



STANDARD 2

Curriculum

The program implements a curriculum that is consistent with its goals for children and that promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.

Rationale

A curriculum that draws on research will assist educators in identifying important concepts and skills as well as effective methods for fostering children's learning and development. When informed by educators' knowledge of individual children, a well-articulated curriculum guides educators so they can plan learning experiences that promote children's growth across a broad range of developmental and content areas. A curriculum also helps ensure that the educator is intentional in planning a daily schedule that (a) maximizes children's acquisition of desired knowledge and skills through the effective use of time and materials and (b) offers opportunities for children to learn through play and through structured activities, individually and in groups, according to their developmental needs and interests.

The Curriculum Standard includes 11 topic areas (2.A, 2.B, 2.C, 2.D, 2.E, 2.F, 2.G, 2.H, 2.J, 2.K, and 2.L).

Topic Areas

- › 2.A—Essential Characteristics
- › 2.B—Social and Emotional Development
- › 2.C—Physical Development
- › 2.D—Language Development
- › 2.E—Early Literacy
- › 2.F—Early Mathematics
- › 2.G—Science
- › 2.H—Technology
- › 2.J—Creative Expression Appreciation for the Arts
- › 2.K—Health and Safety
- › 2.L—Social Studies

2.A—Essential Characteristics

Topic 2.A addresses the necessity for a clear, coherent philosophy and explicit educational goals for meeting the learning and developmental

needs of all children in an early childhood program. It emphasizes effective use of groupings, settings, and schedules and the importance of materials that reflect not only the lives of the children and families in the program but also the diversity found in society.

Recommended Practices

All programs should have a written statement of philosophy guiding their educational goals. A comprehensive, age-appropriate curriculum guides educators' development and intentional implementation of learning opportunities that are consistent with the program's goals and objectives for children of all ages. The written curriculum framework should provide a coherent focus for planning children's experiences. It should also allow for adaptations and modifications to ensure access to the curriculum for all children. For preschoolers and kindergartners, the curriculum allows educators to intentionally plan opportunities for play, including dramatic play and blocks, that relates specifically to the classroom topics of study (e.g., seasons, farm animals, transportation, and insects).

A comprehensive curriculum includes content, concepts, and activities that foster social, emotional, physical, language, and cognitive development. Curriculum for cognitive development includes key areas: literacy, mathematics, science, technology, social studies, health and safety, and creative expression and the arts.

It is important that curriculum be implemented in a way that reflects the family values, beliefs, experiences, cultures, and languages of all enrolled children.

Educators rely on the curriculum goals and objectives to inform their ongoing assessment of children's progress. The curriculum should provide guidance to educators about how to integrate assessment information with curriculum goals in order to create individualized learning experiences in the classroom.

The curriculum should allow for the development of a daily schedule that is predictable, yet flexible

and responsive to the individual children's needs. The daily schedule must include both indoor and outdoor experiences, sufficient time and support for transitions, and periods of rest, active play, and planned learning experiences. Planned learning experiences may include experiments, recitals, performances, conversations and fieldtrips. For toddlers, twos, preschoolers, and kindergartners, the schedule should provide time for creative expression, large and small group activities, and childinitiated activities. Some learning opportunities, experiences, or projects should extend over the course of several days.

The classroom materials and equipment used to implement the curriculum (books, music, dolls, puzzles, toys, dramatic play props) should be representative of the lives of the enrolled children and their families. Curriculum materials should also represent the diverse languages, ages, abilities, and genders found in society as a whole. Include materials that accommodate children with special needs. Examples of individual needs include culturally relevant dietary or clothing practices, and family circumstances such as poverty, homelessness, and parental military deployment.

Each class environment should contain a rich variety of things to engage young learners. All classroom materials and equipment should provide for children's safety while also being appropriately challenging. Look for toys and other materials that are interactive and encourage exploration, experimentation, and discovery. To encourage and support independent use, classroom materials and equipment must be readily accessible to children. To support children's developing interests and skill levels, materials and equipment can change over time to reflect current curriculum concepts and content.



The materials and equipment used to implement the curriculum in infants', toddlers', and twos' classrooms also promote physical development through self-initiated movement.

2.B—Social and Emotional Development

Topic 2.B addresses formal and informal plans as well as opportunities for fostering children's healthy social and emotional growth through the development of friendships, self-regulation skills, empathy, and the ability to resolve conflict in positive ways.

