

ARIZONA ALIGNMENT FOR NIH SUPPLEMENT OPEN WIDE AND TREK INSIDE

OPEN WIDE AND TREK INSIDE		
Arizona Science Academic Standards: Grades 1 & 2		
Lesson	Standard	Performance Objective
1, 2, 5	SC01-S1C1-01	Compare common objects using multiple senses.
1, 2, 3, 4, 5	SC01-S1C1-02 SC02-S1C1-01	Ask questions based on experiences with objects, organisms, and events in the environment. (1) Formulate relevant questions about the properties of objects, organisms, and events in the environment. (2)
3, 5	SC01-S1C1-03 SC02-S1C1-02	Predict results of an investigation based on life, physical, and Earth and space sciences (e.g., animal life cycles, physical properties, Earth materials). (1) Predict the results of an investigation (e.g., in animal life cycles, phases of matter, the water cycle). (2)
2, 3	SC01-S1C2-01 SC02-S1C2-01	Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.
1, 2, 3, 5	SC01-S1C2-02 SC02-S1C2-02	Participate in guided investigations in life, physical, and Earth and space sciences.
3	SC01-S1C2-03 SC02-S1C2-03	Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (U.S. customary units).
2, 3	SC01-S1C2-04 SC02-S1C2-04	Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper).
1, 2, 3, 4	SC01-S1C3-01	Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics.
1, 2, 3	SC02-S1C3-01	Organize data using graphs (i.e., pictograph, tally chart), tables, and journals.
3, 5	SC01-S1C3-02	Compare the results of the investigation to predictions made prior to the investigation.
3, 5	SC02-S1C3-02	Construct reasonable explanations of observations on the basis of data obtained (e.g., Based on the data, does this make sense? Could this really happen?).
3, 5	SC02-S1C3-03	Compare the results of the investigation to predictions made prior to the investigation.
3, 5	SC02-S1C3-04	Generate questions for possible future investigations based on the conclusions of the investigation.
1, 2, 3, 5	SC01-S1C4-01 SC02-S1C4-01	Communicate the results of an investigation: using pictures, graphs, models, and/or words (1); (e.g., verbal, drawn, or written). (2)
1, 2, 3, 5	SC01-S1C4-02 SC02-S1C4-02	Communicate with other groups to describe the results of an investigation.
1, 2, 5	SC02-S2C3-01	Identify components of familiar systems (e.g., organs of the digestive system, bicycle).
1, 2, 5	SC02-S2C3-02	Identify the following characteristics of a system: consists of multiple parts or subsystems and parts work interdependently.
4, 5	SC02-S2C3-03	Identify parts of a system too small to be seen (e.g., plant and animal cells).

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3, 4	SC01-S3C2-02	Describe how suitable tools (e.g., magnifiers, thermometers) help make better observations and measurements.
3, 4, 5	SC02-S3C2-03	Identify a simple problem that could be solved by using a suitable tool. (2)
1, 4, 5	SC01-S4C1-01	Identify the following as characteristics of living things: growth and development, reproduction, and response to stimulus.
2	SC02-S4C1-01	Identify animal structures that serve different functions (e.g., sensory, defense, locomotion).
1, 2, 3	SC01-S5C1-01	Classify objects by the following observable properties: shape, texture, size, color, and weight.
3	SC02-S5C1-01	Describe objects in terms of measurable properties (e.g., length, volume, weight, temperature) using scientific tools.

Arizona Mathematics Academic Standards: Grades 1 & 2

Lesson	Standard	Performance Objective
2	M01-S1C2-04 M02-S1C2-04	Add one- and two-digit whole numbers without regrouping (1); with regrouping (2).
2	M01-S1C2-06 M02-S1C2-07	Select the grade-level appropriate operation to solve word problems.
2, 5	M01-S1C2-13 M02-S1C2-14	Use grade-level appropriate mathematical terminology.
2	M01-S1C3-02 M02-S1C3-02	Estimate the measurement of an object using U.S. customary standard and non-standard units of measurement.
1, 2, 3, 5	M01-S2C1-01 M02-S2C1-01	Formulate questions to collect data in contextual situations.
2	M01-S2C1-02 M02-S2C1-02	Make a simple pictograph or tally chart with appropriate labels from organized data.
2	M01-S2C1-03 M02-S2C1-03	Interpret pictographs using terms such as most, least, equal, more than, less than, and greatest.
2	M01-S2C1-04 M02-S2C1-04	Answer questions about pictographs using terms such as most, least, equal, more than, less than, and greatest.
1, 2	M01-S2C1-05 M02-S2C1-05	Formulate questions based on graphs, charts, and tables.
2	M01-S2C1-06 M02-S2C1-06	Solve problems using graphs, charts, and tables.
2, 3, 5	M01-S3C4-01 M02-S3C4-01	Identify the change in a variable over time (e.g., an object gets taller, colder, heavier, etc.).
2, 3, 5	M01-S3C4-02 M02-S3C4-02	Make simple predictions based on a variable (e.g., select next stage of plant growth (1), a child's height from year to year [2]).

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2	M01-S4C1-03	Use concepts and terms of position and size in contextual situations: Inside/outside, Left/right, Above/below/between, Smaller/larger, and Longer/shorter.
2	M01-S4C4-01	Compare the measurable characteristics of two objects (e.g., length, weight, size).
3	M02-S4C4-05	Select the appropriate tool to measure the given characteristic of an object.
2	M01-S5C2-02	Provide rationale for classifying objects according to observable attributes (color, size, shape, weight, etc.).

