LITTLE PASSPORTS BY BEGiN

World Adventures

Standards-alignment by kits

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Introduction

Standards-Aligned Learning Across Every Adventure

Little Passports World Adventures kits are intentionally designed to align with key K–5 academic standards, including NGSS (Next Generation Science Standards) and Common Core State Standards for Math and ELA. Each kit delivers a rich, cross-disciplinary experience - integrating science, engineering, mathematics, literacy, and global studies through hands-on, project-based learning.

Learners actively engage in model building, engineering design, and real-world applications—from constructing physical systems like mobiles, lanterns, drums, and piñatas to exploring scientific concepts such as forces, energy, sound, and ecosystems. At the same time, cooking activities and cultural recipes provide meaningful opportunities to apply measurement, fractions, unit conversion, and procedural reading skills in authentic contexts. These experiences are paired with reading, writing, and problem-solving tasks that reinforce comprehension and critical thinking.

Our standards coverage is thorough and transparent. For each kit, we provide a detailed PDF that includes:

- An Executive Summary outlining key learning outcomes and interdisciplinary connections
- A grade-by-grade standards alignment chart (K–5) across NGSS, CCSS Math, and CCSS ELA
- A comprehensive listing of all applicable standards—some embedded directly in hands-on activities, and others designed to be extended through conversation, guidance, or deeper exploration with an adult

In addition, we provide a program-wide standards overview that summarizes how all 12 kits collectively address the full range of K–5 standards - offering both depth within each kit and broad coverage across the entire series.

Little Passports: World Adventures offers an experience that is not only engaging and culturally immersive, but also intentionally aligned, developmentally appropriate, and academically robust - supporting learning at home or alongside classroom instruction.

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Little Passports: World Adventures

Comprehensive Standards Alignment for 12 month subscription

This chart provides a consolidated overview of the educational standards addressed across the **Little Passports: World Adventures** kits (Modules 1-12). These kits utilize hands-on engineering projects, cultural exploration, and functional activities to bridge NGSS scientific inquiry with CCSS mathematical reasoning and literacy.

Category	K	1	2	3	4	5
🟢 **NGSS (Science)**	• K-2-ETS1-2 • K-ESS3-1 • K-PS2-1	• K-2-ETS1-2 • 1-PS4-1 • 1-PS4-2 • 1-PS4-3 • 1-LS3-1	• 2-LS4-1 • 2-PS1-1 • 2-PS1-2 • 2-PS1-4 • 2-ESS1-1 • 2-ESS2-2	• 3-PS2-1 • 3-PS2-2 • 3-LS4-1 • 3-LS4-3 • 3-5-ETS1-1	• 4-PS3-1 • 4-PS3-2 • 4-PS3-3 • 4-PS3-4 • 4-PS4-1 • 4-LS1-1 • 4-ESS1-1	• 5-PS1-2 • 5-PS2-1 • 5-ESS1-2 • 5-ESS2-1 • 5-ESS3-1 • 3-5-ETS1-3
🔵 **CCSS Math**	• K.G.A.1 • K.G.B.3 • K.MD.A.2 • K.CC.B.4	• 1.G.A.2 • 1.G.A.3 • 1.OA.C.5 • 1.MD.A.2	• 2.G.A.1 • 2.OA.B.2 • 2.OA.C.3 • 2.MD.A.1	• 3.MD.A.2 • 3.NF.A.1 • 3.OA.D.9	• 4.G.A.1 • 4.G.A.3	• 5.MD.A.1
🟠 **CCSS ELA**	• RI.K.7	• RI.1.3 • RI.1.7 • W.1.3	• RI.2.3	• RI.3.3	• RI.4.3 • W.4.3	• RI.5.3 • RI.5.4

Little Passports: World Adventures - Brazil

Executive Summary The Little Passports World Adventures: Brazil kit offers an immersive, cross-disciplinary exploration of South American ecology, culture, and foundational physics. Learners engage in hands-on engineering by constructing a balanced, flapping Scarlet Macaw mobile and assembling a traditional "Peteca" toss game. The Travel Journal deepens their understanding of the natural world through Amazon Rainforest habitat mapping, while integrating functional mathematics via the Brigadeiros recipe and symmetrical design activities. This multi-sensory journey connects NGSS physical and life science standards with CCSS mathematical reasoning and procedural literacy.

Standards Alignment Chart (Grades K–5)

Grade	🟢 NGSS (Science)	🔵 CCSS Math	🟠 CCSS ELA
K	**K-2-ETS1-2:** Develop a simple physical model to illustrate how an object functions *(building the flapping Macaw mobile).* **K-ESS3-1:** Represent the relationship between the needs of animals and where they live *(matching animals to Amazon Rainforest layers).*	**K.G.A.1:** Describe relative positions of objects *(following positional instructions for stickers and the Futebol maze).*	**RI.K.7:** Describe the relationship between illustrations and the text *(matching diagrams to mobile assembly steps).*

1	**K-2-ETS1-2:** Develop a simple physical model *(building the mobile and the DIY Peteca game).*	**1.G.A.2:** Compose 2D/3D shapes to create a composite shape *(assembling the flat panels into a 3D bird).*	**RI.1.7:** Use the illustrations and details in a text to describe its key ideas *(using visual guides to decorate the Carnaval float).* **RI.1.3:** Describe the connection between pieces of information in a text *(understanding the sequence of assembly).*
2	**2-LS4-1:** Make observations of plants and animals to compare the diversity of life in different habitats *(exploring the layers of the Amazon).*	**2.G.A.1:** Recognize and draw shapes having specified attributes *(designing the geometric patterns on the Futebol jersey).*	**RI.2.3:** Describe the connection between a series of steps in technical procedures *(following the multi-step Peteca construction and recipe).*
3	**3-PS2-1:** Investigate the effects of balanced and unbalanced forces *(balancing the macaw with weights and pulling the string).* **3-5-ETS1-1:** Define a simple design problem *(creating a functional Peteca).*	**3.MD.A.2:** Measure and estimate liquid volumes and masses of objects *(applied via the Brigadeiros recipe and Peteca filler).*	**RI.3.3:** Describe the relationship between a series of steps in technical procedures *(following the recipe and knot-tying instructions).*

