**Standards Targeted**

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Module 1** | **Module 2** | **Module 3** |
| Science |  |  |  |
| K-LS1-1--Use observations to describe patterns of what plants and animals (including humans) need to survive | X | X | X |
| K-ESS2-2--Construct an argument supported by evidence for how plants and animals (Including humans) can change the environment to meet their needs |  | X | X |
| K-ESS3-1--Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. | X | X |  |
| K-ESS3-2--Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather | X |  |  |
| K-ESS3-3--Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. |  | X |  |
| K-PS3-1--Make observations to determine the effect of sunlight on Earth's surface. | X |  |  |
| K-2-ETS1-1--Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. | X |  |  |
| Math |  |  |  |
| M.K.MD.1 describe attributes | X | X |  |
| M.1.MD.4 organize, represent, Interpret data with up to three categories, ask and answer questions about the total number of data points, how many In each category, and how many more or less are In one category than In another | X |  |  |
| **English Language Arts** |  |  |  |
| ELA.K.W.C9.2 use a combination of drawing, dictating, and writing to compose informative/explanatory texts |  | X | X |
| ELA.K.W.C9.3 use a combination of drawing, dictating, and writing to narrate a single event or events In sequence |  |  | X |
| ELA.K.W.C10.3 with guidance and support explore a variety of digital tools to produce and publish writing |  |  | X |
| ELA.K.W.C11.1 participate in shared research and writing projects | X | X | X |
| ELA.K.W.C11.2 with guidance and support recall or gather information | X | X | X |
| ELA.K.SL.C13.1 participate in collaborative conversations | X |  |  |
| ELA.K.SL.C13.2 confirms understanding of a text read aloud or information presented orally by asking questions, etc. | X | X |  |
| ELA.K.SL.C14.1 describe familiar people, places, things, and events with prompting and support provide additional detail |  |  | X |
| ELA.K.SL.C14.2 add drawings or other visuals for more detail | X | X |  |
| ELA.K.SL.C14.3 speak audibly and express thought, feelings, and ideas | X |  | X |
| ELA.K.SL.C15.1 demonstrate command of conventions of standard English grammar and usage | X | X | X |
| ELA.K.SL.C15.2 demonstrate command of conventions of capitalization, punctuation, and spelling when writing |  |  | X |
| Social Studies |  |  |  |
| SS.K.G.1 construct a simple map of a familiar area (e.g., classroom, school, home, etc.) | X |  |  |
| SS.K.WV.3 track the weather to illustrate West Virginia’s climate | X |  |  |
| Music/Art |  |  |  |
| Wellness |  |  |  |
| WE.K.1.04 identify healthy foods | X |  |  |
| **21st Century Skills** |  |  |  |
| 21C.O.PK-2.1.LS.1 Student uses text, people and electronic resources (e.g. interactive books, educational software, CD-ROMs, elementary multimedia encyclopedias and search engines) to locate information for classroom assignments and is able to identify the author and purpose for each source located |  |  | X |
| 21C.O.PK-2.1.LS.2 Student can accurately interpret and create simple visuals (e.g. charts, maps, graphs and models) and use this information to solve problems and communicate information | X | X |  |
| 21C.O.PK-2.1.LS.3 Student articulates thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written or multimedia communication | X |  | X |
| 21C.O.PK-2.2.LS.1 Student engages with teacher assistance in a critical thinking process by conducting basic evaluations using simple criteria | X | X |  |
| 21C.O.PK-2.3.LS.1 Student manages negative emotions, aligns his/her goals to the goals of others, and works cooperatively and productively with others in small groups | X | X | X |
| 21C.O.PK-2.3.LS.5 Student uses clearly defined teacher directions and interpersonal skills to move others toward the goal | X | X |  |
| 21C.O.PK-2.3.LS.6 Student focuses on a project goal, and with teacher guidance, frames appropriate questions related to the goal, considers possible courses of action, selects a plan of action and completes the project. | X | X | X |