Arizona Language Arts Academic Standards: Grades 1 & 2

Reading

Lesson	Standard	Performance Objective
4, 6	R01-S1C6-01 R02-S1C6-01	Predict what might happen next in a reading selection.
4, 6	R01-S1C6-02 R02-S1C6-04	Relate information and events in a reading selection to life experiences and life experiences to the text.
4, 6	R02-S1C6-02	Compare a prediction about an action or event to what actually occurred within a text.
1, 4, 6	R02-S1C6-03	Ask relevant questions in order to comprehend text.
1, 6	R01-S2C2-02 R02-S2C2-02	Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.
1, 4, 6	R01-S2C2-04 R02-S2C2-07	Determine whether a literary selection, heard or read, is realistic or fantasy. (1) Identify differences between fiction and nonfiction. (2)
1, 6	R02-S2C2-04	Identify cause and effect of specific events in a literary selection.
4	R01-S3C1-01 R02-S3C1-01	Identify the topic of expository text heard or read. (1) Identify the main idea in expository text. (2)
4	R01-S3C1-02	Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.
1, 2, 3, 6	R01-S3C2-01 R02-S3C2-01	Follow a set of written multi-step directions with picture cues to assist.

Writing

Lesson	Standard	Performance Objective
All lessons	W01-S1C1-04 W02-S1C1-02	Discuss the purpose for a writing piece. (1) Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece. (2)
All lessons	W01-S1C1-05 W02-S1C1-03	Discuss who the intended audience of a writing piece will be. (1) Determine the intended audience of a writing piece. (2)
All lessons	W01-S1C5-01 W02-S1C5-01	Rewrite and illustrate selected pieces of writing for sharing with intended audience.

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All lessons	W01-S1C5-02 W02-S1C5-02	Write legibly.
All lessons	W01-S2C1-01 W02-S2C1-01	Write stand-alone text that expresses a clear message.
All lessons	W01-S2C1-02 W02-S2C1-02	Incorporate details in pictures and text. (1) Incorporate relevant details that give the text interest. (2)
All lessons	W01-S2C2-03 W02-S2C2-05	Write multiple sentences in an order that supports a main idea or story. (1) Write multiple sentences that support a topic. (2)
All lessons	W01-S2C3-01 W02-S2C3-02	Create pictures and text that is expressive, individualistic, engaging, and lively. (1) Write text that is expressive, individualistic, engaging, and lively. (2)
All lessons	W01-S2C4-01 W02-S2C4-01	Select words that convey a clear, general meaning. (1) Select words that convey the intended meaning and create a picture in the reader's mind. (2)
All lessons	W01-S2C4-02 W02-S2C4-02	Use a variety of words, even if not spelled correctly, to convey the intended message.
All lessons	W01-S2C5-01 W02-S2C5-01	Write simple sentences.
All lessons	W01-S2C6-04 W02-S2C6-04	Spell high frequency words correctly.
All lessons	W01-S2C6-10 W02-S2C6-12	Write own name on personal work.
All lessons	W01-S3C2-01 W02-S3C2-01	Create (1)/ Write (2) expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.
1, 2, 3, 4, 6	W01-S3C2-02 W02-S3C2-02	Participate in creating simple summaries from informational texts, graphs, tables, or maps.
1, 4, 6	W01-S3C5-02 W02-S3C5-02	Participate in a group response to a given piece of literature (1)/ Write a response to a literature selection (2) that connects: text to self (personal connection), text to world (social connection), or text to text (compare within multiple texts).

Arizona Comprehensive Health Education Academic Standards - Grades 1 & 2

Lesson	Standard	Performance Objective
2, 4, 5, 6	1CH-R1-01	Name healthy behaviors that relate to: personal hygiene (tooth brushing, flossing, hand washing, grooming, etc.).
1, 2, 4, 5, 6	1CH-F1-02	Explain importance of personal health-promoting behaviors (e.g., covering sneezes and coughs, proper hand washing, adequate sleep, healthy diet, physical activity).
1, 4, 5	1CH-F3-03	Describe at least three ways to prevent the spread of germs.
4, 5	1CH-F6-01	Describe health problems and early detection.

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4, 5	1CH-F6-02	Describe the benefits of early treatment.
1, 4, 5	1CH-F7-03	Illustrate ways to keep germs from spreading.
4, 5, 6	1CH-R8-01	Select foods that contribute to good health.
2, 5	2CH-F1-03	Name health promoting services that contribute to health.
4, 5, 6	3CH-F1-01	Discuss responsible health behavior vs. risky or harmful behaviors.
4, 5, 6	3CH-F2-01	Discuss good health habits.
4, 5, 6	3CH-F2-02	Discuss ways to promote and maintain good health habits.
5	3CH-F2-03	Establish a plan for personal health standards.
2	4CH-F3-01	Explain how technology has influenced personal health (e.g., 911 system, X-rays, blood pressure cuffs, thermometers).
2, 3, 4, 5	4CH-F4-01	Explain how information from school and family influences health.
2, 3, 5, 6	5CH-F4-01	Resolve conflict in socially acceptable ways.
2, 3, 5, 6	5CH-F4-02	Formulate self-esteem building skills.
1, 2	5CH-F5-01	Explain characteristics of attentive listening.
1, 2, 3, 4, 5	5CH-F5-02	Illustrate effective listening skills.
4, 5, 6	6CH-F1-01	Explain positive strategies to resolve problems.
4, 5, 6	6CH-F1-02	Describe positive strategies to resolve health issues.
4, 5, 6	6CH-F1-03	Demonstrate positive decision-making to resolve a health issue or problem.
4, 5, 6	6CH-F2-01	Identify the effects of personal health choices (positive and negative).
4, 5, 6	7CH-F3-01	List a variety of ways to support others in making positive health choices (e.g., exercising, making healthy food choices, hand washing).