4	**4-LS1-1:** Construct an argument that animals have internal/external structures to support survival *(understanding Amazon animal adaptations).*	**4.G.A.3:** Recognize a line of symmetry for a two-dimensional figure *(navigating the symmetrical placement of weights on the mobile).*	**RI.4.3:** Explain events, procedures, ideas, or concepts in a scientific or technical text *(understanding Carnaval and Futebol).*
5	**5-PS2-1:** Provide evidence that gravitational force is directed down *(observing gravity pull the macaw weights and the tossed Peteca downward).*	**5.MD.A.1:** Convert among different-sized standard measurement units *(scaling the Brigadeiros recipe measurements).*	**RI.5.3:** Explain the interactions between concepts in a technical text *(understanding how geography supports Amazon biodiversity).* **RI.5.4:** Determine the meaning of domain-specific words *(learning Portuguese words and rainforest terminology).*

Little Passports: World Adventures - France

Executive Summary The Little Passports World Adventures: France kit offers a highly interactive, cross-disciplinary learning experience. Learners engage in hands-on engineering and physical science by constructing a Parisian-style lantern, exploring concepts of light transmission, electrical energy, and 3D geometry. The France Travel Journal immerses learners in functional mathematics, creative writing, and geography through a Palmiers recipe, DIY charcuterie board design, language word searches, and storytelling inspired by the Lascaux caves. This project-based approach maps to NGSS science investigations, CCSS mathematical reasoning, and CCSS procedural literacy.

Standards Alignment Chart (Grades K–5)

Grade	🟢 NGSS (Science)	🔵 CCSS Math	🟠 CCSS ELA
K	**K-2-ETS1-2:** Develop a simple physical model to illustrate how the shape of an object helps it function *(building the physical lantern box).*	**K.G.B.3:** Identify shapes as two-dimensional or three-dimensional *(transforming flat paper into a 3D box).* **K.G.A.1:** Describe relative positions of objects *(placing the lantern over the tea light).*	**RI.K.7:** Describe the relationship between illustrations and the text *(matching diagrams to lantern assembly steps).*

1	**1-PS4-2:** Provide evidence that objects can be seen only when illuminated *(turning off lights to see the LED tea light illuminate the lantern).* **K-2-ETS1-2:** Develop a simple physical model *(building the lantern and stand).*	**1.G.A.2:** Compose 2D/3D shapes to create a composite shape *(assembling the separate panes, roof, and stand).*	**RI.1.7:** Use the illustrations and details in a text to describe its key ideas *(using visual guides to slide tabs into slots).* **W.1.3:** Write narratives *(drawing and writing a Lascaux-inspired story).*
2	**2-PS1-1:** Conduct an investigation to describe/classify materials by observable properties *(comparing translucent painted panes vs. opaque lantern body).*	**2.G.A.1:** Recognize and draw shapes having specified attributes *(identifying rectangular panes and triangular roof flaps).*	**RI.2.3:** Describe the connection between a series of steps in technical procedures *(following the multi-step lantern construction).*
3	**3-5-ETS1-1:** Define a simple design problem reflecting a need or a want *(designing a DIY charcuterie board with spatial constraints).*	**3.MD.A.2:** Measure and estimate liquid volumes and masses of objects *(applied via the Palmiers recipe ingredients).*	**RI.3.3:** Describe the relationship between a series of steps in technical procedures *(following folding and tab-sliding instructions).*
4	**4-PS3-2:** Provide evidence that energy can be transferred from place to place by light and electric currents *(observing battery-powered LED light transfer).*	**4.G.A.3:** Recognize a line of symmetry for a two-dimensional figure *(folding the lantern body and assembling the symmetrical stand).*	**RI.4.3:** Explain events, procedures, ideas, or concepts in a historical or technical text *(understanding the history of Paris as the "City of Light").*

5	**3-5-ETS1-3:** Plan and carry out fair tests in which variables are controlled *(experimenting with watercolor opacity to change light transmission).*	**5.MD.A.1:** Convert among different-sized standard measurement units *(scaling the France recipe measurements).*	**RI.5.3:** Explain the interactions between concepts in a technical text *(understanding how tabs and slots create a stable structure).* **RI.5.4:** Determine the meaning of domain-specific words *(completing the French word search).*

Little Passports: World Adventures - Japan

Executive Summary The Little Passports World Adventures: Japan kit seamlessly integrates cross-disciplinary learning by immersing learners in the rich culture, culinary traditions, and engineering of Japan. Through hands-on activities—such as building a traditional Taiko drum to explore acoustics, folding an origami Samurai helmet to understand symmetry, and observing irreversible physical changes while making a Tamago Sando—learners actively engage with physical science, geometry, and functional mathematics. This project-based approach connects NGSS science investigations with CCSS procedural reading and math, fostering critical thinking and global awareness in an interactive format.

