

MILK POWERS YOUR POTENTIAL!

MILK [+] BREAKFAST



STANDARDS ALIGNMENT FOR GRADES 4-6

GRADE 4

ACTIVITY 1: THE PROTEIN ADVANTAGE

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

Reading Informational Text

Key Ideals and Details

- R.I.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- R.I.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

- R.I.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- R.I.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

Integration of Knowledge and Ideas

- R.I.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

NEXT GENERATION SCIENCE STANDARDS

From Molecules to Organisms:

Structures and Processes

- 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

NATIONAL SCIENCE STANDARDS

K-4 Life Science

Characteristics of Organisms

- Each plant or animal has different structures that serve different functions in growth, survival, and reproduction.

NATIONAL HEALTH STANDARDS

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Standard 2 Students will demonstrate the ability to access valid health information and health promoting products and services.

ACTIVITY 2: PROTEIN PLUS

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

Reading Informational Text

Key Ideals and Details

- R.I.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- R.I.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

- R.I.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- R.I.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

Integration of Knowledge and Ideas

- R.I.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- R.I.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledge.

Reading Foundational Skills

Phonics and World Recognition

- R.F.4.3 Know and apply grade level phonics and word analysis skills in decoding words.

Writing

Text Types and Purposes

- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Production and Distribution of Writing

- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Next Generation Science Standards

From Molecules to Organisms: Structures and Processes

- 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

NATIONAL SCIENCE STANDARDS

K-4 Life Science

Characteristics of Organisms

- Each plant or animal has different structures that serve different functions in growth, survival, and reproduction.

NATIONAL HEALTH STANDARDS

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Standard 2 Students will demonstrate the ability to access valid health information and health promoting products and services.

ACTIVITY 3: ENERGIZE YOUR MORNING

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

Reading Informational Text

Key Ideas and Details

- R.I.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- R.I.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

- R.I.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- R.I.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

Integration of Knowledge and Ideas

- R.I.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

NATIONAL HEALTH STANDARDS

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Standard 2 Students will demonstrate the ability to access valid health information and health promoting products and services.

Standard 3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Standard 6 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

POSTER

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

Reading Informational Text

Key Ideals and Details

- R.I.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- R.I.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

- R.I.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- R.I.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

Integration of Knowledge and Ideas

- R.I.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

NATIONAL HEALTH STANDARDS

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Standard 2 Students will demonstrate the ability to access valid health information and health promoting products and services.

Standard 3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Standard 6 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

WHITEBOARD ACTIVITY

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

Reading Informational Text

Integration of Knowledge and Ideas

- R.I.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

NEXT GENERATION SCIENCE STANDARDS

From Molecules to Organisms: Structures and Processes

- 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

NATIONAL SCIENCE STANDARDS

K-4 Life Science

Characteristics of Organisms

- Each plant or animal has different structures that serve different functions in growth, survival, and reproduction.

NATIONAL HEALTH STANDARDS

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Standard 2 Students will demonstrate the ability to access valid health information and health promoting products and services.

GRADE 5

ACTIVITY 1: THE PROTEIN ADVANTAGE

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

Reading Informational Text

Key Ideals and Details

- R.I.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- R.I.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- R.I.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Integration of Knowledge and Ideas

- R.I.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

NATIONAL SCIENCE STANDARDS

Grades 5-8 Life Science

Structures and function in living systems

- Living systems at all levels or organization demonstrate the complementary nature of structure and function. Important levels of organization for structure and function include cells, organs, tissues, organ systems, whole organisms, and ecosystems.
- Cells carry on the many functions needed to sustain life. They grow and divide, thereby producing more cells. This requires that they take in nutrients, which they use to provide energy for the work that cells do and to make the materials that a cell or an organism needs.

- Specialized cells perform specialized functions in multicellular organisms. Groups of specialized cells cooperate to form a tissue, such as a muscle. Different tissues are in turn grouped together to form larger functional units called organs. Each type of cell, tissue, and organ has a distinct structure and set of functions that serve the organism as a whole.
- The human organism has systems for digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination, and for protection from disease. These systems interact with one another.

NATIONAL HEALTH STANDARDS

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Standard 2 Students will demonstrate the ability to access valid health information and health promoting products and services.

ACTIVITY 2: PROTEIN PLUS

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

Reading Informational Text

Key Ideals and Details

- **v**R.I.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- R.I.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- R.I.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- R.I.5.5 Compare and contrast the overall structure of events, ideas, concepts or information in two or more texts.

Integration of Knowledge and Ideas

- R.I.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- R.I.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowingly.

Reading Foundational Skills

Phonics and World Recognition

- R.F.4.3 Know and apply grade level phonics and word analysis skills in decoding words.

Writing

Text Types and Purposes

- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

- W.5.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

NATIONAL SCIENCE STANDARDS

Grades 5-8 Life Science

Structures and function in living systems

- Living systems at all levels or organization demonstrate the complementary nature of structure and function. Important levels of organization for structure and function include cells, organs, tissues, organ systems, whole organisms, and ecosystems.
- Cells carry on the many functions needed to sustain life. They grow and divide, thereby producing more cells. This requires that they take in nutrients, which they use to provide energy for the work that cells do and to make the materials that a cell or an organism needs.
- Specialized cells perform specialized functions in multicellular organisms. Groups of specialized cells cooperate to form a tissue, such as a muscle. Different tissues are in turn grouped together to form larger functional units called organs. Each type of cell, tissue, and organ has a distinct structure and set of functions that serve the organism as a whole.

