

<b>OPEN WIDE AND TREK INSIDE</b>		
<b>Tennessee Science Curriculum Standards– Grades 1 &amp; 2</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Learning Expectation</b>
2	1.1.1 2.1.1	Recognize that living things are made up of smaller parts.
2	1.1.2 2.1.2	Recognize that smaller parts of living things contribute to the operation and well being of entire organisms.
1, 4	1.2.2 2.2.2	Realize that organisms use their senses to interact with their environment.
4	1.3.1 2.3.1	Recognize the basic requirements of all living things.
2	2.4.3	Recognize that the appearance of plants and animals changes as they mature.
1, 4, 5	1.5.2 2.5.2	Recognize that living things have features that help them to survive in different environments.
1, 2, 3, 4, 5	1.12.1 2.12.1	Recognize that objects have observable properties that can change over time and under different conditions.
<b>Tennessee Mathematics Curriculum Standards – Grades 1 &amp; 2</b>		
<b>Grade 1</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Learning Expectation</b>
2, 5	1.1.3.a	Use words, actions, pictures, and manipulatives to solve problems.
2, 5	1.1.3.c	Estimate the number of objects in a group and explain the reasoning for the estimate.
2	1.2.1.a	Sort objects by two attributes.
1, 2, 4	1.2.1.b	Describe how objects in a group are alike and how they are different.
1, 2, 5	1.3.2.a	Use directional terms in a variety of situations (e.g., over, under, forward, backward, between, right, left).
3	1.4.2	Apply appropriate techniques and tools to determine measurements.

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1, 2, 3, 5	1.5.1.a	Represent and interpret data using concrete objects, pictures, pictographs, and bar graphs.
<b>Grade 2</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Learning Expectation</b>
2, 5	2.1.3.d	Add and subtract efficiently and accurately with single-digit numbers.
2	2.2.1.a	Sort objects by two or more attributes.
1, 2	2.2.1.b	Identify the rules by which objects or numbers have been sorted.
2, 3, 5	2.2.5.a	Describe qualitative change (e.g., a student growing taller).
2, 3, 5	2.2.5.b	Describe quantitative change (e.g., a student growing two inches in one year).
3	2.4.2	Apply appropriate techniques and tools to determine measurements.
1, 2, 3	2.5.1.a	Pose questions and gather data to answer the questions.
2	2.5.1.b	Read, interpret, and create tables using tally marks.
2, 3	2.5.1.c	Create pictographs and bar graphs.
2, 3	2.5.1.d	Read and interpret tables, bar graphs, and pictographs.
<b>Tennessee English/Language Arts Curriculum Standards – Grades 1 &amp; 2</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Learning Expectation</b>
All lessons	1.1.01.a 2.1.01.a	Show evidence of expanding oral language through vocabulary growth.
All lessons	1.1.01.b 2.1.01.b	Implement rules for conversation (e.g., raise hands, take turns, focus attention on speaker).
All lessons	1.1.01.c 2.1.01.c	Understand, follow and give oral directions.
All lessons	1.1.01.d 2.1.01.d	Participate in group discussions.
1, 4, 6	1.1.01.e 2.1.01.e	Participate in creative responses to text (e.g., choral reading, discussion and drama).
All lessons	1.1.01.f 2.1.01.f	Respond to questions from teacher and other group members.

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<b>2</b>	<b>1.1.01.g</b> <b>2.1.01.g</b>	Begin to narrate/Narrate a personal story.
<b>1, 4, 5, 6</b>	<b>1.1.01.h</b>	Dramatize or retell what has been learned, heard or experienced.
<b>All lessons</b>	<b>2.1.01.h</b>	Summarize lesson content.
<b>All lessons</b>	<b>1.1.02.a</b> <b>2.1.02.a</b>	Listen attentively to speaker for specific information.
<b>All lessons</b>	<b>1.1.02.b</b> <b>2.1.02.b</b>	Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
<b>1, 4, 6</b>	<b>1.1.02.c</b> <b>2.1.02.c</b>	Listen and respond to a variety of media (e.g., books, audio tapes, videos).
<b>All lessons</b>	<b>1.1.02.d</b> <b>2.1.02.d</b>	Recognize the difference between formal and informal languages.
<b>All lessons</b>	<b>1.1.02.e</b> <b>2.1.02.e</b>	Understand and follow simple, three step oral directions.
<b>1, 4, 6</b>	<b>1.1.03.a</b>	Understand that printed materials provide information.
<b>4, 6</b>	<b>1.1.03.b</b>	Demonstrate directionality by reading left to right and top to bottom.
<b>4</b>	<b>1.1.03.c</b>	Track print when being read to aloud.
<b>All lessons</b>	<b>1.1.03.d</b>	Read and explain own writings and drawings.
<b>All lessons</b>	<b>1.1.07.a</b> <b>2.1.07.a</b>	Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts (1) and assigned texts. (2)
<b>All lessons</b>	<b>1.1.08.a</b> <b>2.1.08.a</b>	Develop/Identify a purpose for listening/reading.
<b>4, 6</b>	<b>1.1.08.b</b> <b>2.1.08.b</b>	Participate in activities to build background knowledge to derive/make meaning from text.
<b>4, 6</b>	<b>1.1.08.c</b> <b>2.1.08.c</b>	Make predictions about text.
<b>4, 6</b>	<b>1.1.08.d</b> <b>2.1.08.d</b>	Use illustrations to preview text.