Standards Alignment Chart (Grades K–5)

Grade	🟢 NGSS (Science)	🔵 CCSS Math	🟠 CCSS ELA
K	**K-2-ETS1-2:** Develop a simple physical model to illustrate how an object functions *(building the Taiko drum and origami helmet).*	**K.G.B.3:** Identify shapes as 2D or 3D *(transforming flat cardboard into a 3D drum).* **K.G.A.1:** Describe relative positions of objects *(threading yarn top-to-bottom and navigating the maze).*	**RI.K.7:** Describe the relationship between illustrations and the text *(matching diagrams to drum assembly steps).*

1	**1-PS4-1:** Provide evidence that vibrating materials can make sound *(noticing different sounds when hitting the Taiko hard or light).* **K-2-ETS1-2:** Develop a simple physical model *(building the drum and stand).*	**1.G.A.2:** Compose 2D/3D shapes to create a composite shape *(folding paper into the composite shapes of the helmet).*	**RI.1.7:** Use illustrations and details in a text to describe key ideas *(using visual guides for the word search and bento box).* **RI.1.3:** Describe the connection between pieces of information *(understanding the yarn weaving sequence).*
2	**2-PS1-4:** Construct an argument with evidence that some changes caused by heating/cooling can be reversed *(boiling eggs for the recipe is an irreversible change).*	**2.G.A.1:** Recognize and draw shapes having specified attributes *(designing custom geometric shapes for the vending machine).*	**RI.2.3:** Describe the connection between a series of steps in technical procedures *(following multi-step drum construction and recipes).*
3	**3-5-ETS1-1:** Define a simple design problem reflecting a need or a want *(assembling the drum under tension and designing vending machine treats).*	**3.MD.A.2:** Measure and estimate liquid volumes and masses of objects *(applied via the Tamago Sando recipe ingredients).*	**RI.3.3:** Describe the relationship between a series of steps in technical procedures *(following weaving and origami folding instructions).*
4	**4-PS4-1:** Develop a model of waves to describe patterns in terms of amplitude *(hitting the drum harder creates a larger amplitude/louder sound).*	**4.G.A.3:** Recognize a line of symmetry for a two-dimensional figure *(following the symmetrical folds to craft the origami Samurai helmet).*	**RI.4.3:** Explain events, procedures, ideas, or concepts in a technical text *(understanding the cultural context of Taiko and Shinkansen).*

5	**5-PS1-2:** Provide evidence that regardless of the type of change (cooling/mixing), the total weight of matter is conserved *(boiling and mixing the egg salad).*	**5.MD.A.1:** Convert among different-sized standard measurement units *(scaling the Japanese recipe measurements).*	**RI.5.3:** Explain the interactions between concepts in a technical text *(understanding how physical yarn tension alters sound).* **RI.5.4:** Determine the meaning of domain-specific words *(completing the word search with terms like "Origami" and "Taiko").*

Little Passports: World Adventures - Egypt

Executive Summary: The Little Passports World Adventures: Egypt kit introduces cross-disciplinary learning through the construction and gameplay of the "Nile River Run" marble steering game. Learners engage in foundational physics and engineering by building a tiltable game board, exploring concepts like gravity, force, and motion as they carefully steer a marble through obstacles. The Travel Journal immerses learners in history, functional mathematics, and geography through interactive pen-to-paper activities like a Great Pyramid maze, creative storytelling, drawing ancient animal gods, decoding hieroglyphics, and preparing a regional "Mowz bil Laban" banana smoothie. This hands-on project integrates NGSS physical and life science standards with CCSS technical reading, creative writing, and mathematical reasoning, providing an engaging approach to learning about mechanics and ancient Egyptian culture.

Standards Alignment Chart (Grades K–5)

Grade	🟢 NGSS (Science)	🔵 CCSS Math	🟠 CCSS ELA
K	**K-2-ETS1-2:** Develop a physical model to illustrate how the shape of an object helps it function *(assembling the tiltable game board and DIY kitty statue).* **K-PS2-1:** Compare the effects of different strengths or directions of pushes and pulls *(tilting and steering the game board).*	**K.G.A.1:** Describe relative positions of objects using terms such as above, below, beside *(navigating the pyramid maze).*	**RI.K.7:** Describe the relationship between illustrations and the text *(matching diagrams to game assembly steps).*

1	**K-2-ETS1-2:** Develop a simple physical model *(building the nested sarcophagi and kitty craft).*	**1.G.A.2:** Compose 2D/3D shapes to create a composite shape *(assembling the cardboard pieces into the completed game).*	**RI.1.7:** Use illustrations and details in a text to describe key ideas *(using visual guides to decode hieroglyphics).* **W.1.3:** Write narratives sequencing events *(writing a story based on ancient drawings).*
2	**2-ESS2-2:** Develop a model to represent shapes/kinds of land and bodies of water *(mapping the Nile river and interacting with the river-themed board).*	**2.G.A.1:** Recognize and draw shapes having specified attributes *(identifying the triangular shape of the pyramid maze).*	**RI.2.3:** Describe the connection between a series of steps in technical procedures *(following the multi-step game and craft construction).*
3	**3-PS2-1:** Provide evidence of the effects of balanced and unbalanced forces *(investigating gravity and tilting force acting on the marble).* **3-5-ETS1-1:** Define a simple design problem *(assembling the functional game board).*	**3.MD.A.2:** Measure and estimate liquid volumes and masses of objects *(applied via the Banana Smoothie recipe ingredients).*	**RI.3.3:** Describe the relationship between a series of steps in technical procedures *(following instructions to use the decoder wheel).*
4	**4-LS1-1:** Construct an argument that animals have internal/external structures to support survival *(drawing and analyzing traits of ancient animal gods).*	**4.G.A.3:** Recognize a line of symmetry for a two-dimensional figure *(finding the symmetry to solve the ancient pottery puzzle).*	**RI.4.3:** Explain events or concepts in a historical text *(understanding ancient Egyptian Kings, Queens, and architecture).*

5	**5-PS2-1:** Support an argument that Earth's gravitational force is directed down *(observing gravity pull the marble as the board is steered).*	**5.MD.A.1:** Convert among different-sized standard measurement units *(scaling the recipe measurements).*	**RI.5.3:** Explain interactions between concepts in a historical/technical text *(understanding hieroglyphics as a communication system).* **RI.5.4:** Determine the meaning of domain-specific words *(learning terms like "sarcophagus," "felucca," and "papyrus").*

Little Passports: World Adventures - Australia

Executive Summary: The Little Passports World Adventures: Australia kit delivers a dynamic, cross-disciplinary educational experience that immerses learners in the diverse ecology, culture, and physical geography of Australia. Through hands-on projects—such as constructing a functional Rain Stick, building an egg carton coral reef, and observing reversible phase changes while making Chocolate Coconut Crackles—learners actively engage with physical science, acoustic engineering, and functional mathematics. The Travel Journal and habitat puzzle integrate Earth sciences and biology by exploring wave mechanics, outback survival adaptations, and marine ecosystems. This module connects NGSS life and physical science standards with CCSS mathematical reasoning and technical literacy.

