



National Association for the Education of Young Children

*NAEYC Academy for Early Childhood Program
Accreditation*

Standard 2: NAEYC Accreditation Criteria for Curriculum

The following chart presents the accreditation criteria for this topic area. Each criterion provides specific details to guide program plans, policies and practices. The criteria are numbered (01, 02, 03, etc.) within their topic area. Each criterion within each program standard is identified by its relevant age group (or groups). Many criteria are identified as "universal" (U), meaning that all classrooms and programs pursuing NAEYC Accreditation must address these criteria. These aspects of quality should be seen in any programs or classrooms serving birth through kindergarten, though they may look somewhat different in practice depending on the children's age.

Age Groups:

U = universal

I = infant

T = toddlers/twos

P = preschool

K = kindergarten

2.F.

Curriculum Content Area for Cognitive Development: Early Mathematics

2.F.01

I T

Infants and toddlers/twos are provided varied opportunities and materials to

- use language, gestures, and materials to convey mathematical concepts such as more and less and big and small.
- see and touch different shapes, sizes, colors, and patterns.
- build number awareness, using objects in the environment.
- read books that include counting and shapes.

2.F.02

T P K

Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.

2.F.03

T P K

Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.

2.F.04

T P K

Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.

2.F.05

P

Children are provided varied opportunities and materials that help them understand the concept of measurement by using standard and non-standard units of measurement.

2.F.06

P K

Children are provided varied opportunities and materials to understand basic concepts of geometry by, for example, naming and recognizing two- and three-dimensional shapes and recognizing how figures are composed of different shapes.

2.F.07

P K

Children are provided varied opportunities to build an understanding of time in the context of their lives, schedules, and routines.

2.F.08

~ ~

P K

Children are provided varied opportunities and materials that help them recognize and name repeating patterns.

2.F.09

K

Kindergartners are provided varied opportunities and materials to use standard and non-standard units of measurement and to assign numerical values to measurements.

2.F.10

K

Kindergartners are provided varied opportunities and materials to create, represent, discuss, and extend repeating and growing patterns.

2.F.11

K

Kindergartners are provided varied opportunities and materials that encourage them to use written mathematical representations in everyday experiences.

2.F.12

K

Kindergartners are provided varied opportunities and materials to use numerical symbols and to explore operations on quantities, such as adding, taking away, and dividing into equal and unequal subsets.

2.F.13

K

Kindergartners are provided varied opportunities and materials that introduce them to conventional tools such as a calendar and a clock for understanding time.

© National Association for the Education of Young Children —Promoting excellence in early childhood education

1313 L St. N.W. Suite 500, Washington DC 20005

(202) 232-8777 || (800) 424-2460 || webmaster@naeyc.org