

NEW HAMPSHIRE ALIGNMENT FOR NIH SUPPLEMENT OPEN WIDE AND TREK INSIDE

OPEN WIDE AND TREK INSIDE		
New Hampshire Science GSEs: Grades K – 2		
Lesson	Standard	GSE
1, 2, 3, 5	S:SPS1:2:1.1	Make observations and explore materials using all of their senses (one sense at a time).
1, 2, 3, 5	S:SPS1:2:1.2	Record observations using language, concrete objects, and symbolic representations.
All lessons	S:SPS1:2:1.3	Ask questions about objects, organisms and events in their immediate environment.
1, 2, 3, 5	S:SPS1:2:1.4	Ask questions that lead to exploration and investigation as a result of working with materials and objects.
1, 2	S:SPS1:2:1.5	Sort and classify object materials and events based on one or more attributes; and explain the methods used for sorting.
3	S:SPS1:2:2.1	Select tools and procedures, in a purposeful way, to explore objects and materials.
3	S:SPS1:2:2.2	Suggest a plan and describe a sequence of events for conducting an exploration.
3	S:SPS1:2:2.3	Predict how changing one part of an exploration will affect the outcome.
3	S:SPS1:2:3.1	Follow their own plan for conducting an investigation.
1, 2, 3, 5	S:SPS1:2:3.2	Follow a simple step-by-step procedure.
1, 2, 3	S:SPS1:2:4.1	Represent and interpret information and observations in many ways (such as in tally, pictographs, bar graphs, tables).
1, 2	S:SPS1:2:4.2	Identify and describe patterns and relationships in observed objects and events.
3	S:SPS2:2:1.1	Recognize that information can be obtained merely by careful observation, but sometimes even more data can be collected by conducting scientific investigations.
3	S:SPS2:2:1.2	Discover that when a scientific investigation is done the way it was done before, we expect to get a very similar result.
3	S:SPS2:2:1.3	Explain that sometimes people aren't sure what will happen because they don't know all the factors that may have an effect on the outcome.
1, 2	S:SPS2:2:2.1	Show how most things are made of parts.
1, 2	S:SPS2:2:2.2	Observe that when parts are put together, they can do things that they couldn't do by themselves.
3, 5	S:SPS2:2:3.1	Describe how a model of something is different from the real thing but can be used to learn something about the real thing.
3	S:SPS2:2:3.2	Explain how one way to describe something is to say how it is like something else.
1, 2, 4	S:SPS2:2:3.3	Provide examples to explain that things in nature and things people make have very different sizes, weights, ages and speeds.
2, 3	S:SPS2:2:4.1	Discover that things change in some ways and stay the same in some ways.

