

OPEN WIDE AND TREK INSIDE

North Dakota Science Content Standards: Grades 1 & 2

Grade 1

| Lesson | Standard | Benchmark Expectations |
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| 3 | 1.1.1. | Identify models that represent real objects (e.g., globe represents the Earth, doll represents a real baby). |
| 1, 2 | 1.1.2. | Identify objects (e.g., toy vehicles, dolls, human body, plants) that are made of parts. |
| 1, 2, 3, 5 | 1.1.3. | Describe different ways that things can change (e.g., size, mass, color, movement). |
| 1, 2, 3 | 1.2.1. | Record and describe observations with pictures, numbers, or words. |
| 1, 2, 3, 4 | 1.3.2. | Identify observable properties (e.g., size, weight, shape, color, movement) of objects. |
| 1, 2, 3, 4 | 1.4.2. | Identify characteristics of living things (e.g., grow, sometimes reproduce, change, and die over time). |
| 1, 2, 3, 4 | 1.6.2. | Use several steps to complete a task (e.g., building blocks, art project, group investigation). |
| All lessons | 1.7.1. | Identify personal care practices (e.g., dental care, hand washing, exercise, nutrition) that contribute to a healthy life. |
| 1, 2, 3 | 1.8.1. | Identify ways (e.g., create things, ask questions, make observations, figure things out) that everybody can do science. |

Grade 2

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| 3 | 2.1.1. | Explain ways models are like (e.g., globe and Earth are both round) and unlike (e.g., different sizes, missing details and functions) real things. |
| 1, 2, 3 | 2.1.3. | Identify changes that are slow (e.g., human development) or fast (e.g., plant growth). |
| All lessons | 2.2.1. | Ask questions and seek answers about the world (e.g., Why do we have seasons?). |
| 1, 2, 3 | 2.2.2. | Communicate (e.g., verbal, written, graphic) observations to others. |
| 1, 2, 3, 5 | 2.3.4. | Describe an object's location (e.g., further than, beside, under, over) relative to another object. |
| 4 | 2.4.2. | Identify various things that are found in different environments (e.g., cactus, lizard – desert; shark, coral- ocean). |
| 3 | 2.6.1. | Identify tools (e.g., ruler, hand lens, thermometer, balance) that are used to observe, measure, and investigate things they could not otherwise see, measure and do. |
| 3 | 2.6.2. | Explain how models (e.g., plastic animal figures, skeletal models) can be used to understand science. |
| All lessons | 2.7.1. | Identify personal choices (e.g., personal hygiene, nutrition, fitness, safety) that contribute to individual wellness. |
| 1, 2, 3 | 2.8.1. | Identify ways scientists work together to solve problems (e.g., share results, teamwork, investigate). |

North Dakota Mathematics Content Standards: Grades 1 & 2

Grade 1

| Lesson | Standard | Benchmark Expectations |
|---------------|-----------------|---|
| 2, 5 | 1.1.7. | Connect number words and numerals to the quantities they represent (0 - 10). |
| 2, 5 | 1.1.11. | Use grade-appropriate terms when communicating about addition and subtraction, i.e., sum, difference. |
| 2, 5 | 1.1.13. | Recall addition facts and subtraction facts (0-10). |
| 2, 5 | 1.1.14. | Estimate the number of objects and check by counting. |
| 1, 2, 5 | 1.2.4. | Arrange and describe objects in space by proximity, position, and direction, e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of. |
| 1, 2 | 1.3.1. | Identify and display various forms of data in their world using charts and graphs, e.g., tally charts and bar graphs. |
| 2 | 1.3.2. | Read and interpret tally charts and picture graphs as sources of information. |
| 1, 2 | 1.3.3. | Sort objects by common attribute. |
| 3 | 1.4.4. | Estimate, and verify by measuring, length to the nearest inch, foot, and centimeter. |
| 1, 2 | 1.5.1. | Identify, sort, and classify objects by two or more attributes. |

Grade 2

| Lesson | Standard | Benchmark Expectations |
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| 2, 5 | 2.1.12. | Select an operation to solve problems involving addition and subtraction of whole numbers. |
| 2, 5 | 2.1.16. | Recall addition facts and subtraction facts (0-18). |
| 1, 2 | 2.3.1. | Sort and classify objects according to their attributes and organize data about the objects, e.g., Venn diagrams, graphs, tables. |
| 1, 2, 3 | 2.3.2. | Demonstrate that data can be represented in a variety of ways. |
| 2 | 2.3.3. | Formulate and answer simple questions from data represented by graphs. |
| 3 | 2.4.7. | Estimate and measure length to the nearest inch, half-inch, foot, or centimeter. |
| 3 | 2.4.11. | Select the appropriate units for measuring time, length, weight, and temperature. |

North Dakota ELA Content Standards: Grades 1 & 2

Grade 1

| Lesson | Standard | Benchmark Expectations |
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| 1, 4, 6 | 1.2.10. | Recall/retell details/events in sequence. |