Standards Alignment Chart (Grades K–5)

Grade	🟢 NGSS (Science)	🔵 CCSS Math	🟠 CCSS ELA
K	**K-2-ETS1-2:** Develop a physical model to illustrate how an object functions *(building the Rain Stick and mini reef).* **K-ESS3-1:** Represent the relationship between the needs of animals and where they live *(analyzing habitats in the puzzle and outback activities).*	• **K.MD.A.2:** Compare objects with a measurable attribute in common *(visually comparing creepy crawlies).* **K.G.A.1:** Describe relative positions of objects *(navigating the herding maze and sticker scenes).*	**RI.K.7:** Describe the relationship between illustrations and the text *(matching diagrams to assembly and recipe steps).*

1	**1-PS4-1:** Provide evidence that vibrating materials can make sound *(investigating the acoustics of the Rain Stick).* **K-2-ETS1-2:** Develop a simple physical model *(building the Rain Stick).*	**1.MD.A.2:** Express the length of an object as a whole number of length units *(measuring the centipede with the printed ruler).*	**RI.1.7:** Use illustrations and details in a text to describe key ideas *(using clues for the "Guess and Draw" activity).* **RI.1.3:** Describe the connection between pieces of information *(understanding the sequence of assembly).*
2	**2-PS1-4:** Construct an argument that some changes caused by heating/cooling can be reversed *(melting and cooling ingredients for crackles).* **2-LS4-1:** Make observations to compare the diversity of life in different habitats *(comparing outback vs. reef animals in the puzzle).*	**2.MD.A.1:** Measure length using appropriate tools *(using the ruler graphic to measure insects).*	**RI.2.3:** Describe the connection between a series of steps in technical procedures *(following multi-step crafts and recipes).*
3	**3-LS4-3:** Construct an argument that organisms survive well in a habitat *(learning about outback and marine adaptations).* **3-5-ETS1-1:** Define a simple design problem *(designing a surfboard*	**3.MD.A.2:** Measure and estimate liquid volumes and masses of objects *(applied via the Chocolate Coconut Crackles recipe).*	**RI.3.3:** Describe the relationship between a series of steps in technical procedures *(following cause and effect in building instructions).*

	and inventing a creepy crawly).		
4	**4-PS4-1:** Develop a model of waves to describe patterns in terms of amplitude and wavelength *(learning crests, troughs, and wavelengths).* **4-LS1-1:** Construct an argument that animals have internal/external structures to support survival *(analyzing animal clues).*	**4.G.A.1:** Draw and identify points, lines, and segments *(navigating wave diagrams and connecting the dots).*	**RI.4.3:** Explain events or concepts in a historical/technical text *(understanding First Nations history and gold panning).*
5	**5-ESS2-1:** Develop a model describing how Earth's spheres interact *(exploring interactions in the Great Barrier Reef).* **5-PS1-2:** Provide evidence that regardless of change type, weight of matter is conserved *(mixing and melting recipe ingredients).*	**5.MD.A.1:** Convert among different-sized standard measurement units *(scaling the recipe measurements).*	**RI.5.3:** Explain interactions between concepts in a technical text *(explaining ecological relationships).* **RI.5.4:** Determine the meaning of domain-specific words *(learning Aussie slang and ecological terms).*

Little Passports: World Adventures - Italy

Executive Summary: The Little Passports World Adventures: Italy kit integrates cultural exploration with foundational STEM and literacy concepts. Through the hands-on "Pizza Topping Topple" game, learners actively investigate the physics of balanced and unbalanced forces, weight distribution, and gravity. The Italy Travel Journal immerses learners in applied mathematics via pizza fractions, addition paths, and recipe measurements, alongside historical reading passages covering Leonardo da Vinci and ancient Roman landmarks. This project-based approach maps to NGSS physical science investigations, CCSS mathematical reasoning, and CCSS historical/technical reading standards.

Standards Alignment Chart (Grades K–5)

Grade	🟢 NGSS (Science)	🔵 CCSS Math	🟠 CCSS ELA
K	**K-2-ETS1-2:** Develop a simple physical model to illustrate how the shape of an object helps it function *(setting up the balancing game and 3D Opera stage).*	**K.CC.B.4:** Connect counting to cardinality *(counting toppings for the order tickets).* **K.G.A.1:** Describe relative positions of objects *(placing toppings carefully on top of the pizza board).*	**RI.K.7:** Describe the relationship between illustrations and the text *(matching spinner visuals to game rules).*
1	**K-2-ETS1-2:** Develop a simple physical model *(assembling the game base and Carnevale mask).*	**1.G.A.3:** Partition circles and rectangles into equal shares *(applied through the fractions journal activity).*	**RI.1.7:** Use illustrations and details to describe key ideas *(using visual guides to learn about Italian landmarks).* **RI.1.3:** Describe the connection between pieces of information *(understanding turn-taking in the game).*