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2, 3	S:SPS2:2:4.3	Observe that things can change in different ways, such as in size, weight, color and movement.
1, 2	S:SPS2:2:5.1	Identify shape and use of objects.
1, 2, 3, 5	S:SPS3:2:1.1	Work with a partner to accomplish a specific task.
All lessons	S:SPS3:2:1.2	Take turns.
All lessons	S:SPS3:2:1.3	Ask questions of others about their work.
All lessons	S:SPS4:2:2.1	Communicate ideas and observations through a variety of tools and formats (e.g., oral, journal, drawing, projects, multimedia).
All lessons	S:SPS4:2:3.1	Make observations and tell ideas about real-life issues.
All lessons	S:SPS4:2:3.2	Use pictures or other means to organize ideas.
All lessons	S:SPS4:2:4.1	Ask questions and take part in investigations.
1, 2	S:SPS4:2:4.2	Compile observations (one to one relationship) by making or using simple pictographs, tally charts or simple graphs.
All lessons	S:SPS4:2:4.3	Look for evidence to support ideas.
All lessons	S:SPS4:2:6.1	Plan and carry out simple activities with a group.
All lessons	S:SPS4:2:7.1	Keep a visual or written journal.
1, 4	S:LS1:2:2.1	Recognize that plants and animals have features that help them survive in different environments.
2, 4	S:LS1:2:3.2	Recognize that living things have a life cycle, during which they are born, grow, and die.
1, 4	S:LS2:2:1.1	Recognize that living things can be found almost anyplace in the world; and that specific types of environments are required to support the many different species of plant and animal life
1, 2	S:LS2:2:1.2	Recognize that animals, including humans, interact with their surroundings using their senses; and that different senses provide different kinds of information.
4	S:LS2:2:2.1	Identify the resources plants and animals need for growth and energy, and describe how their habitat provides these basic needs.
4	S:LS3:2:3.2	Recognize that there are different species of living things in various places around the world.
5	S:LS4:2:1.1	Recognize and describe how living things respond when exposed to helpful and harmful situations.
All lessons	S:LS4:2:1.2	Recognize that humans learn from each other in many different ways, such as listening and speaking, watching and imitating.
3, 4	S:LS4:2:1.3	Recognize that humans can gather different kinds of information about an object by adjusting their proximity to it.
5, 6	S:LS4:2:2.1	Recognize that proper nutrition, exercise and rest are all important factors in maintaining good health.
All lessons	S:LS4:2:2.2	Recognize that humans can spread germs that cause disease.
All lessons	S:LS4:2.2.3	Identify and describe the basic personal hygiene habits for maintaining good health, such as washing one's hands with soap and water and brushing one's teeth.
3, 4	S:LS5:2:2.1	Recognize that some tools, such as magnifiers, balances and thermometers, have special uses and can help gather information and extend the senses.

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2, 4	S:LS5:2:4.1	Recognize that some jobs/careers require knowledge and use of life science content and/or skills.
New Hampshire Mathematics GSEs: Grades 1 & 2		
Grade 1		
Lesson	Standard	GSE
2	M:N&O:1:2	Demonstrates understanding of the relative magnitude of numbers from 0 to 100 by ordering whole numbers; by comparing whole numbers to each other or to benchmark whole numbers (5, 10, 25, 50, 75, 100); by demonstrating an understanding of the relation of inequality when comparing whole numbers by using “1 more”, “1 less”, “5 more”, “5 less”, “10 more”, “10 less”; and by connecting number words (from 0 to 20) and numerals (from 0 to 100) to the quantities and positions that they represent using investigations, models, representations, or number lines.
2	M:N&O:1:3	Demonstrates conceptual understanding of mathematical operations involving addition and subtraction of whole numbers (from 0 to 30) by solving problems involving joining actions, separating actions, part-part whole relationships, and comparison situations; and addition of multiple one-digit whole numbers.
2	M:N&O:1:6	Mentally adds and subtracts whole numbers by naming the number that is one or two more or less than the original number; and adds and subtracts whole number facts through ten (addends whose sum is at most 10 and related subtraction facts).
1, 2, 3, 5	M:G&M:1:7	Demonstrates conceptual understanding of measurable attributes using comparative language to describe and compare attributes of objects (length [longer, shorter], height [taller, shorter], weight [heavier, lighter], temperature [warmer, cooler], and capacity [more, less]); compares objects visually, with direct comparison, and using non-standard units.
1, 2, 3, 5	M:G&M:1:9	Demonstrates understanding of spatial relationships using location and position by using positional words (e.g., close by, on the right, underneath, above, beyond) to describe one location in reference to another on a map, in a diagram, and in the environment.
2	M:F&A:1:1	Identifies and extends to specific cases a variety of patterns (repeating and growing [numeric and non-numeric]) represented in models, tables, or sequences by extending the pattern to the next one, two, or three elements, by finding a missing element (e.g., 2, 4, 6, __, 10), or by translating repeating patterns across formats.
2	M:DSP:1:1	Interprets a given representation created by the class (models, tally charts, pictographs with one-to-one correspondence, and tables) to answer questions related to the data, or to analyze the data to formulate conclusions using words, diagrams, or verbal/scribed responses to express answers.
2	M:PRP:2:1	Students will use problem-solving strategies to investigate and understand increasingly complex mathematical content and be able to: <ul style="list-style-type: none"> • Formulate and solve multi-step problems from everyday and mathematical situations. • Solve problems using a variety of strategies (e.g., working backwards, looking for patterns and relationships; guess and check; making tables, charts, or organized lists; solving a simpler version of a problem, drawing a diagram; or creating a model) • Verify and interpret results with respect to the original problem.