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| 1, 4, 6 | 1.2.11. | Make text-to-self and text-to-text connections. |
| 1, 2, 3, 4, 6 | 1.2.14. | Read a variety of vocabulary embedded in authentic text. |
| 1, 2, 3, 4, 6 | 1.2.16. | Use reading to be informed and/or entertained. |
| All lessons | 1.3.1. | Recognize a variety of purposes for writing, i.e., inform, entertain. |
| All lessons | 1.3.3. | Write about familiar topics and ideas. |
| All lessons | 1.3.5. | Compose at least three sentences about a single idea. |
| All lessons | 1.3.6. | Produce an organized piece with a beginning, middle, and end. |
| All lessons | 1.3.7. | Include supporting details in written work. |
| All lessons | 1.3.9. | Write known words fluently. |
| All lessons | 1.3.10. | Write left to right across more than one line. |
| All lessons | 1.3.11. | Consistently use spacing to separate words. |
| All lessons | 1.4.1. | Use developmentally-appropriate speaking vocabulary. |
| All lessons | 1.4.2. | Actively listen to the speaker. |
| All lessons | 1.4.3. | Follow two and three step directions. |
| All lessons | 1.4.5. | Take turns speaking in conversation. |
| All lessons | 1.4.6. | Formulate and respond appropriately to questions. |
| All lessons | 1.6.1. | Use sentences to convey a message. |
| All lessons | 1.6.3. | Use developmentally-appropriate capitalization i.e., proper nouns, beginning of sentences, titles. |
| All lessons | 1.6.4. | Use developmentally-appropriate conventions of punctuation i.e., period, comma, question mark, exclamation marks. |
| All lessons | 1.6.5. | Use developmentally-appropriate principles of spelling i.e., inventive spelling, commonly used words in writing. |
| Grade 2 | | |
| 1, 4, 6 | 2.2.7. | Recall/retell details/events in sequence. |
| 1, 4, 6 | 2.2.8. | Relate text-to-self, text-to-text, and text-to-world connections. |
| 1, 2, 3, 6 | 2.2.10. | Use strategies to improve comprehension e.g., summarize, fact and opinion, compare and contrast, inferences, drawing conclusions, questioning, clarify. |
| 1, 2, 3, 4, 6 | 2.2.13. | Read a variety of vocabulary embedded in authentic text. |
| 1, 2, 3, 4, 6 | 2.2.15. | Use reading to be informed, persuaded, and entertained. |
| All lessons | 2.3.1. | Select a purpose for writing, i.e., inform, entertain, or persuade. |
| All lessons | 2.3.4. | Use a specific genre to match the purpose i.e., personal, expository, narrative, informational, journal writing. |
| All lessons | 2.3.5. | Spell many words conventionally. |
| All lessons | 2.3.6. | Incorporate vocabulary into writing. |
| All lessons | 2.3.7. | Write over time to produce longer, more complex texts. |

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| All lessons | 2.4.1. | Use grade-appropriate speaking vocabulary. |
| All lessons | 2.4.2. | Actively listen to the speaker. |
| All lessons | 2.4.3. | Follow multiple step directions. |
| All lessons | 2.4.4. | Take turns speaking in conversation. |
| All lessons | 2.4.6. | Participate as an active listener and speaker in any group discussion. |
| All lessons | 2.6.1. | Use sentences to convey a message. |
| All lessons | 2.6.2. | Use parts of speech i.e., proper and common nouns, pronouns, verbs, adjectives, adverbs. |
| All lessons | 2.6.4. | Use capitalization i.e., proper nouns, beginning of sentences, titles. |
| All lessons | 2.6.5. | Use conventions of punctuation i.e., period, question mark, exclamation marks, commas, quotation marks. |
| All lessons | 2.6.6. | Use principles of spelling. |
| North Dakota Health Content Standards: Grades 1 & 2 | | |
| Grade 1 | | |
| Lesson | Standard | Benchmark |
| 2 | 1.1.1. | Compare the diverse patterns of growth (e.g., body size-short/tall, overweight/underweight, baby teeth/permanent teeth) and development among individuals. |
| 1, 2, 3, 5, 6 | 1.2.1. | Explain healthy behaviors and how they impact personal, emotional, social, and physical health (e.g., healthy eating-eating fruits and vegetables, new food pyramid guide, exercise-more energy, sleep-energy and attention span, hygiene-self-esteem). |
| 2, 3, 5 | 1.2.4. | Explain the importance of regular health check-ups (e.g., dental-healthy teeth and gums, vision-glasses/no glasses, hearing-ability to receive information, speech-communicate effectively, wellness checks-maintenance of healthy body). |
| 5 | 1.5.1. | Set a short-term personal health goal (e.g., exercising daily, watching less television, eating healthy foods) and describe a plan to achieve it. |
| 2, 5 | 1.6.1. | Explain from whom (e.g., doctors, nurses, firefighters, police, school counselors, school nurses) and where (e.g., nurse's office, counselor's office, fire station) to seek assistance from local school and community health service providers. |
| 5, 6 | 1.7.1. | Identify ways to encourage peers in making positive healthy choices (e.g., food choices, safety practices, saying no to harmful substances). |
| Grade 2 | | |
| 5, 6 | 2.1.1. | Explain how responsibilities change as we grow older (e.g., tasks require more skill, strength, knowledge). |
| 1, 2, 3, 5, 6 | 2.2.1 | Describe how individuals can promote and protect their health (e.g., healthy eating-planned meal, exercise-daily wellness plan, sleep-regular patterns, personal hygiene-daily routine, avoiding second hand smoke). |
| 1, 2, 5 | 2.3.1. | Identify ways in which the family influences and supports personal health practices and behaviors (e.g. preparing family |

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| | | meals using new food guide pyramid, portion control, basic hygiene, media/technology time, littering). |
| 5 | 2.5.1. | Describe the steps of goal setting (e.g., establish goal, explain how goals affect health, describe a plan to reach goal, evaluate progress). |
| 2, 5, 6 | 2.6.1. | Identify resources from home, school, and community that provide valid health information. (e.g., school counselor, health care providers, teachers, family members). |
| 5, 6 | 2.7.1. | Demonstrate the ability to support peers and others in making positive health choices (e.g., helping a friend or family member choose healthy foods for a meal, physical activities instead of TV/computer/video games). |