

NAEYC Early Learning Program Accreditation Standards and Assessment Items

(See page 6 for *Growing Up WILD* activity correlations)

Last update: 2024

(using NAEYC Early Learning Program Accreditation Standards and Assessment Items, 2022)

Age Categories

I = Infant T = Toddler P = Preschool K = Kindergarten S = School Age

Standard 2 – Curriculum

2A: Curriculum: Essential Characteristics

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. T P K S

2A.2 Show or describe two examples of how you change classroom materials or equipment as children's skill levels change over time. I T P K S

2A.3 Show or describe one example of how your program has changed classroom materials or equipment to accommodate the individual needs of a child. I T P K S

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. T P K S

2A.5 Show or describe two examples of play experiences you have planned which are related to learning themes in the curriculum. P K S

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. I T P K S

2B: Areas of Development: Social-Emotional Development

2B.1 Children have chances to recognize and name other people's feelings. T P K S

2B.4 Children have chances to understand that other people may have different thoughts and opinions than theirs. T P K S

2B.5 Children have chances to learn that other people may have different feelings than they do. T P K S

2C: Areas of Development: 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. P K S

2D: Areas of Development: Language Development

2D.1 Children have discussions with each other or with educators to solve problems related to the physical world. P K S

2D.2 Educators use words that children may not understand and provide explanations or examples of these words. T P K S

2D.3 Show or describe two examples of how you teach children to have discussions with each other to resolve interpersonal problems. P K S

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. P K S

2D.5 Show or describe how you incorporate family language preferences into the curriculum. I T P K S

2D.6 Show or describe how your curriculum related to language acquisition considers community perspectives. I T P K S

2E: Curriculum Content Area for Cognitive Development: Early Literacy

2E.2 Educators help children connect print to spoken word. T P K S

2E.3 Some of the books available to children relate to current learning topics, themes, or activities. P K S

2E.4 Writing materials and activities are readily available in art, dramatic play, and one or more other learning centers. P K S

2E.5 Educators help children write the words and messages they are trying to communicate. P K S

2E.6 Printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards. P K S

2E.7 Educators model the process of print writing. P K S

2E.15 Show or describe two examples of ways you help children connect print to spoken word. T P K S

2E.16 Show or describe how children have chances to retell or reenact events in storybooks. P K S

2E.17 Show two examples of lesson plans that link books to current learning topics, themes, or activities. P K S

2E.20 Show or describe how you help children write the words and messages they are trying to communicate. P K S

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. P K S

2E.22 Show and describe two examples of how you model the process of print writing. P K S

2E.23 Show one example of a lesson plan about how writing is used in daily life. P K S

2E.24 Show one example of a lesson plan in which you play a game that encourages kindergartners and school-agers to identify phonemes in words. K S

2E.25 Show that kindergartners' and school-agers' schedules allow for time to write independently each day. K S

2F: Curriculum Content Area for Cognitive Development: Early Mathematics

2F.5 Children have chances to see and learn about number concepts. T P K S

2F.6 There are toys and other objects in the learning environment that children can categorize by shape, size, and color. T P K S

2F.7 There are toys and other objects in the learning environment that allow children to name and recognize two- and three-dimensional shapes. P K S

2F.8 Children have chances to recognize and name repeating patterns. P

2F.9 Kindergartners and school-agers have chances to make and record measurements of things. K S

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. K S

2F.11 Kindergartners and school-agers have chances to do addition, subtraction, and other numerical operations in the classroom environment. K S

2F.12 Show examples of toys and other materials of different shapes, sizes, colors, and visual patterns (two examples of each). I T P K S

2F.13 Show or describe two examples of experiences or materials you provide that help children learn about number concepts. T P K S

2F.14 Show two lesson plans in which children learn to understand basic concepts of geometry. P K S

2F.15 Show two lesson plans in which children learn to understand repeating patterns. P

2F.16 Show two lesson plans in which kindergartners and school-agers make and record measurements of things. K S

2F.17 Show two lesson plans in which kindergartners and school-agers create, represent, discuss and/or extend repeating and growing patterns. K S

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. K S

2G: Curriculum Content Area for Cognitive Development: Science

2G.3 There are at least two representations of data collection (e.g., through drawing or graphing) included in classroom displays. P K S

2G.4 Children have chances to do activities that encourage them to think, ask questions, and make predictions about natural and physical phenomena. P K S

2G.9 Show two lesson plans in which children collect data, then represent their findings (for example, drawing or graphing). P K S

2G.10 Show two lesson plans in which you encourage children to ask questions or make predictions about natural and physical phenomena. P K S

2G.11 Show or describe two ways you teach children to learn and use science related vocabulary. P K S

2H: Curriculum Content Area for Cognitive Development: Technology

2H.1 Show two lesson plans in which you use technology to enrich your curriculum. P K S

2J: Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts

2J.1 Children have chances to appreciate culturally diverse visual arts in their learning environment. I T P K S

2J.2 Children have chances to appreciate culturally diverse dramatic arts in their learning environment. I T P K S