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		<ul style="list-style-type: none"> • Determine if the solution of a problem is reasonable. • Solve problems using manipulatives, graphs, charts, diagrams, and calculators. • Demonstrate that a problem may be solved in more than one way. • Exhibit confidence in their ability to solve problems independently and in groups. • Display increasing perseverance, and persistence in problem solving.
2	M:PRP:2:2	<p>Students will use mathematical reasoning and proof and be able to:</p> <ul style="list-style-type: none"> • Use models, known facts, properties, and relationships to explain their thinking. • Justify solution processes and answers (e.g., "I chose this method to solve the problem because..."). • Draw conclusions using inductive reasoning. • Identify the missing information needed to find a solution to a given story problem. • Use patterns and relationships to analyze mathematical situations (e.g., count by fives).
2, 5	M:CCR:2:1	<p>Students will communicate their understanding of mathematics and be able to:</p> <ul style="list-style-type: none"> • Demonstrate mathematical communication through discussion, reading, writing, listening, and responding, individually and in groups. • Discuss relationships between everyday language and mathematical language and symbols (e.g., words that mean something different in mathematics and in everyday life). • Explain conclusions, thought processes, and strategies in problem-solving situations. • Discuss, illustrate, and write about mathematical concepts and relationships. • Draw pictures and use objects to illustrate mathematical concepts.
2	M:CCR:2:2	<p>Students will create and use representations to communicate mathematical ideas and to solve problems and be able to:</p> <ul style="list-style-type: none"> • Create and use age level appropriate representations to organize, record, and communicate mathematical ideas (e.g., students should recognize the relationship among seven counters, seven tally marks, and the symbol 7). • Select, apply, and translate among mathematical representations to solve problems (e.g., representing fractions with circles, with geoboards, and with pattern blocks). • Link different representations. • Use representations to model and interpret physical, social, and mathematical phenomena. • Use conventional and self-generated (invented) representations and connect them. • Realize that any representation is subject to multiple interpretations (e.g., drawings and graphs can be read in a different way).
2	M:CCR:2:3	<p>Students will recognize, explore, and develop mathematical connections and be able to:</p> <ul style="list-style-type: none"> • Link conceptual and procedural knowledge (e.g., they will know that when they "regroup," they are simply changing the representation of the minuend, but not its value). • Recognize and use mathematics in other curriculum areas (e.g., science, social studies). • Recognize and use mathematics in their daily lives (e.g., graphs, tables, or maps). • Identify mathematical situations occurring in literature for children.