2	**2-PS1-1:** Conduct an investigation to describe/classify materials by observable properties *(observing the weight/size of toppings to maintain balance).*	• **2.OA.B.2:** Fluently add and subtract within 20 *(adding numbers in the Racing Path Math activity).*	• **RI.2.3:** Describe the connection between a series of steps in technical procedures *(following game instructions and the Panzanella recipe).*
3	**3-PS2-1:** Investigate the effects of balanced and unbalanced forces on the motion of an object *(playing the balancing game; uneven toppings cause it to tip).*	**3.NF.A.1:** Understand fractions as partitioned equal parts *(pizza fraction activities).* **3.MD.A.2:** Measure and estimate liquid volumes and masses *(Panzanella recipe).*	**RI.3.3:** Describe the relationship between a series of steps in technical procedures *(following the cause-and-effect rules of the game).*
4	**3-5-ETS1-1:** Define a simple design problem with criteria and constraints *(strategizing topping placement to prevent toppling).*	**4.G.A.3:** Recognize a line of symmetry for a two-dimensional figure *(folding the Carnevale mask symmetrically).*	**RI.4.3:** Explain events or concepts in a historical text *(learning about Leonardo da Vinci and the Colosseum).* **W.4.3:** Write narratives to develop experiences *(creating a story for the Opera stage).*

5	**5-PS2-1:** Support an argument that gravitational force is directed down *(observing gravity pull the unbalanced pizza board downward).*	**5.MD.A.1:** Convert among different-sized standard measurement units *(scaling the Italian recipe measurements).*	**RI.5.3:** Explain the interactions between concepts in a technical text *(understanding how weight distribution and fulcrums interact with gravity).* **RI.5.4:** Determine the meaning of domain-specific words *(learning Italian vocabulary in fill-in-the-blank activities).*

Little Passports: World Adventures - Mexico

Executive Summary: The Little Passports World Adventures: Mexico kit provides a cross-disciplinary learning experience that immerses learners in Mexican culture, geography, and STEM concepts. Through engaging hands-on projects—such as engineering a 3D piñata and DIY nicho, exploring symmetry by designing a luchador mask, and observing irreversible physical changes while cooking traditional Chilaquiles—learners actively explore physical science, geometry, and functional mathematics. This multi-sensory journey connects NGSS engineering design and states of matter to CCSS mathematical reasoning and procedural literacy, fostering a deep, interactive understanding of the world.

Standards Alignment Chart (Grades K–5)

Grade	🟢 NGSS (Science)	🔵 CCSS Math	🟠 CCSS ELA
K	**K-2-ETS1-2:** Develop a simple physical model to illustrate how the shape of an object helps it function *(building the 3D piñata and DIY nicho).*	**K.G.B.3:** Identify shapes as 2D or 3D *(transforming flat materials into a 3D piñata).* **K.G.A.1:** Describe relative positions of objects *(layering the piñata fringe and completing the seek-and-find).*	**RI.K.7:** Describe the relationship between illustrations and the text *(matching diagrams to assembly steps).*

1	**K-2-ETS1-2:** Develop a simple physical model *(building the piñata, DIY nicho, and 3D bus pop-out).*	**1.G.A.2:** Compose 2D/3D shapes to create a composite shape *(assembling pieces into the piñata and combining stickers for alebrijes).*	**RI.1.7:** Use the illustrations and details in a text to describe its key ideas *(using visual guides to learn about landmarks and solve seek-and-finds).* **RI.1.3:** Describe the connection between pieces of information in a text *(understanding the sequence of assembly).*
2	**2-PS1-4:** Construct an argument with evidence that some changes caused by heating or cooling can be reversed *(heating salsa and softening chips for Chilaquiles is an irreversible change).* **2-PS1-1:** Classify materials by observable properties *(observing paper vs. cardboard properties).*	**2.G.A.1:** Recognize and draw shapes having specified attributes *(identifying pyramid structures and designing the luchador mask)***.**	**RI.2.3:** Describe the connection between a series of steps in technical procedures *(following the multi-step piñata construction and recipe).*
3	**3-5-ETS1-1:** Define a simple design problem reflecting a need or a want *(assembling the piñata and designing a luchador mask).*	**3.MD.A.2:** Measure and estimate liquid volumes and masses of objects *(applied via the Chilaquiles recipe ingredients).*	**RI.3.3:** Describe the relationship between a series of steps in technical procedures *(following sequential folding and cooking instructions).*

4	**4-LS1-1:** Construct an argument that animals have internal/external structures to support survival *(exploring anatomy by creating mythical alebrijes with animal stickers).*	**4.G.A.3:** Recognize a line of symmetry for a two-dimensional figure *(decorating the luchador mask symmetrically).*	**RI.4.3:** Explain events, procedures, ideas, or concepts in a historical or technical text *(understanding the history of ancient pyramids and cultural holidays).*
5	**5-PS1-2:** Provide evidence that regardless of the type of change (cooling/mixing), the total weight of matter is conserved *(mixing and heating the Chilaquiles).*	**5.MD.A.1:** Convert among different-sized standard measurement units *(scaling the Chilaquiles recipe measurements).*	**RI.5.3: E**xplain the interactions between concepts in a technical or historical text *(understanding the cultural significance of featured landmarks).* **RI.5.4:** Determine the meaning of domain-specific words *(completing the word search and crossword puzzle).*

Little Passports: World Adventures - South Africa

Executive Summary: The Little Passports World Adventures: South Africa kit delivers a dynamic, cross-disciplinary educational experience blending regional ecology with foundational STEM principles. Through the "Sea Forest Diving" game, learners actively experiment with physics—specifically potential energy, trajectory, and gravitational pull—by utilizing an elastic-based launcher to propel foam divers onto multi-tiered shelves.The Travel Journal immerses learners in biology, functional mathematics, and cultural arts through interactive pen-to-paper activities like scratch-and-find maps, Ndebele geometric pattern completion, DIY paper bead necklaces, and a regional recipe for South African Corn Bread. This project-based module connects NGSS physical and life science investigations with CCSS mathematical reasoning and technical literacy.