Recommended Practices

All children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them and who facilitate their social competence and their ability to learn through interacting with others. Children have varied opportunities to recognize and name their feelings and the feelings of others. Children must have varied opportunities to:

- › Recognize and name their feelings and the feelings of others;
- › Learn the skills needed to regulate their emotions, behavior, and attention;

- › Develop a sense of competence and positive attitudes toward learning such as persistence, engagement, curiosity, and mastery;
- › Interact positively, respectfully, and cooperatively with others; Learn from and with one another; Resolve conflicts in constructive ways; Learn to understand, empathize with, and take into account other people's perspectives

Finally, toddlers and older children have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and using other prosocial behaviors.

2.C—Physical Development

Topic 2.C addresses program plans, materials, and equipment for the support of children's large motor development.

Recommended Practices

Young children achieve mastery of their bodies through self-initiated movement. For infants, toddlers, and twos, gross motor development is promoted by providing an environment that allows them to move freely. Babies and toddlers need to have many different kinds of opportunities to practice emerging skills in coordination, movement and balance, and sensory–motor integration through activities such as stacking blocks or rings, crawling through tunnels, copying visual cues, or completing simple puzzles.

Preschoolers and kindergartners should be given equipment they can use to engage in large motor experiences that stimulate a variety of skills. Their physical development goals are to develop balance, strength, and coordination and to enhance sensory–motor integration. These older children need physical experiences ranging from familiar to new and challenging. It is time for them to learn physical games that have rules and structure. Children with varying abilities must be able to have large motor experiences similar to those of their peers.

Fine motor development proceeds when young children have many different developmentally

appropriate opportunities to use their hands and fingers to act on their environment.

2.D—Language Development

Topic 2.D addresses program plans and materials for supporting children's language development. The goals and objectives for language acquisition address both verbal and nonverbal communication and are rooted in ethnic and other community traditions.

Recommended Practices

The curriculum must provide all children with opportunities for language acquisition that align with the program's philosophy of education and include consideration of family and community perspectives. For example, children should be able to experience oral and written communication in a language their family uses or understands. Children should also have opportunities to hear their families' preferred terminology (e.g., pronouns, body parts or functions, or familial relationships) included in classroom use. Additionally, experiences featuring local or regional terminology for geographic or architectural features, community specific industry, and other specific ethnic or cultural terminologies in their community is sometimes used in relevant learning opportunities. Children need a variety of opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts, and experiences; and describing things and events. Toddlers and older children should have experiences that develop vocabulary, such as participating in conversations and field trips and hearing and reading books. The curriculum and learning environment should create opportunities for children to have discussions with educators or with each other. For instance, these can be discussions about solving interpersonal problems or solving problems related to the physical world (e.g., how to retrieve a ball that has gone over a fence, using ramps to make cars go faster or further, putting puzzles together).

If toddlers and older children are nonverbal, staff should know how to use alternative communication strategies with these children.

2.E—Early Literacy

Topic 2.E addresses program plans and materials for supporting early literacy through reading, learning letters and sounds, writing, and immersion in a print-rich environment.

Recommended Practices

Literacy development needs to be an element of all early curricula, including those of infants and toddlers. Literacy starts when infants, toddlers, and 2-year-olds have chances to experience talk, songs, rhymes, routine games, and books. Educators convey language to individual young ones using simple rhymes, songs, and interactive games (e.g., peek-a-boo). Every day, little ones should get to hear and respond to various types of books, including picture books, wordless books, and books with rhymes. They need to have regular access to durable books they can explore on their own. Toddlers and twos should start to have experiences that help them understand that pictures can represent real things in their environment.

Toddlers and older children need to be given many opportunities to become familiar with print. Educators should help children recognize print and connect it to spoken words. They can become actively involved in making sense of print by having print throughout the classroom. Materials should be labeled, print should be used to describe common rules and routines, and items that belong to a child should be labeled with their name.

Preschool and kindergarten children should have books read to them at least twice a day in full-day programs, and at least

once daily in half-day programs. Children must be able to explore books on their own and have places that are conducive to the quiet enjoyment of books. The book selection should include various types of books, including storybooks, factual books, books with rhymes, alphabet books, number/counting books, and wordless books. Educators should read in an engaging manner, sometimes to individual children, sometimes to small groups (two to six children), and sometimes to large groups. They should help children identify the various parts of books and differentiate print from pictures. Some books should be read on repeated occasions, and children should have chances to retell and reenact events in storybooks. The curriculum should link books to other topics in the curriculum.