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Grade 2		
Lesson	Standard	GSE
2	M:N&O:2:3	Demonstrates conceptual understanding of mathematical operations involving addition and subtraction of whole numbers by solving problems involving joining actions, separating actions, part-part whole relationships, and comparison situations; and addition of multiple one-digit whole numbers.
2	M:N&O:2:6	Mentally adds and subtracts whole number facts through 20 (addends whose sum is at most 20 and related subtraction facts); names the number that is 10 more or less than the original number.
3	M:G&M:2:7	Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands.
2	M:F&A:2:1	Identifies and extends to specific cases a variety of patterns (linear and non-numeric) represented in models, tables, or sequences by extending the pattern to the next element, or finding a missing element.
2	M:DSP:2:1	Interprets a given representation (pictographs with one-to-one correspondence, line plots, tally charts, or tables) to answer questions related to the data, or to analyze the data to formulate conclusions.
2	M:PRP:2:1	Students will use problem-solving strategies to investigate and understand increasingly complex mathematical content and be able to: <ul style="list-style-type: none"> • Formulate and solve multi-step problems from everyday and mathematical situations. • Solve problems using a variety of strategies (e.g., working backwards, looking for patterns and relationships; guess and check; making tables, charts, or organized lists; solving a simpler version of a problem, drawing a diagram; or creating a model) • Verify and interpret results with respect to the original problem. • Determine if the solution of a problem is reasonable. • Solve problems using manipulatives, graphs, charts, diagrams, and calculators. • Demonstrate that a problem may be solved in more than one way. • Exhibit confidence in their ability to solve problems independently and in groups. • Display increasing perseverance, and persistence in problem solving.
2	M:PRP:2:2	Students will use mathematical reasoning and proof and be able to: <ul style="list-style-type: none"> • Use models, known facts, properties, and relationships to explain their thinking. • Justify solution processes and answers (e.g., "I chose this method to solve the problem because..."). • Draw conclusions using inductive reasoning. • Identify the missing information needed to find a solution to a given story problem. • Use patterns and relationships to analyze mathematical situations (e.g., count by fives).
2, 5	M:CCR:2:1	Students will communicate their understanding of mathematics and be able to: <ul style="list-style-type: none"> • Demonstrate mathematical communication through discussion, reading, writing, listening, and responding, individually and in groups. • Discuss relationships between everyday language and mathematical language and symbols (e.g., words that mean something different in mathematics and in everyday life).

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		<ul style="list-style-type: none"> Explain conclusions, thought processes, and strategies in problem-solving situations. <p>Discuss, illustrate, and write about mathematical concepts and relationships. Draw pictures and use objects to illustrate mathematical concepts.</p>
2	M:CCR:2:2	<p>Students will create and use representations to communicate mathematical ideas and to solve problems and be able to:</p> <ul style="list-style-type: none"> Create and use age level appropriate representations to organize, record, and communicate mathematical ideas (e.g., students should recognize the relationship among seven counters, seven tally marks, and the symbol 7). Select, apply, and translate among mathematical representations to solve problems (e.g., representing fractions with circles, with geoboards, and with pattern blocks). Link different representations. Use representations to model and interpret physical, social, and mathematical phenomena. Use conventional and self-generated (invented) representations and connect them. Realize that any representation is subject to multiple interpretations (e.g., drawings and graphs can be read in a different way).
2	M:CCR:2:3	<p>Students will recognize, explore, and develop mathematical connections and be able to:</p> <ul style="list-style-type: none"> Link conceptual and procedural knowledge (e.g., they will know that when they “regroup,” they are simply changing the representation of the minuend, but not its value). Recognize and use mathematics in other curriculum areas (e.g., science, social studies). Recognize and use mathematics in their daily lives (e.g., graphs, tables, or maps). Identify mathematical situations occurring in literature for children.

New Hampshire Reading GSEs: Grades 1 & 2

Lesson	Standard	GSE
All lessons	R—1—1.1	Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge.
All lessons	R:WID:2:1.1	Identifying regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes).
All lessons	R—1—1.3 R—2—1.3	Reading grade-level appropriate words (in connected text) (1) with automaticity (2).
All lessons	R—1—3.2 R:V:2:2.2	Selecting appropriate words to use in context (1), including words specific to the content of the text (2).
1, 6	R—1—4.1 R:LT: 2:1.1	Identifying characters, setting (1), problem, solution, or major events, as appropriate to text (2).
1, 4	R—1—4.2a R:LT: 2:2.2a	Responding to simple questions about a book’s content (1) Sequencing key events in order, as appropriate to text (2).