2J.4 Children have chances to develop and practice art skills. T P K S

2J.5 Children have chances to create both two- and three-dimensional art. P K S

2J.6 Show two lessons plans that help children appreciate visual arts from different cultures. I T P K S

2J.7 Show two lessons plans that help children appreciate dramatic arts from different cultures. I T P K S

2J.9 Provide two examples showing or describing how you teach vocabulary and/or concepts related to visual arts. T P K S

2J.10 Provide two examples showing or describing how you teach vocabulary and/or concepts related to music. T P K S

2J.11 Provide two examples showing or describing how you teach vocabulary and/or concepts related to drama. T P K S

2J.12 Provide two examples showing or describing how you teach vocabulary and/or concepts related to dance. T P K S

2J.13 Show three examples of opportunities and materials you provide for children to create three-dimensional art. P K S

2L: Curriculum Content Area for Cognitive Development: Social Studies

2L.2 Children have chances to learn specific details about the actual community in which they live. T P K S

2L.3 Children have chances to learn about the physical and geographic characteristics of their local environment. P K S

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. T P K S

2L.8 Show or describe two ways you help children learn specific details about the actual community in which they live. T P K S

2L.9 Show or describe two ways you help children learn about the physical and geographic characteristics of their local environment. P K S

2L.11 Show or describe two examples of how your program educates families on eco-healthy practices. I T P K S

***Growing Up WILD* Correlations to the
NAEYC Early Learning Program Accreditation Standards and Assessment Items**

First Impressions

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2A.6, 2B.1, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2D.5, 2D.6, 2E.2, 2E.3, 2E.4, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.21, 2E.22, 2E.24, 2F.5, 2F.6, 2F.7, 2F.9, 2F.13, 2F.18, 2G.3, 2G.9, 2J.4, 2J.9, 2J.10, 2L.2, 2L.8, 2L.11

Ants on Parade

2A.1, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.2, 2E.2, 2E.3, 2E.4, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.21, 2E.22, 2E.24, 2E.25, 2F.5, 2F.6, 2F.7, 2F.13, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.4, 2J.10, 2L.3, 2L.9, 2L.11

Spider Web Wonders

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.4, 2E.5, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.20, 2E.21, 2E.22, 2E.23, 2E.24, 2E.25, 2F.5, 2F.6, 2F.7, 2F.9, 2F.13, 2F.14, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.4, 2J.5, 2J.10, 2J.13, 2L.11

Looking at Leaves

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.4, 2E.5, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.20, 2E.21, 2E.22, 2E.23, 2E.24, 2E.25, 2F.5, 2F.6, 2F.7, 2F.13, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.4, 2J.5, 2J.9, 2J.10, 2J.12, 2L.2, 2L.8, 2L.11

In a Grasshopper's World

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.4, 2E.5, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.20, 2E.21, 2E.22, 2E.23, 2E.24, 2E.25, 2F.6, 2F.7, 2F.9, 2F.13, 2F.16, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.4, 2J.5, 2J.10, 2J.13, 2L.2, 2L.8, 2L.11

Wiggling Worms

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.4, 2E.5, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.20, 2E.21, 2E.22, 2E.23, 2E.24, 2F.5, 2F.6, 2F.9, 2F.13, 2F.16, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.4, 2J.5, 2J.10, 2J.12, 2J.13, 2L.2, 2L.8, 2L.11

What's Wild?

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.3, 2E.16, 2E.17, 2E.24, 2F.5, 2F.6, 2F.13, 2G.4, 2G.10, 2G.11, 2J.4, 2J.5, 2J.10, 2J.13, 2L.11

Wildlife is Everywhere

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.3, 2E.16, 2E.17, 2E.24, 2F.5, 2F.6, 2F.13, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2H.1, 2J.2, 2J.4, 2J.5, 2J.7, 2J.10, 2J.11, 2J.13, 2L.2, 2L.8

Lunch for a Bear

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.4, 2E.5, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.20, 2E.21, 2E.22, 2E.23, 2E.24, 2E.25, 2F.6, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.4, 2J.5, 2J.10, 2J.13, 2L.11

The Deep Blue Sea

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.21, 2E.22, 2E.24, 2F.5, 2F.6, 2F.7, 2F.9, 2F.13, 2F.14, 2F.16, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.4, 2J.5, 2J.9, 2J.10, 2L.11

Who Lives in a Tree?

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.21, 2E.22, 2E.24, 2F.5, 2F.6, 2F.13, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2H.1, 2J.2, 2J.4, 2J.5, 2J.7, 2J.10, 2J.11, 2J.12, 2J.13, 2L.2, 2L.8, 2L.11

Fishing Fun!

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2D.6, 2E.3, 2E.16, 2E.17, 2E.24, 2F.5, 2F.6, 2F.9, 2F.13, 2F.16, 2G.4, 2G.10, 2G.11, 2J.1, 2J.2, 2J.4, 2J.6, 2J.7, 2J.9, 2J.10, 2J.11, 2L.11

Hiding in Plain Sight

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.3, 2E.16, 2E.17, 2E.24, 2F.5, 2F.6, 2F.11, 2F.13, 2F.18, 2G.4, 2G.10, 2G.11, 2J.1, 2J.4, 2J.5, 2J.6, 2J.10, 2J.13, 2L.2, 2L.8

Tracks!