Preschool and kindergarten children should have multiple and varied opportunities to write. For instance, a variety of materials and experiences in the classroom must be provided to help them recognize and write letters of the alphabet. Letters and words can be posted at eye level or put on laminated cards (or both). Books and writing materials and activities should be readily available in art, dramatic play, and other learning centers. Various types of writing are supported, including scribbling, letterlike marks, and developmental spelling. Every day, children have the opportunity



to write or dictate their ideas. Children are provided needed assistance in writing the words and messages they are trying to communicate. Educators should help children learn to write on their own by providing access to the alphabet and printed words about topics of current interest. Educators must demonstrate the functional uses of writing (signs, lists, stories) and discuss the many ways writing is used in daily life such as shopping lists, letters, cards, journals or diaries, and e-mail.

Preschool and kindergarten children need to develop phonological awareness as part of learning to read and write. Educators can encourage children to play with the sounds of language (including syllables, word families, and phonemes) using rhymes, poems, songs, and finger plays. Children should be helped to identify letters and the sounds they represent. They should be taught to recognize and produce words that have the same beginning and ending sounds. Educators should encourage children's self-initiated efforts to write letters that represent the sounds of words.

Kindergarten and school-age children are advancing in literacy learning and ready for additional challenges. Their classrooms should provide opportunities to practice reading words, familiar sentences, and books. They can be encouraged to identify phonemes in words through varied activities, such as writing and games. The schedule must allow time for independent writing and educators should encourage each child to write independently every day.

2.F—Early Mathematics

Topic 2.F addresses program plans and materials for supporting the acquisition of early mathematics, including numbers, operations, attributes, geometry, measurement, time, patterns, and vocabulary.

Recommended Practices

Early mathematics learning begins in infancy, when infants, toddlers, and twos are provided varied opportunities and materials to experience mathematical concepts, such as more and less, big

and small. For example, babies should be able to see and touch different shapes, sizes, colors, and patterns in the classroom. Toys and other objects in the environment should be selected to help build number awareness. Books about counting and shapes should be read to infants, toddlers, and twos.

Toddlers and older children need exposure to many activities and materials that help build an understanding of numbers and of number names, and their relationship to object quantities and to symbols. There should be toys and other objects in the learning environment that children can categorize by shape, size, and color (or by two of these attributes at a time). Children should have learning experiences that encourage them to integrate mathematical terms (e.g., more, less, take away, add, equals) into everyday conversation. Educators can introduce number concepts by counting out-loud for toddlers and twos, encouraging older children to count, incorporating counting books, games, and the use of manipulatives and sequencing.

The curriculum for preschool and kindergarten children should include teaching the concept of measurement, using both standard and nonstandard units of measurement. Kindergartners can also be taught to assign numerical values to measurements. Through toys and other objects in the learning environment, as well as through intentional teaching, children should be exposed to the basic concepts of geometry by, for example, naming and recognizing two- and three-dimensional shapes and recognizing that figures are composed of different shapes. They should also learn to recognize and name repeating patterns (e.g., circle, circle, square, circle, circle, square. . ., yellow, blue, red, yellow, blue, red. . .).

As kindergartners advance in their understanding of basic mathematical concepts, the curriculum should support development of more advanced understanding. For example, kindergartners must be provided with experiences that teach them to use numerical symbols and to explore

mathematical operations, such as adding, taking away, and dividing quantities into equal and unequal subsets. Educators can encourage kindergartners to use written mathematical representations in everyday experiences. Curriculum for kindergartners should also include learning how to create, represent, discuss, and extend repeating and growing patterns (e.g., 1, 2, 4, 8 . . .; A, A, B, A, B, C, A, B, C, D . . .).

Understanding time is another aspect of mathematical learning. Preschool and kindergarten children can be helped to build an understanding of time in the context of their lives, schedules, and routines. Kindergartners and school-age children should be introduced to conventional tools for understanding time, such as calendars, clocks, and timers.

2.G—Science

Topic 2.G addresses program plans for experiences and materials that support children’s scientific inquiry and knowledge through observation, the use of simple tools, representation of findings, and the use of scientific terminology and vocabulary.

Recommended Practices

Science learning is rooted in the experience of our senses. Infants, toddlers, and 2-year-olds begin to learn physics, chemistry, and biology when they have many chances to use their senses to learn about objects in the environment, discover that they can make things happen, and solve simple problems.