Standards Alignment Chart (Grades K–5)

Grade	🟢 NGSS (Science)	🔵 CCSS Math	🟠 CCSS ELA
K	**K-2-ETS1-2:** Develop a simple physical model to illustrate how an object functions *(building the 3D Sea Forest game board).* **K-ESS3-1:** Represent the relationship between the needs of animals and where they live *(exploring Boulders Beach penguins and savanna animals).*	**K.CC.B.4:** Connect counting to cardinality *(counting points earned from Creature Cards).* **K.G.A.1:** Describe relative positions of objects *(aiming the launcher and building the penguin sticker scene).*	**RI.K.7:** Describe the relationship between illustrations and the text *(matching diagrams to game assembly and connect-the-dots activities).*

1	**K-2-ETS1-2:** Develop a simple physical model *(building the tension-based launcher and paper bead necklace).*	**1.OA.C.5:** Relate counting to addition and subtraction *(adding scores from the game).* **1.G.A.2:** Compose 2D/3D shapes to create a composite shape *(rolling flat paper strips into 3D beads).*	**RI.1.7:** Use illustrations and details in a text to describe key ideas *(using visual guides for seek-and-find and scratch-and-find).* **RI.1.3:** Describe the connection between pieces of information *(understanding the launch sequence).*
2	**2-LS4-1:** Make observations to compare the diversity of life in different habitats *(comparing marine sea forest life to terrestrial savanna life).*	**2.OA.B.2:** Fluently add and subtract within 20 *(keeping a running tally of game scores).* **2.G.A.1:** Recognize and draw shapes having specified attributes *(recognizing geometric shapes in Ndebele patterns).*	**RI.2.3:** Describe the connection between a series of steps in technical procedures *(following the multi-step game setup and corn bread recipe).*
3	**3-PS2-1:** Investigate the effects of balanced and unbalanced forces *(using the unbalanced force of the elastic launcher to propel divers).* **3-LS4-3:** Construct an argument that in a habitat some organisms survive well *(learning about meerkat survival behaviors).*	**3.MD.A.2:** Measure and estimate liquid volumes and masses of objects *(applied via the South African Corn Bread recipe ingredients).*	**RI.3.3:** Describe the relationship between a series of steps in technical procedures *(understanding launcher mechanics).*

4	**4-PS3-1:** Construct an explanation relating speed to energy *(observing that pulling the elastic further gives the diver more energy/speed).* **4-LS1-1:** Construct an argument that animals have internal/external structures to support survival *(understanding group behaviors of meerkats).*	**4.G.A.3:** Recognize a line of symmetry for a two-dimensional figure *(analyzing and completing symmetrical Ndebele patterns).*	**RI.4.3:** Explain events, procedures, ideas, or concepts in a scientific or technical text *(understanding South African geography, 11 languages, and rock art).*
5	**5-PS2-1:** Support an argument that gravitational force is directed down *(observing gravity pull the launched foam divers downward).* **3-5-ETS1-3:** Plan and carry out fair tests with controlled variables *(testing launch angles and elastic tension to hit target shelves).*	**5.MD.A.1:** Convert among different-sized standard measurement units *(scaling the recipe measurements).*	**RI.5.3:** Explain the interactions between concepts in a technical text *(explaining launcher tension, trajectory, and gravity).* **RI.5.4:** Determine the meaning of domain-specific words *(learning regional terms like "Howzit!").*

Little Passports: World Adventures - China

Executive Summary: The Little Passports World Adventures: China kit delivers a cross-disciplinary educational experience that immerses learners in the rich history, geography, and traditions of China. Through hands-on projects—such as constructing decorative Animal Charms, building a DIY paper lantern, and designing a shadow puppet scene—learners actively engage with engineering design, light physics, and symmetry. The Travel Journal integrates functional mathematics and life sciences through regional cooking (Xihongshi Chao Jidan), repeating lunar calendar cycles (the Chinese Zodiac), and the specialized ecology of the giant panda. This module connects NGSS life/physical science standards with CCSS mathematical reasoning and technical literacy.

Standards Alignment Chart (Grades K–5)

Grade	🟢 NGSS (Science)	🔵 CCSS Math	🟠 CCSS ELA
K	**K-2-ETS1-2:** Develop a physical model to illustrate how the shape of an object helps it function *(building the Animal Charms and paper lantern).* **K-ESS3-1:** Represent the relationship between the needs of animals and where they live *(pandas and bamboo forests).*	**K.G.B.3:** Identify shapes as 2D or 3D *(transforming flat materials into 3D charms and lanterns).* **K.G.A.1:** Describe relative positions of objects *(following instructions for shadow puppets and maps).*	**RI.K.7:** Describe the relationship between illustrations and the text *(matching diagrams to assembly steps).*

1	**1-PS4-3:** Investigate the effect of placing materials in the path of a beam of light *(creating and playing with the shadow puppet scene).* **K-2-ETS1-2:** Develop a simple physical model *(building the charms and 3D Lion Dance mask).*	**1.G.A.2:** Compose 2D/3D shapes to create a composite shape *(assembling pieces into completed charms).*	**RI.1.7:** Use the illustrations and details in a text to describe key ideas *(using visual guides to navigate the maze).* **RI.1.3:** Describe the connection between pieces of information *(understanding the sequence of assembly).*
2	**2-LS4-1:** Make observations of plants and animals to compare the diversity of life in different habitats *(observing the unique bamboo forest habitat).*	**2.G.A.1:** Recognize and draw shapes having specified attributes *(practicing Chinese character strokes on a structured grid).*	**RI.2.3:** Describe the connection between a series of steps in technical procedures *(following multi-step craft construction and recipe).*
3	**3-LS4-3:** Construct an argument that in a particular habitat some organisms can survive well *(learning about the highly specialized diet of the panda).*	**3.MD.A.2:** Measure and estimate liquid volumes and masses of objects *(applied via the Xihongshi Chao Jidan recipe ingredients).* **3.OA.D.9:** Identify arithmetic patterns *(exploring the 12-year cycle of the Chinese Zodiac).*	**RI.3.3:** Describe the relationship between a series of steps in technical procedures *(following sequential crafting and cooking instructions).*