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.4, 2E.5, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.20, 2E.21, 2E.22, 2E.23, 2E.24, 2F.6, 2F.7, 2F.8, 2F.9, 2F.10, 2F.12, 2F.14, 2F.15, 2F.16, 2F.17, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2H.1, 2J.4, 2J.9, 2J.10, 2L.2, 2L.8

Grow as We Go

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.4, 2E.5, 2E.6, 2E.7, 2E.16, 2E.17, 2E.20, 2E.21, 2E.22, 2E.23, 2E.25, 2F.6, 2F.8, 2F.10, 2F.12, 2F.14, 2F.15, 2F.17, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.1, 2J.2, 2J.4, 2J.5, 2J.6, 2J.7, 2J.10, 2J.11, 2J.12, 2J.13, 2L.2, 2L.7, 2L.8, 2L.11

Backbone Bonanza

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.2, 2E.2, 2E.3, 2E.4, 2E.5, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.20, 2E.21, 2E.22, 2E.23, 2E.24, 2F.6, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.1, 2J.4, 2J.5, 2J.6, 2J.10, 2J.13, 2L.2, 2L.8, 2L.11

Bird Beak Buffet

2A.1, 2A.2, 2A.3, 2A.4, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.4, 2E.5, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.20, 2E.21, 2E.22, 2E.23, 2E.24, 2F.5, 2F.6, 2F.13, 2F.18, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.1, 2J.2, 2J.4, 2J.5, 2J.6, 2J.7, 2J.10, 2J.11, 2J.12, 2J.13, 2L.2, 2L.8, 2L.11

Terrific Turkeys

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.21, 2E.22, 2E.24, 2F.5, 2F.6, 2F.9, 2F.13, 2F.16, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2H.1, 2J.4, 2J.5, 2J.10, 2J.13, 2L.11

Owl Pellets

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.3, 2E.16, 2E.17, 2E.24, 2F.5, 2F.6, 2F.13, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.4, 2J.5, 2J.10, 2J.13, 2L.2, 2L.8, 2L.11

Oh Deer!

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.4, 2E.5, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.20, 2E.21, 2E.22, 2E.23, 2E.24, 2E.25, 2F.5, 2F.8, 2F.10, 2F.12, 2F.13, 2F.15, 2F.17, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.4, 2J.5, 2J.10, 2J.13, 2L.11

Seed Need

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.21, 2E.22, 2E.24, 2F.5, 2F.6, 2F.11, 2F.13, 2F.18, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.2, 2J.4, 2J.5, 2J.7, 2J.10, 2J.11, 2J.13, 2L.2, 2L.8, 2L.11

Show Me the Energy!

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.4, 2E.5, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.20, 2E.21, 2E.22, 2E.23, 2E.24, 2E.25, 2F.5, 2F.9, 2F.13, 2F.16, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.4, 2J.9, 2J.10, 2L.2, 2L.8, 2L.11

Aqua Charades

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.1, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.4, 2E.5, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.20, 2E.21, 2E.22, 2E.23, 2E.24, 2E.25, 2F.5, 2F.9, 2F.13, 2F.16, 2F.18, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.1, 2J.4, 2J.6, 2J.9, 2J.10, 2J.12, 2L.2, 2L.8, 2L.11

Wildlife Water Safari

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.4, 2E.5, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.20, 2E.21, 2E.22, 2E.23, 2E.24, 2F.5, 2F.6, 2F.13, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2H.1, 2J.4, 2J.5, 2J.10, 2J.13, 2L.2, 2L.3, 2L.8, 2L.9, 2L.11

Field Study Fun

2A.1, 2A.2, 2A.3, 2A.4, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.3, 2E.4, 2E.5, 2E.16, 2E.17, 2E.20, 2E.21, 2E.23, 2E.24, 2E.25, 2F.6, 2F.9, 2F.16, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2H.1, 2J.4, 2J.5, 2J.10, 2J.13, 2L.2, 2L.8, 2L.11

Wildlife as Symbols

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2A.6, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2D.6, 2E.2, 2E.3, 2E.4, 2E.5, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.20, 2E.21, 2E.22, 2E.23, 2E.24, 2E.25, 2F.5, 2F.6, 2F.13, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.1, 2J.4, 2J.5, 2J.6, 2J.10, 2J.12, 2J.13, 2L.2, 2L.8, 2L.11

Less is More

2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2B.1, 2B.4, 2B.5, 2C.1, 2D.1, 2D.2, 2D.3, 2D.4, 2E.2, 2E.3, 2E.4, 2E.5, 2E.6, 2E.7, 2E.15, 2E.16, 2E.17, 2E.20, 2E.21, 2E.22, 2E.23, 2E.24, 2E.25, 2F.5, 2F.6, 2F.11, 2F.13, 2F.14, 2F.18, 2G.3, 2G.4, 2G.9, 2G.10, 2G.11, 2J.4, 2J.5, 2J.10, 2J.13, 2L.2, 2L.8, 2L.11