Preschoolers and kindergartners should be provided varied experiences and materials to learn key content and principles of science, such as

- › The difference between living and nonliving things (e.g., plants versus rocks)
- › Life cycles of various organisms (e.g., plants, butterflies, humans)
- › Earth and sky (e.g., seasons, weather, geologic features, light and shadow, and sun, moon and stars)

- › Structure and property of matter (e.g., characteristics that include concepts such as hard and soft, floating and sinking)
- › The behavior of materials (e.g., transformation of liquids and solids by dissolving or melting)

The curriculum should include activities that encourage children to use their five senses to observe, explore, and experiment with scientific phenomena. Include simple tools in your science learning center so that preschoolers and kindergartners can observe objects and scientific phenomena. Provide experiences and materials that allow children to collect data and to represent and document their findings (e.g., through drawing or graphing). Educators should plan activities and provide experiences that encourage children to think, question, and reason about observed and inferred phenomena.

Educators also need to recognize and use opportunities to discuss scientific concepts in the course of everyday conversations. Science learning can be integrated with language and literacy learning by helping preschoolers and kindergartners learn and use scientific terminology and vocabulary associated with the content areas (e.g., melt, freeze, hot, cold, sink, float, earth, insect, life, seed, and weather).

2.H—Technology

Topic 2.H addresses program plans for experiences and materials that support children’s use of technology that extends learning in the classroom as well as integrates and enriches the curriculum.

Recommended Practices

Technology can be a constructive tool in the early learning environment. Technology is also a curriculum topic in its own right, as technical literacy is essential in modern life. While the role of technology in the life of young children is rapidly changing, there are some well-established best practices enabling early learning programs to harness the constructive use of technology while avoiding the harmful effects of too much technology

at the expense of other experiences. First, the use of passive media, such as television, movies, and other digital video or audio content, should be limited to developmentally appropriate programming.

Preschool and kindergarten children should have opportunities to access interactive technology (e.g., audio recorders, microscopes, tablets) that they can use by themselves, collaboratively with their peers, or with educators or parents. Educators should plan and use technology in intentional ways to extend learning within the classroom and to integrate and enrich the curriculum.

2.J—Creative Expression and Appreciation for the Arts

Topic 2.J addresses program plans and materials for supporting children’s expression of and engagement in art, music, dance, and drama.

Recommended Practices

The curriculum for children of all ages must provide opportunities to learn about the visual arts, the music, dance, and the dramatic arts of diverse cultures. Preschoolers and kindergartners should have chances to view and respond to the art of other children and adults.

The curriculum should promote creative expression for children of any age and ability. Infants, toddlers, and twos should be able to explore and

manipulate various age-appropriate art materials. They need opportunities to express themselves through moving freely to music. Toddlers and twos also should have access to many materials that encourage pretend or imaginative play.

Curriculum for toddlers and older children must introduce new concepts and vocabulary related to visual art, music, dance, and drama. Daily projects should provide children with many chances to develop and widen their repertoire of skills that support self-expression in the visual arts (e.g., cutting, gluing, and caring for tools).

As skills and vocabulary expand, preschoolers and kindergartners should have many open-ended opportunities and materials to express themselves creatively through music, drama, dance, and two- and three-dimensional visual arts.

2.K—Health and Safety

Topic 2.K addresses program plans and materials that support children’s understanding and practice of sound health, nutrition, and safety practices.

Recommended Practices

The curriculum and daily routines of a classroom can provide toddlers and older children with many opportunities to establish and practice habits to promote good health, such as serving

and feeding themselves; getting enough rest, good nutrition, exercise; washing fruits and vegetables before consumption, hand washing and tooth brushing. Lesson plans, play experiences, and classroom materials should help children learn about nutrition. Children should be taught to identify sources of food. They can learn to recognize, prepare, eat, and value healthy foods. There should be classroom experiences and materials that increase children’s awareness



of safety rules in their classroom, home, and community. This should include teaching children how and when to dial 911, home fire safety, and staying away from hot stoves, irons, or home chemicals. Educators should encourage children's compliance with classroom rules such as using walking feet, gentle touches, holding handrails, and wearing helmets with bikes as well as their participation in fire drills and other safety procedures recommended in your community (e.g., earthquake, tornado, tsunami, dust storm, terror threats). Community safety topics such as traffic safety rules, stranger awareness, staying with family while in crowds, asking for help when lost, and knowing who community helpers are should also be introduced.

