

Stages, Concepts & Standards	Episode 1: Connections – Water in Our Community	Episode 2: Balance – Sinking & Floating	Episode 3: Transformation – Gas, Liquid & Solid
Honoring Tribal Legacies Standards	<ul style="list-style-type: none"> Recognizes relationships and sees the interconnectedness in their world Recognizes that our relationship with water is sacred. Awareness that places can have names that were given to them by Native peoples that are not the same as the names used today. 	<ul style="list-style-type: none"> Sees and communicates the virtues of separate entities, similarities and differences, and the relationships between them. Experiences our relationship with water in daily activities and routines. Recognizes that other entities in nature also have a close relationship with water. 	<ul style="list-style-type: none"> Recognize that things in nature, like water, can transform themselves into different states of matter and different entities. Understand that relationships in nature can also transform and that the world that our ancestors lived in has transformed in many ways.
Scientific Concepts Explored	<ul style="list-style-type: none"> natural systems (i.e. waterways) models (representation of real objects through mapping) 	<ul style="list-style-type: none"> cause and effect structure and function (relationship between the way things look, feel, smell, sound, taste and the actions they perform). 	<ul style="list-style-type: none"> constancy and change (i.e. growth) structure and function (relationship between the way things look, feel, smell, sound, taste and the actions they perform) variations (discontinuous and continuous properties)
Next Generation Science	<ul style="list-style-type: none"> 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. K-ETS1.B. Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solution to other people. 	<ul style="list-style-type: none"> K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. 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. 	<ul style="list-style-type: none"> K-PS3-1.B. Sunlight warms Earth's surface. K-2-ETS1-2. The shape and stability of structures of natural and designed objects are related to their function(s). K-ESS3-1. Use a model to represent relationships in the natural world.
Common Core Mathematics and English Language Arts	<ul style="list-style-type: none"> CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. CCSS.Math.Content.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>. 	<ul style="list-style-type: none"> CCSS.Math.Content.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. CCSS.Math.Content.K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. CCSS.ELA-Literacy.L.K.65.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 	<ul style="list-style-type: none"> CCSS.Math.Content.K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. CCSS.Math.Content.K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute, and describe the difference. CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Stages, Concepts & Standards	Episode 4: Cycles – The Movement of Water	Episode 5: Reciprocity – Keeping Water Happy & Healthy	Episode 6: Relationships – Plants, Animals & Water
Honoring Tribal Legacies Standards	<ul style="list-style-type: none"> • Gains a sense of self and self-discovery and feels good about what they bring to their learning environment. • Recognizes that everything is connected in the world, and that water is a very important part of those connections. • Realizes that water is an entity in the world that can communicate things to us. 	<ul style="list-style-type: none"> • Water takes care of us and it is important to recognize that we also need to respect and take care of water. • All living beings need happy and healthy water to survive. 	<ul style="list-style-type: none"> • Our relationship with water is sacred, and plants and animals also have a sacred relationship with water. • Plants and animals can sometimes play vital roles in Tribal ceremonies, such as indicating the beginning or the end of a ceremonial season. • Traditionally some Native tribes had relationships where they communicated through gestures or symbols.
Scientific Concepts Explored	<ul style="list-style-type: none"> • natural systems (i.e. waterways, weather, the human body) • scale (size, distance, etc.) • patterns and relationships • cause and effect 	<ul style="list-style-type: none"> • cause and effect • structure/function (relationship between the way things look, feel, smell, sound, taste and the actions they perform) 	<ul style="list-style-type: none"> • constancy and change (i.e. growth) • cause and effect • diversity among objects and organisms in the natural world focus
Next Generation Science	<ul style="list-style-type: none"> • K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. • K-ESS3-1. Systems in the natural and designed world have parts that work together. 	<ul style="list-style-type: none"> • K-PS2-1 and 2. Cause and Effect: Simple tests can be designed to gather evidence to support or refute student ideas about causes. • E-SS3.C. Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. 	<ul style="list-style-type: none"> • K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. • K-ESS3.A. Living things need water, air, and resources from the land, and they live in places that have the things they need. • K-LS1.C. Plants need water and light to live and grow.
Common Core Mathematics and English Language Arts	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • CCSS.Math.Content.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to. 	<ul style="list-style-type: none"> • CCSS.Math.Content.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. • CCSS.ELA-Literacy.L.K.65.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding. 	<ul style="list-style-type: none"> • CCSS.Math.Content.K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. • CCSS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.