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1, 4, 6	R—1—4.2b R:LT: 2:2.2b	Retelling the beginning, middle, and end of a story (1). Retelling the key elements of a story (2).
1, 4, 6	R—1—4.4 R—2—4.4	Distinguishing between literary and informational texts (1). Distinguishing among a variety of types of text (e.g., literary texts: poetry, plays, realistic fiction, fairy tales, fables, tall tales, or fantasy) (2).
1, 4, 6	R—1—16.1 R—2—16.1	Comparing stories or other texts to personal experience, prior knowledge or to other texts.
1, 4, 6	R—1—7.2 R:IT:2:1.2	Using explicitly stated information to answer questions.
All lessons	R—1—7.4 R—2—7.4	Generating questions before, during, and after reading (1) to enhance recall, expand understanding and/or gain new information (2).
All lessons	R—1—8.1 R:IT:2:2.1	Telling what was learned (1). Connecting information within a text (2).
All lessons	R—1—8.3 R:IT:2:2.3	Making basic inferences or drawing basic conclusions.
All lessons	R—1—13 R—2—13	Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.
All lessons	R—1—17.2 R—2—17.2	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others.

New Hampshire Writing & Oral Communication GSEs: Grades 1 & 2

Lesson	Standard	GSE
All lessons	W—1—1.1 W—2—1.1	Writing recognizable short sentences (1). Writing short sentences (2).
All lessons	W—1—2.1 W—2—2.1	Representing understanding of text through pictures, “words,” “sentences,” or some combination (1). Selecting information to set context/background (2).
All lessons	W—1—3.1 W—2—3.1	Using prior knowledge or references to text to respond to a question (evidence may take the form of pictures, words, sentences, or some combination) (1). Stating a focus (purpose), when responding to a given question (2).
All lessons	W—1—6.1 W—2—6.1	Sorting and classifying facts (1). Using a given organizational structure for grouping facts (e.g., template, frame, graphic organizer), with instructional support (2).
All lessons	W—1—6.2 W—2—6.2	Representing facts through pictures, “words,” “sentences,” or some combination (1). Selecting facts to set context/background (2).
All lessons	W—1—7.1 W—2—7.1	Using pictures to create meaning (1). Establishing a topic (2).
All lessons	W—1—8.1	Including details/information relevant to topic (details/information may take the form of pictures with captions, “words”,

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	W—2—8.1	“sentences”, or some combination) (1). Including details/information relevant to topic and/or focus (2).
All lessons	W—1—9.5a W—2—9.5a	Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling when needed) (1). Correctly spelling grade-appropriate, high-frequency words (2).
All lessons	W—1—9.5b W—2—9.5b	Correctly spelling many common words (e.g., had, can, including own first name) (1).. Correctly spelling most words with regularly spelled patterns (e.g., consonant-vowel consonant, CVC with silent e, one syllable words with blends) (2).
All lessons	OC—1—1.2 OC— 2—1.2	Responding to or reacting to stories, songs or poems by using simple words, phrases, and sentences (1). Conversing, and asking questions to what has been heard (e.g., stories, songs or poems) (2).
All lessons	OC—1—2.1 OC—2—2.1	Orally ordering ideas in a sequence or tell a familiar story (1). Orally ordering ideas in a sequence, carrying on a conversation, ask and answer questions (2).

New Hampshire Health Education GSEs: Elementary School

Lesson	Standard	Descriptor
5, 6	NUT:1.1	Know the benefits of healthful eating (short-term and long-term benefits and risks).
5, 6	NUT:1.3	Know the benefits of consuming more water, fruits, vegetables, grains, and calcium-rich foods.
5, 6	NUT:1.5	Know the benefits of moderating sugar intake.
5, 6	NUT:3.5	Know how marketing, packaging, and advertising influence food choices.
1, 2	NUT:5.1	Know food sanitation (hands, food, utensils, surfaces).
1, 2	PCH:1.1	Know effective techniques for hand washing.
5, 6	PCH:1.5	Know effective techniques for tooth care: brushing and flossing.
2, 3, 4, 5, 6	PCH:1.6	Know the importance of regular dental cleaning and checkups.
1, 2, 3, 5, 6	PCH:2.3	Know ways to avoid contact with infectious agents.
2, 5	PCH:3.4	Know the roles of various health care providers.