For preschool, kindergarten, and school-age children, it is developmentally appropriate to learn about visiting doctors and dentists, and other aspects of health care. These children need opportunities to discuss, ask questions, and express fears about getting shots, taking medicine, and visiting a doctor, dentist, clinic, or hospital.

2.L—Social Studies

Topic 2.L addresses program plans and materials for supporting children's understanding of social roles and rules, the local community, their own contributions to the well-being of the social and physical environments in which they live, and diversity not only within their classroom but also in the larger world.

Recommended Practices

As a foundation for learning about others and the world around them, infants and other children need learning experiences that foster positive identity and an emerging sense of self and others. They must have opportunities to feel part of a classroom community, so that each child feels accepted and gains a sense of belonging.

The curriculum should provide toddlers and older children with many opportunities to build an authentic understanding of diversity in culture, family structure (e.g., nuclear, single parent,

childless, multi-generational, same-sex, blended families), ability, language, age, and gender. They need chances to explore social roles in the family and workplace such as decision making, care taking, providing, and helping through play. Classroom materials and activities should reflect the community in which they live. Communities may include military bases, workplaces, academic campuses, local businesses, towns, neighborhoods, residential and recreational areas or landmarks.

Preschool and kindergarten children are ready to engage in discussions about fairness, friendship, responsibility, authority, and differences. These discussions are reinforced when children are allowed to contribute to the well-being of their classroom and the community by taking care of the social and physical environments in which they live. With the program environment as a microcosm, children can learn how people affect their environment in positive ways (e.g., recycling) and negative ways (e.g., polluting). Environmentally responsible practices are reinforced when the program creates opportunities to educate families as well as children on eco-healthy practices such as the importance of washing fruits and vegetables before eating them, using non-toxic toys and art supplies, monitoring outdoor air quality, and using least-toxic and fragrance free cleaning products.

Preschool and older children can begin to learn about geography and economics. They should be provided experiences and materials to learn about physical characteristics of their local environment. A foundational understanding of economic concepts can begin with such activities as playing restaurant, managing a store, and identifying and exchanging money.

Kindergartners and school-age children are also ready to learn about their hometown, their state, the United States, and their country of origin. Educators should help them link this learning to an understanding of the concepts of geography, history, and social studies.

Accreditation Assessment Items for Standard 2—Curriculum

Source of Evidence: CO—Class Observation; CP—Class Portfolio; PO—Program Observation; PP—Program Portfolio
Assessment Numbers in Bold Orange: Required; Must be met to earn and maintain accreditation.

Number	Assessment Item	Source of Evidence
2A.1	The class's learning spaces offer learning experiences related to all these cognitive content areas: literacy; mathematics; science; technology; creative expression and the arts; health and safety; social studies.	CO
2A.2	Show or describe two examples of how you change classroom materials or equipment as children's skill levels change over time.	CP
2A.3	Show or describe one example of how you have changed classroom materials or equipment to accommodate the individual needs of a child in the class.	PP
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.	CP
2A.5	Show or describe two examples of play experiences you have planned which are related to learning themes in the curriculum.	CP
2A.6	Show two examples of how your written curriculum or curriculum framework can be modified to reflect the values, beliefs, and experiences of families in your program.	PP
2A.7	Show one example of how your written curriculum or curriculum framework can be modified to reflect the languages spoken by families in the program.	PP
2A.8	Show that your written curriculum or curriculum framework shows teachers how they can use child assessment information to individualize learning plans.	PP
2B.1	Children have chances to recognize and name other people's feelings.	CO
2B.2	For infants, educators show and name their own feelings and the feelings of other children.	CO
2B.3	Children have chances to learn how to resolve conflicts in constructive ways.	CO
2B.4	Children have chances to understand that other people may have different thoughts and opinions than theirs.	CO
2B.5	Children have chances to learn that other people may have different feelings than they do.	CO
2C.1	Show or describe two examples of activities and materials that give children the chance to play physical games with rules and structure.	CP
2D.1	Children have discussions with each other or with educators to solve problems related to the physical world.	CO

Source of Evidence: CO—Class Observation; CP—Class Portfolio; PO—Program Observation; PP—Program Portfolio
Assessment Numbers in Bold Orange: Required; Must be met to earn and maintain accreditation.

