

**GEORGIA ALIGNMENT FOR NIH SUPPLEMENT OPEN WIDE AND TREK INSIDE**

<b>OPEN WIDE AND TREK INSIDE</b>		
<b>Georgia Science Performance Standards – Grades 1 &amp; 2</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Description</b>
1, 2, 3, 5	S1CS1.a S2CS1.a	Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.
1, 2, 3, 5	S1CS2.a S2CS2.a	Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.
3	S1CS2.d S2CS2.d	Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measuring.
2, 3	S1CS3.a S2CS3.a	Use ordinary hand tools and instruments to construct, measure, and look at objects.
2, 3, 4, 5	S1CS4.a S2CS4.b	Use a model – such as a toy or picture – to describe a feature of the primary thing.
2, 3, 5	S1CS4.b S2CS4.c	Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.
2, 3, 4	S1CS4.c S2CS4.d	Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.
1, 2, 3	S1CS5.a S2CS5.a	Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.
2, 3, 4	S1CS5.b S2CS5.b	Draw pictures (grade level appropriate) that correctly portray features of the thing being described.
2, 3	S1CS5.c S2CS5.c	Use simple pictographs and bar graphs to communicate data.
3	S1CS6.a S2CS6.a	Recognize that when a science investigation is done the way it was done before, we expect to get a similar result.
3	S1CS6.b S2CS6.b	Recognize that science involves collecting data and testing hypotheses.
1, 2, 3	S1CS7.b	In doing science, it is often helpful to work as a team. All team members should reach individual

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	<b>S2CS7.b</b>	conclusions and share their understandings with outer members of the team in order to develop a consensus.
<b>3</b>	<b>S1CS7.c S2CS7.c</b>	Tools such as thermometers, rulers, and balances often give more information about things than can be obtained by just observing things without help.
<b>4, 5</b>	<b>S1L1.b</b>	Identify the basic needs of an animal: air, water, food, and shelter.
<b>Georgia Mathematics Performance Standards – Grades 1 &amp; 2</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Description</b>
<b>2, 3, 5</b>	<b>M1N1.a</b>	Represent numbers less than 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than 10 in terms of tens and ones using counters and pictures.
<b>2, 5</b>	<b>M1N1.c</b>	Compare small sets using the terms greater than, less than, and equal to (>, <, =).
<b>2, 5</b>	<b>M2N2.e</b>	Estimate to determine if solutions are reasonable for addition and subtraction.
<b>2</b>	<b>M1M1</b>	Compare and/or order the length, weight, or capacity of two or more objects by using direct comparison of a non-standard unit.
<b>1, 2</b>	<b>M1G3</b>	Arrange and describe objects in space by proximity, position, and direction (near, far, below, above, up, down, behind, in front of, next to, and left or right of).
<b>2, 3</b>	<b>M1D1.a</b>	Interpret tally marks, picture graphs, and bar graphs.
<b>1, 2, 3</b>	<b>M1D1.b</b>	Organize and record data using objects, pictures, tally marks, and picture graphs.
<b>1, 2, 3</b>	<b>M2D1.a</b>	Organize and display data using picture graphs, Venn diagrams, bar graphs, and simple charts/tables to record results.
<b>1, 2, 3</b>	<b>M2D1.b</b>	Know how to interpret picture graphs, Venn diagrams, and bar graphs.
<b>2, 5</b>	<b>M1P1.b M2P1.b</b>	Solve problems that arise in mathematics and in other contexts.
<b>2, 5</b>	<b>M1P1.c M2P1.c</b>	Apply and adapt a variety of appropriate strategies to solve problems.
<b>2, 5</b>	<b>M1P4.c M2P4.c</b>	Recognize and apply mathematics in contexts outside of mathematics.
<b>2, 5</b>	<b>M1P5.b M2P5.b</b>	Select, apply, and translate among mathematical representations to solve problems.

