other objects in the learning environment that children can categorize by shape, size, and color.	■		■		■	■	■	■	■			★
2F.7. There are toys and other objects in the learning environment that allow children to name and recognize two- and three-dimensional shapes.	★			■		■		■	■			
2F.8. Children have chances to recognize and name repeating patterns.						■				■		
2F.9. Kindergartners and school-agers have chances to make and record measurements of things.				■				■				
2F.10. There are toys and other materials in the learning environment that allow kindergartners and school-agers to create or explore repeating and growing patterns.						■				■		
2F.12. Show examples of toys and other materials of different shapes, sizes, colors, and visual patterns (two examples of each).	■		■		■	■	■	■	■			★
2F.13. Show or describe two examples of experiences or materials you provide that help children learn about number concepts.				■	✓	■	■	■	■		■	■
2F.14. Show two lesson plans in which children learn to understand basic concepts of geometry.	★			■		■		■	■			
2F.15. Show two lesson plans in which children learn to understand repeating patterns.						■				■		
2F.16. Show two lesson plans in which kindergartners and schoolagers make and record measurements of things.				■				■				
2F.18. Show or describe two examples of materials or experiences that encourage kindergartners and school-agers to do addition, subtraction, and other numerical functions using numerical symbols and operators.										■		

ACCREDITATION ASSESSMENT ITEM

TREES & ME ACTIVITY

	1	2	3	4	5	6	7	8	9	10	11	12
2G—SCIENCE												
2G.3. There are at least two representations of data collection (e.g., through drawing or graphing) included in classroom displays.	■		■	■	■			■			★	
2G.4. Children have chances to do activities that encourage them to think, ask questions, and make predictions about natural and physical phenomena.	★	★	★	★	★	★	★	★	★	★	★	★
2G.5. Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each).	■	★	★	■	★	■	★	■	■	■		★
2G.8. Show two lesson plans that teach children about the structure and properties of matter.				✓					★			
2G.9. Show two lesson plans in which children collect data, then represent their findings (for example, drawing or graphing).	■		■	■	■			■			★	
2G.10. Show two lesson plans in which you encourage children to ask questions or make predictions about natural and physical phenomena.	★	★	★	★	★	★	★	★	★	★	★	★
2G.11. Show or describe two ways you teach children to learn and use science-related vocabulary.	★	★	★	★	★	★	★	★	★	★	★	★
2H—TECHNOLOGY												
2H.1. Show two lesson plans in which you use technology to enrich your curriculum.	■											
2J—CREATIVE EXPRESSION AND APPRECIATION FOR THE ARTS												
2J.2 Children have chances to appreciate culturally diverse dramatic arts in their learning environment.					■						■	
2J.3. Infants, toddlers, and twos have chances to explore and manipulate age-appropriate art materials.			■			■						
2J.4. Children have chances to develop and practice art skills.	■	■	■	■	■	■	■	■	★	■	■	★
2J.5. Children have chances to create both two- and three-dimensional art.	■	■	■	■	■	■	■	■	★	■	■	★
2J.7 Show two lessons plans that help children appreciate dramatic arts from different cultures.					■					■		
2J.8. Show two lesson plans that provide infants, toddlers, or twos with chances to explore and manipulate age-appropriate art materials.			■			■						
2J.13 Show three examples of opportunities and materials you provide for children to create three-dimensional art.	■	■			■				✓	■		★
2L—SOCIAL STUDIES												
2L.2. Children have chances to learn specific details about the actual community in which they live.											★	
2L.3. Children have chances to learn about the physical and geographic characteristics of their local environment.	★				✓	■	★		■	✓	★	■
2L.4. Children have chances to build a basic understanding of economic concepts.											■	★
2L.6 Show or describe two ways you help children learn about people with differing abilities.		■										
2L.7 Show or describe two ways you help children learn about people of various ages (very young to elders) doing a wide range of jobs and/or activities.	■	■	■	■	■	■	■	■	■	■	■	■
2L.8 Show or describe two ways you help children learn specific details about the actual community in which they live.	★				✓	■	★		■	✓	★	■
2L.9 Show or describe two ways you help children learn about the physical and geographic characteristics of their local environment.	★				✓	■	★		■	✓	★	■
2L.10 Show two examples of how you provide children with opportunities or materials that help them build a basic understanding of economic concepts.											■	★