Number	Assessment Item	Source of Evidence
2D.2	Educators use words that children may not understand and provide explanations or examples of these words.	CO
2D.3	Show or describe two examples of how you teach children to have discussions with each other to resolve interpersonal problems.	CP
2D.4	Show or describe two examples of how you teach children to have discussions with each other to solve problems related to the physical world.	CP
2D.5	Show or describe how you incorporate family language preferences into the curriculum.	PP
2D.6	Show or describe how your curriculum related to language acquisition considers community perspectives.	PP
2E.1	Educators play individually with infants, toddlers, and twos by singing songs.	CO
2E.2	Educators help children connect print to spoken word.	CO
2E.3	Some of the books available to children relate to current learning topics, themes, or activities.	CO
2E.4	Writing materials and activities are readily available in art, dramatic play, and one or more other learning centers.	CO
2E.5	Educators help children write the words and messages they are trying to communicate.	CO
2E.6	Printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards.	CO
2E.7	Educators model the process of print writing.	CO
2E.9	Show two examples of songs you sing to infants, toddlers, or twos during teacher-child one-on-one play.	CP
2E.10	Show two examples of simple rhymes you share with infants, toddlers, or twos during teacher-child one-on-one play.	CP
2E.11	Show two examples of interactive, routine games you share with infants during teacher-child one-on-one play.	CP
2E.12	Show picture books, wordless books, and rhyming books (two or more of each) that are available to infants, toddlers, or twos every day.	CP
2E.13	Show two examples of songs or games involving sequences of gestures you share with toddlers or twos during teacher-child one-on-one play.	CP

Source of Evidence: CO—Class Observation; CP—Class Portfolio; PO—Program Observation; PP—Program Portfolio
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Number	Assessment Item	Source of Evidence
2E.14	Show or describe two examples of ways you help toddlers or twos understand that pictures (in books, on screen, or elsewhere) can represent real things in the environment.	CP
2E.15	Show or describe two examples of ways you help children connect print to spoken word.	CP
2E.16	Show or describe how children have chances to retell or reenact events in storybooks.	CP
2E.17	Show two examples of lesson plans that link books to current learning topics, themes, or activities.	CP
2E.18	Show that writing materials or activities are readily available in three learning centers other than the writing center.	CP
2E.19	Show through lesson plans or activity schedules that children have daily opportunities to write or dictate their ideas.	CP
2E.20	Show or describe how you help children write the words and messages they are trying to communicate.	CP
2E.21	Show that printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards.	CP
2E.22	Show and describe two examples of how you model the process of print writing.	CP
2E.23	Show one example of a lesson plan about how writing is used in daily life.	CP
2E.24	Show one example of a lesson plan in which you play a game that encourages kindergarteners and school-agers to identify phonemes in words.	CP
2E.25	Show that kindergarteners' and school-agers' schedules allow for time to write independently each day.	CP
2F.1	Infants, toddlers, and twos have chances to play with toys in a variety of shapes.	CO
2F.2	Infants, toddlers, and twos have chances to play with toys in graduated sizes.	CO
2F.3	Infants, toddlers, and twos have chances to play with toys and objects in a variety of colors.	CO
2F.4	Infants, toddlers, and twos have chances to play with a variety of visually patterned toys and other objects.	CO
2F.5	Children have chances to see and learn about number concepts.	CO

Source of Evidence: CO—Class Observation; CP—Class Portfolio; PO—Program Observation; PP—Program Portfolio
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Number	Assessment Item	Source of Evidence
2F.6	There are toys and other objects in the learning environment that children can categorize by shape, size, and color.	CO
2F.7	There are toys and other objects in the learning environment that allow children to name and recognize two- and three-dimensional shapes.	CO
2F.8	Children have chances to recognize and name repeating patterns.	CO
2F.9	Kindergartners and school-agers have chances to make and record measurements of things.	CO
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.	CO
2F.11	Kindergartners and school-agers have chances to do addition, subtraction, and other numerical operations in the classroom environment.	CO
2F.12	Show examples of toys and other materials of different shapes, sizes, colors, and visual patterns (two examples of each).	CP
2F.13	Show or describe two examples of experiences or materials you provide that help children learn about number concepts.	CP
2F.14	Show two lesson plans in which children learn to understand basic concepts of geometry.	CP
2F.15	Show two lesson plans in which children learn to understand repeating patterns.	CP
2F.16	Show two lesson plans in which kindergartners and school-agers make and record measurements of things.	CP
2F.17	Show two lesson plans in which kindergartners and school-agers create, represent, discuss and/or extend repeating and growing patterns.	CP
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.	CP
2F.19	Show two examples of high contrast visual stimuli that are available to infants in the classroom environment	CP
2F.20	Infants have chances (two or more) to look at high contrast visual stimuli.	CO
2G.1	Infants, toddlers, and twos have access to toys and other things they can play with to make things happen.	CO
2G.2	Infants, toddlers, and twos have access to toys and other things they can play with and discover how to solve simple problems.	CO

