

NEW JERSEY ALIGNMENT FOR NIH SUPPLEMENT OPEN WIDE AND TREK INSIDE

OPEN WIDE AND TREK INSIDE		
New Jersey Core Curriculum Content Standards: Science – Grades K – 2		
Lesson	Standard	Indicator
1, 2, 3	5.1.A.1	Raise questions about the world around them and be willing to seek answers through making careful observations and experimentation.
3	5.1.A.4	Know that when solving a problem it is important to plan and get ideas and help from other people.
3	5.1.B.1	Develop strategies and skills for information gathering and problem-solving, using appropriate tools and technologies.
1, 3, 5	5.1.B.2	Identify the evidence used in an explanation.
3	5.1.C.1	Recognize that conducting science activities requires an awareness of potential hazards and the need for safe practices.
3	5.1.C.2	Understand and practice safety procedures for conducting science investigations.
1, 4, 5	5.5.A.1	Investigate the basic needs of humans and other organisms.
4, 5	5.5.B.1	Recognize that different types of plants and animals live in different parts of the world.
4, 5	5.10.A.1	Associate organisms' basic needs with how they meet those needs within their surroundings.
New Jersey Core Curriculum Content Standards: Mathematics – Grades 1 – 2		
Lesson	Standard	Expectation
2	4.1.A.1	Use real-life experiences, physical materials, and technology to construct meanings for numbers.
2	4.1.B.1	Develop the meanings of addition and subtraction by concretely modeling and discussing a large variety of problems.
2	4.2.A.1	Identify and describe spatial relationships among objects in space and their relative shapes and sizes: inside/outside, left/right, above/below, between; smaller/larger/same size, wider/ narrower, longer/shorter; congruence (i.e., same size and shape).
3	4.2.D.3	Select and use appropriate standard and non-standard units of measure and standard measurement tools to solve real-life problems: length - inch, foot, yard, centimeter, meter; weight - pound, gram, kilogram; capacity - pint, quart, liter; time - second, minute, hour, day, week, month, year; temperature - degrees Celsius, degrees Fahrenheit.
2, 3	4.3.C.1	Recognize and describe changes over time (e.g., temperature, height).
2, 3	4.4.A.1	Collect, generate, record, and organize data in response to questions, claims, or curiosity: data collected from students' everyday experiences; data generated from chance devices, such as spinners and dice.

NEW JERSEY ALIGNMENT FOR NIH SUPPLEMENT OPEN WIDE AND TREK INSIDE

1, 2, 3	4.4.A.2	Read, interpret, construct, and analyze displays of data: pictures, tally chart, pictograph, bar graph, Venn diagram; smallest to largest, most frequent (mode).
1, 2	4.4.C.1	Sort and classify objects according to attributes: Venn diagrams.
2, 3	4.5.A.2	Solve problems that arise in mathematics and in other contexts (cf. workplace readiness standard 8.3): open-ended problems, non-routine problems, problems with multiple solutions, or problems that can be solved in several ways.
2, 3	4.5.B.1	Use communication to organize and clarify their mathematical thinking: reading and writing, discussion, listening, and questioning.
2	4.5.B.2	Communicate their mathematical thinking coherently and clearly to peers, teachers, and others, both orally and in writing.
2, 3	4.5.C.3	Recognize that mathematics is used in a variety of contexts outside of mathematics.
2, 3	4.5.C.4	Apply mathematics in practical situations and in other disciplines.
2	4.5.D.6	Evaluate examples of mathematical reasoning and determine whether they are valid.
2, 3	4.5.E.1	Create and use representations to organize, record, and communicate mathematical ideas.
2, 3	4.5.E.2	Select, apply, and translate among mathematical representations to solve problems.
2, 3, 5	4.5.E.3	Use representations to model and interpret physical, social, and mathematical phenomena.

New Jersey Core Curriculum Content Standards: Language Arts Literacy – Grade 1

Lesson	Standard	Indicator
2, 3, 5, 6	3.1.A.2	Practice reading print in the environment at school and at home with assistance.
1, 2, 3, 6	3.1.A.4	Interpret simple graphs, charts, and diagrams.
4, 6	3.1.D.1	Answer questions correctly that are posed about stories read.
3, 6	3.1.D.2	Begin to read simple text with fluency.
All lessons	3.1.G.1	Draw simple conclusions from information gathered from pictures, print, and people.
4, 6	3.1.G.3	Sequence information learned from text into a logical order to retell facts.
All lessons	3.1.G.5	Make simple inferences.
All lessons	3.1.H.1	Ask and explore questions related to a topic of interest.
All lessons	3.1.H.2	Draw conclusions from information and data gathered.
All lessons	3.2.A.4	Use simple sentences to convey ideas.
All lessons	3.2.C.4	Use developmental spelling or phonics-based knowledge to spell independently, when necessary.
All lessons	3.2.D.1	Create written texts for others to read.

NEW JERSEY ALIGNMENT FOR NIH SUPPLEMENT OPEN WIDE AND TREK INSIDE

All lessons	3.2.D.2	Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations and printed text.
All lessons	3.3.A.2	Offer personal opinions in discussion and retell personal experiences
5	3.3.A.3	Role-play situations and dramatize story events.
All lessons	3.3.B.1	Respond to ideas and questions posed by others.
All lessons	3.3.B.2	Ask and answer various types of questions.
All lessons	3.3.C.1	Attempt to use new vocabulary learned from shared literature and classroom experiences.
All lessons	3.3.C.2	Use descriptive words to clarify and extend ideas.
All lessons	3.4.A.1	Listen and respond appropriately to directions.
4, 6	3.4.B.1	Listen to make predictions about stories read aloud.
All lessons	3.4.B.2	Follow simple oral directions.
1, 4, 6	3.4.B.3	Recall information from listening to stories, poems, television, and film.
4, 6	3.4.B.4	Retell, reenact, or dramatize stories or parts of stories heard.
4, 6	3.4.B.5	Respond appropriately to questions about stories read aloud.
1, 4, 6	3.4.B.7	Ask questions for clarification and explanation of stories and ideas heard.
1, 4, 6	3.5.A.2	Distinguish between "pretend" and "real" in the media.
2, 3	3.5.A.5	Use simple graphs and charts to report data.
6	3.5.B.2	Sequence a series of pictures or images to tell a story.

New Jersey Core Curriculum Content Standards: Comprehensive Health and Physical Education – Grades K – 2

Lesson	Standard	Indicator
4, 5, 6	2.1.A.2	Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports.
2, 5	2.1.B.2	Describe how children are alike and how they are different.
5, 6	2.1.C.1	Explain why some foods are healthier to eat than others.
3, 5	2.1.D.3	Discuss common symptoms of diseases and health conditions.
3, 4, 5, 6	2.2.A.2	Express ideas and opinions about wellness issues.
4, 5, 6	2.3.C.1	Develop a wellness goal and explain why setting a goal is important.