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2, 3, 5	M1P5.c M2P5.c	Use representations to model and interpret physical, social, and mathematical phenomena.
<b>Georgia English Language Arts Performance Standards – Grades 1 &amp; 2</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Description</b>
All lessons	ELA1R1.a	Understands that there are correct spellings for words.
All lessons	ELA1R1.c	Demonstrates an understanding that punctuation and capitalization are used in all written sentences.
1, 4, 6	ELA1R5.a ELA2R3.a	Reads and listens to a variety of texts (1) / reads a variety of texts (2) and uses new words in oral and written language.
All lessons	ELA1R5.b ELA2R3.b	Recognizes grade-level words with multiple meanings.
1, 4, 6	ELA1R6.a ELA2R4.a	Reads and listens to a variety of texts (1) / reads a variety of texts (2) for information and pleasure.
1, 4, 6	ELA1R6.b ELA2R4.b	Makes predictions using prior knowledge. (1) Makes predictions from text content. (2)
1, 4, 6	ELA1R6.c	Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolutions) of a read-aloud or independently read text.
1, 4, 6	ELA1R6.d	Retells stories read independently or with a partner.
1, 4, 6	ELA1R6.e	Distinguishes fact from fiction in a text.
1, 4, 6	ELA1R6.f ELA2R4.h	Makes connections between texts and/or personal experience.
1, 4, 6	ELA1R6.i ELA2R4.k	Recognizes (1) / identifies and infers (2) cause-and-effect relationships in text.
All lessons	ELA1W1.a ELA2W1.a	Writes texts of a length appropriate to address a topic and tell a story.
All lessons	ELA1W1.b	Describes an experience in writing.
All lessons	ELA1LSV1.a	Follows three-part oral directions.
All lessons	ELA2LSV1.a	Interprets information presented and seeks clarification when needed.

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<b>All lessons</b>	<b>ELA1LSV1.b</b>	Recalls information presented orally.
<b>All lessons</b>	<b>ELA2LSV1.b</b>	Begins to use oral language for different purposes: to inform, to persuade, and to entertain.
<b>All lessons</b>	<b>ELA1LSV1.c</b>	Responds appropriately to orally presented questions.
<b>All lessons</b>	<b>ELA1LSV1.d</b> <b>ELA2LSV1.e</b>	Increases vocabulary to reflect a growing range of interests and knowledge.
<b>1, 2, 3, 4, 6</b>	<b>ELA2LSV1.d</b>	Listens to and views a variety of media to acquire information.
<b>1, 2, 4, 5, 6</b>	<b>ELA1LSV1.e</b>	Communicates effectively when relating experiences and retelling stories read, heard, or viewed.

**National Health Education Standards – Grades Pre-K – 2: cited from pre-publication document of National Health Education Standards, Pre K-12, American Cancer Society, December 2005 – August 2006**

<b>Lesson</b>	<b>Standard</b>	<b>Performance Indicator</b>
<b>3, 4, 5, 6</b>	<b>1.2.1</b>	Identify that healthy behaviors impact personal health.
<b>3, 5, 6</b>	<b>1.2.5</b>	Describe why it is important to seek health care.
<b>3, 5</b>	<b>2.2.1</b>	Identify how the family influences personal health practices and behaviors.
<b>3, 5</b>	<b>3.2.1</b>	Identify trusted adults and professionals who can help promote health.
<b>3, 4, 5, 6</b>	<b>4.2.2</b>	Demonstrate listening skills to enhance health.
<b>3, 5</b>	<b>6.2.1</b>	Identify a short-term personal health goal and take action toward achieving the goal.
<b>3, 4, 5</b>	<b>7.2.1</b>	Demonstrate healthy practices and behaviors to maintain or improve personal health.
<b>3, 4, 5</b>	<b>7.2.2</b>	Demonstrate behaviors to avoid or reduce health risks.
<b>3, 4, 5, 6</b>	<b>8.2.2</b>	Encourage peers to make positive health choices.
<b>3, 5, 6</b>	<b>8.8.4</b>	Identify ways that health messages and communication techniques can be altered for different audiences.