Source of Evidence: CO—Class Observation; CP—Class Portfolio; PO—Program Observation; PP—Program Portfolio
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Number	Assessment Item	Source of Evidence
2G.3	There are at least two representations of data collection (e.g., through drawing or graphing) included in classroom displays.	CO
2G.4	Children have chances to do activities that encourage them to think, ask questions, and make predictions about natural and physical phenomena.	CO
2G.5	Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each).	CP
2G.6	Show two toys, materials, or activities designed for infants, toddlers, or twos to play with to make things happen.	CP
2G.7	Show two toys, materials, or activities designed for infants, toddlers, or twos to play with and discover how to solve simple problems.	CP
2G.8	Show two lesson plans that teach children about the structure and properties of matter.	CP
2G.9	Show two lesson plans in which children collect data, then represent their findings (for example, drawing or graphing).	CP
2G.10	Show two lesson plans in which you encourage children to ask questions or make predictions about natural and physical phenomena.	CP
2G.11	Show or describe two ways you teach children to learn and use science-related vocabulary.	CP
2H.1	Show two lesson plans in which you use technology to enrich your curriculum.	CP
2J.1	Children have chances to appreciate culturally diverse visual arts in their learning environment.	CO
2J.2	Children have chances to appreciate culturally diverse dramatic arts in their learning environment.	CO
2J.3	Infants, toddlers, and twos have chances to explore and manipulate age-appropriate art materials.	CO
2J.4	Children have chances to develop and practice art skills.	CO
2J.5	Children have chances to create both two- and three-dimensional art.	CO
2J.6	Show two lessons plans that help children appreciate visual arts from different cultures.	CP
2J.7	Show two lessons plans that help children appreciate dramatic arts from different cultures.	CP

Source of Evidence: CO—Class Observation; CP—Class Portfolio; PO—Program Observation; PP—Program Portfolio
Assessment Numbers in Bold Orange: Required; Must be met to earn and maintain accreditation.

Number	Assessment Item	Source of Evidence
2J.8	Show two lesson plans that provide infants, toddlers, or twos with chances to explore and manipulate age-appropriate art materials.	CP
2J.9	Provide two examples showing or describing how you teach vocabulary and/or concepts related to visual arts.	CP
2J.10	Provide two examples showing or describing how you teach vocabulary and/or concepts related to music.	CP
2J.11	Provide two examples showing or describing how you teach vocabulary and/or concepts related to drama.	CP
2J.12	Provide two examples showing or describing how you teach vocabulary and/or concepts related to dance.	CP
2J.13	Show three examples of opportunities and materials you provide for children to create three-dimensional art.	CP
2L.1	Children have chances to learn that families have a variety of family structures.	CO
2L.2	Children have chances to learn specific details about the actual community in which they live.	CO
2L.3	Children have chances to learn about the physical and geographic characteristics of their local environment.	CO
2L.4	Children have chances to build a basic understanding of economic concepts.	CO
2L.5	Show or describe two ways you help children learn about the diversity of family structure in society.	CP
2L.6	Show or describe two ways you help children learn about people with differing abilities.	CP
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.	CP
2L.8	Show or describe two ways you help children learn specific details about the actual community in which they live.	CP

Source of Evidence: CO—Class Observation; CP—Class Portfolio; PO—Program Observation; PP—Program Portfolio
Assessment Numbers in Bold Orange: Required; Must be met to earn and maintain accreditation.

Number	Assessment Item	Source of Evidence
2L.9	Show or describe two ways you help children learn about the physical and geographic characteristics of their local environment.	CP
2L.10	Show two examples of how you provide children with opportunities or materials that help them build a basic understanding of economic concepts.	CP
2L.11	Show or describe two examples of how your program educates families on eco-healthy practices.	PP