



**Project Learning Tree Environmental
Experiences for Early Childhood
Correlations to the National Association
for the Education of Young Children
(NAEYC) Standards**

Standard	Topic	Criteria	PLT Activity
2. Curriculum	Essential Characteristics	A clearly stated curriculum or curriculum framework provides a coherent focus for planning children's experiences. It allows for adaptations and modifications to ensure access to the curriculum for all children.	1,2,3,4,5,6,7,8,9,10,11
		The curriculum guides teachers' development and intentional implementation of learning opportunities consistent with the program's goals and objectives	
		The curriculum can be implemented in a manner that reflects responsiveness to: <ul style="list-style-type: none"> a. family home values, beliefs, experiences, and b. language 	
		Curriculum goals and objectives guide teachers' ongoing assessment of children's progress.	
		The curriculum guides teachers to integrate assessment information with curriculum goals to support individualized learning	
		The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule includes both indoor and outdoor experiences	
		Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society, including: <ul style="list-style-type: none"> a. gender b. age c. language d. abilities 	
		The curriculum guides teachers to incorporate content, concepts, and activities that foster: <ul style="list-style-type: none"> a. social b. emotional c. physical d. language e. cognitive development f. integrate key areas of content, including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies 	
		The schedule <ul style="list-style-type: none"> a. provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for b. play c. creative expression d. large-group e. small-group f. child-initiated activity. 	
		The curriculum guides teachers to plan for children's engagement in play (including dramatic play and blocks) that is integrated into classroom topics of study.	
Areas of Development: Social-Emotional Development		Children have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behavior.	1,2,3,4,5,6,7,8,9,10,11
		Children have varied opportunities to: <ul style="list-style-type: none"> a. interact positively, respectfully, and cooperatively with others b. learn from and with one another c. resolve conflicts in constructive ways. 	
		Children have varied opportunities to learn to understand, emphasize with, and take into account other people's perspectives	
Areas of Development: Physical Development		Children are provided varied opportunities and materials that support fine-motor development	1,2,3,4,5,6,7,8,9,10,11

	<p>Children have varied opportunities and are provided equipment to engage in large motor experiences that</p> <ol style="list-style-type: none"> stimulate a variety of skills enhance sensory-motor integration develop controlled movement (balance, strength, coordination). enable children with varying abilities to have large-motor experiences similar to those of their peers. range from familiar to new and challenging help them learn physical games with rules and structures 	
Areas of Development: Language Development	<p>Children are provided with opportunities for language acquisition that</p> <ol style="list-style-type: none"> align with the program philosophy consider family perspectives consider community perspectives 	1,2,3,4,5,6,7,8,9,10,11
	<p>Children are provided opportunities to experience oral and written communication in a language their family uses or understands</p>	
	<p>Children have varied opportunities to develop competence in verbal and nonverbal communication by</p> <ol style="list-style-type: none"> responding to questions communicating needs, thoughts, and experiences describing things and events 	
	<p>Children have varied opportunities to develop vocabulary through</p> <ol style="list-style-type: none"> conversations experiences field trips books 	
	<p>Children who are non-verbal are provided alternative communication strategies</p>	
	<p>Children have varied opportunities and materials that encourage them to have discussions to solve problems that are both interpersonal and related to the physical world.</p>	
	<p>Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.</p>	
Curriculum Content Area for cognitive Development: Early Literacy	<p>Children have varied opportunities to</p> <ol style="list-style-type: none"> be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs. be read to regularly in individualized ways including one-to-one or in small groups of two to six children. explore books on their own and have places that are conducive to the quiet enjoyment of books. have access to various types of books, including storybooks, factual books, books with rhymes, alphabet books, and wordless books. be read the same book on repeated occasions. retell and reenact events in storybooks. engage in conversations that help them understand the content of the book. be assisted in linking books to other aspects of the curriculum. identify the parts of books and differentiate print from pictures. 	1,2,3,4,5,6,7,8,9,10,11
	<p>Children have multiple and varied opportunities to write:</p> <ol style="list-style-type: none"> Writing materials and activities are readily available in art, dramatic play, and other learning centers. Various types of writing are supported including scribbling, letter-like marks, and developmental spelling. Children have daily opportunities to write or dictate their ideas. Children are provided needed assistance in writing the words and messages they are trying to communicate. <p>Children are given the support they need to write on their own, including access to the</p> <ol style="list-style-type: none"> alphabet and to printed words about topics of current interest, both of which are made available at eye level or on laminated cards. <p>g. Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life.</p>	

	<p>Children are regularly provided multiple and varied opportunities to develop phonological awareness:</p> <ul style="list-style-type: none"> a. Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays. b. Children are helped to identify letters and the sounds they represent. c. Children are helped to recognize and produce words that have the same beginning or ending sounds. d. Children's self-initiated efforts to write letters that represent the sounds of words are supported. <p>Children have access to</p> <ul style="list-style-type: none"> a. books and b. writing materials <p>throughout the classroom.</p> <p>Kindergartners have varied opportunities to learn to read familiar words, sentences, and simple books.</p> <p>Kindergartners are encouraged to identify phonemes in words through varied activities, including writing and games.</p>	
Curriculum Content Area for Cognitive Development: Early Mathematics	Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.	5 & 9
	Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.	1,3,5,6
	Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.	3,4,5,9
Curriculum Content Area for Cognitive Development: Science	Children are provided varied opportunities and materials to learn key content and principles of science such as	5,6,7,8,9,10
	<ul style="list-style-type: none"> a. the difference between living and nonliving things (e.g., plants versus rocks) and life cycles of various organisms (e.g., plants, butterflies, humans). b. earth and sky (e.g., seasons; weather; geologic features; light and shadow; sun, moon, and stars). c. structure and property of matter (e.g., characteristics that include concepts such as hard and soft, floating and sinking) and behavior of materials (e.g., transformation of liquids and solids by dissolving or melting). 	
	Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.	1,2,3,4,7,8,10
	Children are provided varied opportunities to use simple tools to observe objects and scientific phenomena.	1,2,3,4,6,7,8,11
	Children are provided varied opportunities and materials to collect data and to represent and document their findings (e.g., through drawing or graphing).	1,4,7,8
	Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.	2,3,7,9,10,11
	Children are provided varied opportunities and materials that encourage them to discuss scientific concepts in everyday conversation.	5,7
	Children are provided varied opportunities and materials that help them learn and use scientific terminology and vocabulary associated with the content areas.	1,2,3,4,5,7,9
Curriculum Area for Cognitive Development: Creative Expression and Appreciation for the Arts	Children are provided varied opportunities to gain an appreciation of art, music, drama, and dance in ways that reflect cultural diversity.	1,2,3,4,5,6,7,8,9,10,11
	Children are provided varied opportunities to learn new concepts and vocabulary related to art, music, drama, and dance.	
	Children are provided varied opportunities to develop and widen their repertoire of skills that support artistic expression (e.g., cutting, gluing, and caring for tools).	
	Children are provided many and varied open-ended opportunities and materials to express themselves creatively through music, drama, dance and two- and three-dimensional art.	