

# NAEYC STANDARDS

## THE MYSTERY PRESENT™

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### KEY CONCEPTS

Did you know that . . .

- One of the basic concepts needed in coding is understanding symbols are used to represent words, letters, figures, or numbers. Coding arranges symbols in a pattern or sequence to create a reaction.
- Children will go on an adventure with Nico and Zoe as they use coding to open the lock of a Toy Box containing souvenirs from their Auntie Jasmine!
- Using dress-up materials through play is a fun way to encourage a creative mindset.
- Most engineers started out by building with blocks!
- The way that materials are arranged can affect the strength of a structure.
- Clues can be used to help solve mysteries.
- Architects and engineers must think about the weather and the movement of the Earth when they design structures.
- When dropped into a liquid, an object pushes away a portion of the liquid. The amount of liquid that is pushed away is equal to the amount of space the object occupies.
- Primary colors can be mixed to create secondary colors.
- If you put one end of a paper towel into an empty cup and the other end into a cup with water, the water will move to the empty cup through a process called Capillary Action. The water will stop moving once each cup has an equal amount of water!
- Displacement is the way an object pushes water out of the way. It is a scientific concept that helps us understand why boats float.
- Buoyancy is an upward force that helps objects float in a liquid. An object's buoyancy is equal to the weight of liquid that is pushed away by the object when it is placed in the liquid.
- An object will float if its density is less than the water's density.
- A circuit allows a flow of electrons to run from a power source, such as a battery, to an object requiring power, such as a light bulb.
- It can be helpful for children to act out various science concepts, in order to better understand them.
- Children grow their STEM confidence as they put a circuit together and light a light bulb.
- An electric circuit is a pathway through which electrons can flow.
- Circuits power many different machines, devices, and objects in our world.
- Sometimes role playing scientific concepts can help us better understand them.
- Bubbles blown into the air take the shape of a sphere—a round ball.
- Even if a bubble wand is square, the bubbles it makes will be round.
- Considering “what is missing” and/or does not exist is a great way to start thinking of invention possibilities.
- Almost any object with an opening can be used to make bubbles,.
- Patterns in nature can inspire patterns in music!
- Motors powered by batteries in a circuit are used to provide movement in many different objects.
- Tail fins on fish provide thrust to propel the fish forward, and the top and bottom fins help balance the fish as it swims. The top fin enables the fish to swim straight.
- A habitat is the natural home or environment of an animal, plant, or other organism.
- Keeping fish and decorating aquariums is a popular hobby that gives people the opportunity to explore ecosystems right in their own home.

- Fish swim and hide amongst aquarium decor as they move around their environment.
- Accessories for pets can be inventions too.

## NAEYC ACCREDITATION CRITERIA FOR CURRICULUM

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### 2.A.01

#### UITPK

The program has a written statement of philosophy and uses one or more written curricula or curriculum frameworks consistent with its philosophy that address central aspects of child development.

### 2.A.02

#### UITPK

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.

### 2.A.03

#### UITPK

The curriculum guides teachers' development and intentional implementation of learning opportunities consistent with the program's goals and objectives.

### 2.A.04

#### UITPK

The curriculum can be implemented in a manner that reflects responsiveness to family home values, beliefs, experiences, and language.

### 2.A.05

#### UITPK

Curriculum goals and objectives guide teachers' ongoing assessment of children's progress.

### 2.A.06

#### UITPK

The curriculum guides teachers to integrate assessment information with curriculum goals to support individualized learning.

### 2.A.07

#### UITPK

The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule provides time and support for transitions, includes both indoor and outdoor experiences, and is responsive to a child's need to rest or be active.

## 2.A.08

### UITPK

Materials and equipment used to implement the curriculum:

- Reflect the lives of the children and families.
- Reflect the diversity found in society, including gender, age, language and abilities.
- Provide for children's safety while being appropriately challenging.
- Encourage exploration, experimentation, and discovery.
- Promote action and interaction.
- Are organized to support independent use.
- Are rotated to reflect changing curriculum and accommodate new interests and skill levels.
- Are rich in variety.
- Accommodate children's special needs.

## 2.A.10

### TPK

The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and that integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.

## 2.A.11

### TPK

The schedule provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for: play, self-initiated learning, creative expression, large-group, small-group, and child-initiated activity.

## 2.A.12

### PK

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.

## 2.E.03

### TPK

Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom:

- Items belonging to a child are labeled with his or her name.
- Materials are labeled.
- Print is used to describe some rules and routines.
- Teaching staff help children recognize print and connect it to spoken words.

2.E.05

P K

Children have multiple and varied opportunities to write:

- 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.
- Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life.

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.G.02

P K

Children are provided varied opportunities and materials to learn key content and principles of science such as the difference between living and nonliving things (e.g., plants versus rocks) and life cycles of various organisms (e.g.,

plants, butterflies, humans). Earth and sky (e.g., seasons; weather; geologic features; light and shadow; sun, moon, and stars). 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).

2.G.03

P K

Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.

2.G.04

P K

Children are provided varied opportunities to use simple tools to observe objects and scientific phenomena.

2.G.05

P K

Children are provided varied opportunities and materials to collect data and to represent and document their findings (e.g., through drawing or graphing).

2.G.06

P K

Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.

2.G.07

P K

Children are provided varied opportunities and materials that encourage them to discuss scientific concepts in everyday conversation.

2.G.08

P K

Children are provided varied opportunities and materials that help them learn and use scientific terminology and vocabulary associated with the content areas.