

KENTUCKY ALIGNMENT FOR NIH SUPPLEMENT OPEN WIDE AND TREK INSIDE

OPEN WIDE AND TREK INSIDE		
Kentucky Core Content for Science Assessment: Grades Primary through 4		
Lesson	Standard	Description
2, 4	SC-E-3.1.1	Things in the environment are classified as living, nonliving, and once living. Living things differ from nonliving things. Organisms are classified into groups by using various characteristics (e.g., body coverings, body structures).
1, 2, 4, 5, 6	SC-E-3.1.2	Organisms have basic needs. For example, animals need air, water, and food; plants need air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met.
1, 2, 3	SC-E-3.1.3	Each plant or animal has structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.
All lessons	2.1 Scientific Ways of Thinking and Working	Students will ask simple questions that can be investigated through observations combined with scientific information; use simple equipment, tools, skills, technology, and mathematics in scientific investigations; use evidence from simple scientific investigations and scientific knowledge to develop reasonable explanations; design and conduct simple scientific investigations; communicate designs, procedures, observations, and results of scientific investigations; review and ask questions about scientific investigations and explanations of other students.
3, 4	2.1 Science and Technology	Students will distinguish between natural objects and objects made by humans and examine the interaction between science and technology.
3, 4, 5	2.1 Personal and Social Perspectives	Students will examine how designing and conducting scientific investigations fosters an understanding of issues related to natural resources, helps explain changes in environments, and examine the role of science and technology in communities.
3, 4, 5	2.1 History and Nature of Science	Students will examine the role science plays in everyday life.
Kentucky Core Content for Reading Assessment: Grades Primary through 4		
4, 6	RD-E-1.0.6	Explain the meaning of a passage taken from texts appropriate for elementary school students.
1, 4, 6	RD-E-1.0.9	Explain a character's actions based on a passage.
4	RD-E-2.0.1	Use word recognition strategies to determine pronunciations and meanings of words in passages.

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4, 6	RD-E-2.0.6	Use text features to understand a passage.
1, 4, 6	RD-E-2.0.8	Identify main ideas and details that support them.
1, 4, 6	RD-E-2.0.9	Make predictions and draw conclusions based on what is read.
1, 4, 6	RD-E-2.0.14	Summarize information from a passage.
2, 3, 6	RD-E-4.011	Locate and apply information for a specific purpose (e.g., following directions, completing a task).
1, 2, 3, 6	RD-E-4.012	Identify the sequence of activities needed to carry out a procedure.

Kentucky Core Content for Mathematics Assessment: Grades Primary through 5

Lesson	Standard	Description
2, 3, 5	MA-E-1.2.1	Read, write, and rename whole numbers.
2, 5	MA-E-1.2.5	Estimate quantities of objects.
2, 3, 5	MA-E-2.2.9	Use measurements to describe and compare attributes of objects.
2, 3, 5	MA-E-3.2.1	Pose questions that can be answered by collecting data.
2, 3	MA-E-3.2.2	Collect, organize, and describe data (e.g., drawings, tables, charts).
2, 3	MA-E-3.2.3	Construct and interpret displays of data (e.g., line graph, bar graph, pictograph, line plot, simple Venn diagram, table).
2, 3, 5	MA-E-3.2.5	Make predictions and draw conclusions based on data.
2, 3, 5	MA-E-3.3.1	Make generalizations about how data are used to draw conclusions.

Kentucky Core Content Practical Living/Vocational Studies: Elementary – Health Subdomain

Lesson	Standard	Description
3, 5	PL-E-1.3.1	The major body systems (e.g., circulatory, respiratory, digestive) are affected by diet, exercise, and rest.
3, 5	PL-E-1.3.4	Young children’s health habits and behaviors (e.g., substance use/abuse, dietary and exercise habits) affect physical health.
3, 5	PL-E-1.4.1	Nutritious foods play a role in the growth of healthy bodies.
3, 5	PL-E-1.4.3	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack food (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.