4	**4-LS1-1:** Construct an argument that animals have internal/external structures to support survival *(understanding panda physical adaptations).*	**4.G.A.3:** Recognize a line of symmetry for a two-dimensional figure *(identifying symmetry in the Tiger/Dragon charms and Lion mask).*	**RI.4.3:** Explain events, procedures, ideas, or concepts in a historical or technical text *(understanding the history of the Great Wall and festivals).*
5	**5-ESS3-1:** Obtain and combine information about ways communities use science to protect Earth's resources *(studying panda wildlife conservation).*	**5.MD.A.1:** Convert among different-sized standard measurement units *(scaling the recipe measurements).*	**RI.5.3:** Explain the interactions between concepts in a historical text *(understanding interactions between the lunar calendar and traditional festivals).*

Little Passports: World Adventures - Canada

Executive Summary: The Little Passports World Adventures: Canada kit provides a dynamic, cross-disciplinary educational experience blending environmental science, cultural geography, and foundational physics. Through the construction and active play of the "Snowball Sling" game, learners investigate elastic potential energy, kinetic force, and geometry by launching discs at target obstacles. The Travel Journal deepens learning through functional mathematics and life sciences, exploring arctic habitats, regional maple syrup recipes, and atmospheric phenomena like the Northern Lights. This module connects NGSS physical and Earth science investigations with CCSS mathematical reasoning and technical literacy.

Standards Alignment Chart (Grades K–5)

Grade	🟢 NGSS (Science)	🔵 CCSS Math	🟠 CCSS ELA
K	**K-2-ETS1-2:** Develop a physical model to illustrate how an object functions *(building the game board and DIY ring and pin game).* **K-PS2-1:** Compare the effects of different pushes and pulls *(slinging snowballs with the launcher band).*	**K.G.A.1:** Describe relative positions of objects *(positioning obstacles on the board and navigating the maze).*	**RI.K.7:** Describe the relationship between illustrations and the text *(matching diagrams to assembly steps).*

1	**K-2-ETS1-2:** Develop a simple physical model *(building the walled game board and the night sky wheel).*	**1.G.A.2:** Compose 2D/3D shapes to create a composite shape *(assembling the 3D arena and composing Inuksuks from stickers).*	**RI.1.7:** Use illustrations and details in a text to describe key ideas *(using maps to learn about Canadian wildlife).* **RI.1.3:** Describe the connection between steps in a text *(understanding the game assembly sequence).*
2	**2-LS4-1:** Make observations to compare the diversity of life in different habitats *(exploring arctic habitats of polar bears and completing the animal match).*	**2.OA.C.3:** Determine whether a group of objects has an odd or even number *(counting game scores and determining odd/even tallies).*	**RI.2.3:** Describe the connection between a series of steps in technical procedures *(following multi-step game and craft construction).*
3	**3-PS2-1:** Provide evidence of the effects of balanced and unbalanced forces *(investigating the unbalanced force of the stretched band).* **3-LS4-3:** Construct an argument that organisms survive well in a habitat *(learning about arctic adaptations).*	**3.OA.D.9:** Identify arithmetic patterns *(completing the skip counting by 3 activity).*	**RI.3.3:** Describe the relationship between a series of steps in technical procedures *(understanding cause and effect in the game mechanics).*

4	**4-PS3-1:** Construct an explanation relating speed to energy *(observing that more stretch gives the snowball more speed).* **4-PS3-3:** Predict outcomes of changes in energy during collisions *(predicting bounces off walls/targets).*	**4.G.A.1:** Draw and identify lines and angles *(analyzing angles needed to bounce snowballs off walls to hit targets).*	**RI.4.3:** Explain events or concepts in a technical text *(understanding the cultural significance of the Northern Lights and Inuksuks).*
5	**5-ESS1-2:** Represent data to reveal patterns in the night sky *(explored via the rotating Aurora Borealis wheel).* **3-5-ETS1-3:** Plan and carry out fair tests with controlled variables *(testing tension to navigate obstacles).*	**5.MD.A.1:** Convert among different-sized standard measurement units *(scaling the recipe measurements).*	**RI.5.3:** Explain interactions between concepts in a technical text *(explaining potential energy converting to kinetic).* **RI.5.4:** Determine the meaning of domain-specific words *(completing the vocabulary word search).*

Little Passports: World Adventures - Argentina

Executive Summary: The Little Passports World Adventures: Argentina kit provides a cross-disciplinary learning experience that immerses learners in South American culture, geography, and STEM concepts. Through hands-on projects—such as engineering a functional "Adventure Bag" using basic sewing techniques and creating a DIY mini glacier—learners actively explore fine motor skills, geometry, and phase changes. The Travel Journal deepens their understanding of the natural world via paleontological fossil puzzles, biological riddle matches, and functional mathematics practiced through traditional regional recipes like "el Submarino". This multi-sensory journey connects NGSS engineering and earth science standards with CCSS mathematical reasoning and procedural literacy.