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<b>4, 6</b>	<b>1.1.09.a 2.1.09.a</b>	Derive meaning while reading by asking questions about text, recognizing errors in reading as they occur and self-correct, participating in discussions about text and relating to personal experiences, creating graphic organizers (e.g., charts, lists), and predicting and adjusting outcomes during read-alouds/reading.
<b>4, 6</b>	<b>1.1.09.b 2.1.09.b</b>	Check for understanding after reading by recalling three to four step sequence of events, retelling stories in their own words using sequencing words (i.e. first, next, last), drawing conclusions based on what has been read, and recognizing main idea in pictures, picture books and texts.
<b>All lessons</b>	<b>1.1.11.a 2.1.11.a</b>	Begin to develop/Develop content specific vocabulary.
<b>1, 4, 6</b>	<b>1.1.13.a 2.1.13.a</b>	Read and view various literary (e.g., picture books, storybooks, fairy tales, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos) genres.
<b>4</b>	<b>1.1.13.b</b>	Explore non-fiction.
<b>1, 4, 6</b>	<b>1.1.13.c 2.1.13.d</b>	Identify characters, events, and settings in print and non-print text.
<b>1, 6</b>	<b>1.1.13.d</b>	Recognize main character(s) in print and non-print text.
<b>1, 4, 6</b>	<b>1.1.13.e 2.1.13.g</b>	Determine whether a selection is real or fantasy.
<b>1, 4, 6</b>	<b>1.1.13.g</b>	Retell a story in correct sequence (e.g., using books, videos, films).
<b>All lessons</b>	<b>1.2.01.a 2.2.01.a</b>	Brainstorm ideas with teacher and peers.
<b>All lessons</b>	<b>1.2.01.b</b>	Draw pictures to generate ideas.
<b>All lessons</b>	<b>1.2.02.c 2.2.02.c</b>	Write to inform (e.g., write simple directions, journals, friendly letters).
<b>All lessons</b>	<b>1.2.04.d 2.2.07.d</b>	Create readable documents with legible handwriting.
<b>All lessons</b>	<b>1.2.05.b 2.2.05.b</b>	Discuss and react to writing. (1) Evaluate own and others' writing through small group discussion and shared work. (2)
<b>All lessons</b>	<b>1.2.06.c 2.2.06.d</b>	Share completed work.
<b>All lessons</b>	<b>1.2.06.e</b>	Incorporate illustrations and photographs.

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All lessons	1.2.08.a 2.2.08.a	Summarize concepts presented in science (e.g., illustration, dictating sentences or composing simple sentences (1) paragraph sentences). (2)
All lessons	1.2.11.a 2.2.11.a	Write friendly notes and messages.
6	1.2.11.b 2.2.11.b	Write stories (1) with a logical sequence. (2)
All lessons	1.2.11.c 2.2.11.f	Write in journals.
All lessons	1.3.02.a 2.3.02.a	Capitalize the first word of a sentence, first and last names, pronoun "I" and proper nouns.
All lessons	1.3.02.d 2.3.02.e	Write legibly in manuscript, using proper spacing between letters of a word and words of a sentence.
All lessons	1.3.03.a 2.3.03.a	Spell high frequency words correctly.
All lessons	1.3.03.b 2.3.03.b	Spell words correctly as appropriate to grade level.
All lessons	1.3.03.c	Spell three- and four-letter short vowel words and phonetically spell sight words correctly.
All lessons	2.3.03.c	Spell basic short-vowel, long-vowel words and consonant blend patterns.

**Tennessee Healthful Living Standards – Grades 1 & 2**

Lesson	Standard	Learning Expectation
3, 4, 5	1.1	Demonstrate appropriate personal hygiene practices.
3, 4, 5, 6	1.2	Identify the effects of poor personal hygiene practices.
1, 2	2.1	Identify the basic body structure.
1, 2, 3	2.2	Identify the functions of the human body systems.
1, 2, 4	2.3	Explain the importance of the basic body systems.
4, 5, 6	4.3	Describe the importance of healthy meals and snacks.
2	6.1	Identify human growth and development stages throughout the life cycle.
3, 4, 5, 6	7.2	Describe the importance of personal decision making to healthful living.

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<b>3, 4, 5, 6</b>	<b>10.2</b>	Identify habits that will promote disease prevention.
<b>3, 4, 5</b>	<b>10.3</b>	Identify chronic health problems.
<b>3, 5</b>	<b>17.1</b>	Identify community health workers and the activities and programs they provide.
<b>3, 5</b>	<b>18.3</b>	Describe ways technology can influence personal health.
<b>3, 5</b>	<b>19.1</b>	Identify the various types of valid health resources.