Standards Alignment Chart (Grades K–5)

Grade	🟢 NGSS (Science)	🔵 CCSS Math	🟠 CCSS ELA
K	**K-2-ETS1-2:** Develop a simple physical model to illustrate how an object functions *(building the sewn Adventure Bag).* **K-ESS3-1:** Represent the relationship between the needs of animals and where they live *(matching animals to habitats in the journal).*	**K.G.B.3:** Identify shapes as 2D or 3D *(transforming flat panels into a 3D bag).* **K.G.A.1:** Describe relative positions of objects *(following positional instructions for sewing).*	**RI.K.7:** Describe the relationship between illustrations and the text *(matching diagrams to bag assembly steps).*

1	**1-LS3-1:** Make observations to construct an evidence-based account that young plants and animals are like their parents *(observing animal families).* **K-2-ETS1-2:** Develop a simple physical model *(building the enclosed bag).*	**1.OA.C.5:** Relate counting to addition and subtraction *(adding scores in the Gaucho game).* **1.G.A.2:** Compose 2D/3D shapes to create a composite shape *(assembling the panels into a functional bag).*	**RI.1.7:** Use the illustrations and details in a text to describe its key ideas *(using visual guides to solve the fossil puzzle).* **RI.1.3:** Describe the connection between pieces of information in a text *(understanding the sequence of sewing).*
2	**2-PS1-4:** Construct an argument with evidence that some changes caused by heating/cooling can be reversed *(creating a mini glacier and melting chocolate into hot milk).* **2-ESS1-1:** Provide evidence that Earth events occur quickly or slowly *(learning about fossilization).*	**2.OA.B.2:** Fluently add and subtract within 20 *(adding ring point values).*	**RI.2.3:** Describe the connection between a series of steps in technical procedures *(following the multi-step bag construction and recipe).*
3	**3-LS4-1:** Analyze data from fossils to provide evidence of organisms and environments that lived long ago *(fossil puzzle activity).* **3-5-ETS1-1:** Define a simple design problem *(creating a functional adventure bag).*	**3.MD.A.2:** Measure and estimate liquid volumes and masses of objects *(applied via the hot chocolate recipe ingredients).*	**RI.3.3:** Describe the relationship between a series of steps in technical procedures *(following the recipe and sewing instructions).*

4	**4-ESS1-1:** Identify evidence from patterns in rock formations and fossils *(paleontology activity).* **4-LS1-1:** Construct an argument that animals have internal/external structures to support survival *(analyzing animal riddles).*	**4.G.A.3:** Recognize a line of symmetry for a two-dimensional figure *(navigating the geometric, symmetrical patterns on the bag).*	**RI.4.3:** Explain events, procedures, ideas, or concepts in a scientific or technical text *(understanding paleontological discoveries and the Tango).*
5	**5-PS1-2:** Provide evidence that regardless of the type of change (heating/mixing), total weight of matter is conserved *(melting chocolate into milk for the recipe).*	**5.MD.A.1:** Convert among different-sized standard measurement units *(scaling the Submarino recipe measurements).*	**RI.5.3:** Explain the interactions between concepts in a technical text *(understanding how geography creates ecosystems).* **RI.5.4:** Determine the meaning of domain-specific words *(completing the fill-in-the-blank activity).*

Little Passports: World Adventures - England

Executive Summary: The Little Passports World Adventures: England kit provides an immersive, cross-disciplinary learning experience that bridges cultural geography with mechanical engineering. Learners build a functional hand-cranked carousel, actively investigating kinetic energy transfer, rotational motion, and structural design. The Travel Journal enriches technical literacy and mathematical reasoning through traditional recipes like cucumber sandwiches, visual puzzle solving, creative storytelling, and the exploration of historic English landmarks and vocabulary. This project-based module connects NGSS physical science standards with CCSS mathematical application and comprehensive literacy skills.

Standards Alignment Chart (Grades K–5)

Grade	🟢 NGSS (Science)	🔵 CCSS Math	🟠 CCSS ELA
K	**K-2-ETS1-2:** Develop a simple physical model to illustrate how an object functions *(building the mechanical carousel and DIY crown).*	**K.G.A.1:** Describe relative positions of objects using terms such as above, below, beside *(positioning the carousel canopy and creating the park sticker scene).*	**RI.K.7:** Describe the relationship between illustrations and the text *(matching diagrams to assembly steps and connect-the-dots).*
1	**K-2-ETS1-2:** Develop a simple physical model *(building the 3D rotating carousel).*	**1.G.A.2:** Compose 2D/3D shapes to create a composite shape *(assembling flat components into the 3D structure).*	**RI.1.7:** Use illustrations and details in a text to describe key ideas *(using maps to learn about landmarks).* **RI.1.3:** Describe the connection between steps in a text *(understanding the assembly sequence).*

2	**2-PS1-2:** Analyze data obtained from testing different materials for a purpose *(handling the mechanical cardboard pieces).*	**2.G.A.1:** Recognize and draw shapes having specified attributes *(identifying geometric attributes in the maze and "Spot the Difference" puzzles).*	**RI.2.3:** Describe the connection between a series of steps in technical procedures *(following the multi-step carousel construction and recipe).*
3	**3-PS2-2:** Make observations of an object's motion to provide evidence that a pattern predicts future motion *(observing the repetitive circular motion of the carousel).* **3-5-ETS1-1:** Define a simple design problem *(assembling the functional mechanical carousel).*	**3.MD.A.2:** Measure and estimate liquid volumes and masses of objects *(applied via the cucumber sandwich recipe ingredients).*	**RI.3.3:** Describe the relationship between a series of steps in technical procedures *(understanding cause and effect in the crank mechanics).*
4	**4-PS3-4:** Apply scientific ideas to design, test, and refine a device that converts energy *(converting kinetic energy from the hand crank to rotational energy).*	**4.G.A.3:** Recognize a line of symmetry for a two-dimensional figure *(analyzing the symmetrical components of the carousel canopy and crown).*	**RI.4.3:** Explain events or concepts in a technical/historical text *(understanding the history of double-decker buses, castles, and afternoon tea).* **W.4.3:** Write narratives to develop experiences *(completing the creative story activity).*

5	**5-PS2-1:** Support an argument that gravitational force is directed down *(observing gravity pull the carousel animals back down).*	**5.MD.A.1:** Convert among different-sized standard measurement units *(scaling the recipe measurements).*	**RI.5.3:** Explain interactions between concepts in a technical text *(explaining the physical interaction of the hand crank and gears).* **RI.5.4:** Determine the meaning of domain-specific words *(completing the vocabulary crossword puzzle).*