- The human organism has systems for digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination, and for protection from disease. These systems interact with one another.

NATIONAL HEALTH STANDARDS

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Standard 2 Students will demonstrate the ability to access valid health information and health promoting products and services.

ACTIVITY 3: ENERGIZE YOUR MORNING

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

Reading Informational Text

Key Ideals and Details

- R.I.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- R.I.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- R.I.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Integration of Knowledge and Ideas

- R.I.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

NATIONAL HEALTH STANDARDS

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Standard 2 Students will demonstrate the ability to access valid health information and health promoting products and services.

Standard 3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Standard 6 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

POSTER

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

Reading Informational Text

Key Ideals and Details

- R.I.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- R.I.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- R.I.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Integration of Knowledge and Ideas

- R.I.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

NATIONAL HEALTH STANDARDS

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Standard 2 Students will demonstrate the ability to access valid health information and health promoting products and services.

Standard 3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Standard 6 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

WHITEBOARD ACTIVITY

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

Reading Informational Text

Integration of Knowledge and Ideas

- R.I.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

NATIONAL SCIENCE STANDARDS

Grades 5-8 Life Science

Structures and function in living systems

- Living systems at all levels of organization demonstrate the complementary nature of structure and function. Important levels of organization for structure and function include cells, organs, tissues, organ systems, whole organisms, and ecosystems.
- Cells carry on the many functions needed to sustain life. They grow and divide, thereby producing more cells. This requires that they take in nutrients, which they use to provide energy for the work that cells do and to make the materials that a cell or an organism needs.
- Specialized cells perform specialized functions in multicellular organisms. Groups of specialized cells cooperate to form a tissue, such as a muscle. Different tissues are in turn grouped together to form larger functional units called organs. Each type of cell, tissue, and organ has a distinct structure and set of functions that serve the organism as a whole.
- The human organism has systems for digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination, and for protection from disease. These systems interact with one another.

NATIONAL HEALTH STANDARDS

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Standard 2 Students will demonstrate the ability to access valid health information and health promoting products and services.

GRADE 6

ACTIVITY 1: THE PROTEIN ADVANTAGE

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

Reading Informational Text

Key Ideals and Details

- R.I.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- R.I.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Craft and Structure

- R.I.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- R.I.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Integration of Knowledge and Ideas

- R.I.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

NEXT GENERATION SCIENCE STANDARDS

From Molecules to Organisms: Structure and Processes

- MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
- MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

NATIONAL SCIENCE STANDARDS

Grades 5-8 Life Science

Structures and function in living systems

- Living systems at all levels of organization demonstrate the complementary nature of structure and function. Important levels of organization for structure and function include cells, organs, tissues, organ systems, whole organisms, and ecosystems.
- Cells carry on the many functions needed to sustain life. They grow and divide, thereby producing more cells. This requires that they take in nutrients, which they use to provide energy for the work that cells do and to make the materials that a cell or an organism needs.
- Specialized cells perform specialized functions in multicellular organisms. Groups of specialized cells cooperate to form a tissue, such as a muscle. Different tissues are in turn grouped together to form larger functional units called organs. Each type of cell, tissue, and organ has a distinct structure and set of functions that serve the organism as a whole.
- The human organism has systems for digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination, and for protection from disease. These systems interact with one another.

NATIONAL HEALTH STANDARDS

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Standard 2 Students will demonstrate the ability to access valid health information and health promoting products and services.

ACTIVITY 2: PROTEIN *PLUS*

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

Reading Informational Text

Key Ideals and Details

- R.I.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- R.I.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Craft and Structure

- R.I.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- R.I.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Integration of Knowledge and Ideas

- R.I.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
- R.I.6.9 Compare and contrast one author's presentation of events with that of another.

Writing

Text Types and Purposes

- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

- W.6.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry where appropriate.

NEXT GENERATION SCIENCE STANDARDS

From Molecules to Organisms:

Structure and Processes

- MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
- MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

NATIONAL SCIENCE STANDARDS

Grades 5-8 Life Science

Structures and function in living systems

- Living systems at all levels of organization demonstrate the complementary nature of structure and function. Important levels of organization for structure and function include cells, organs, tissues, organ systems, whole organisms, and ecosystems.
- Cells carry on the many functions needed to sustain life. They grow and divide, thereby producing more cells. This requires that they take in nutrients, which they use to provide energy for the work that cells do and to make the materials that a cell or an organism needs.
- Specialized cells perform specialized functions in multicellular organisms. Groups of specialized cells cooperate to form a tissue, such as a muscle. Different tissues are in turn grouped together to form larger functional units called organs. Each type of cell, tissue, and organ has a distinct structure and set of functions that serve the organism as a whole.
- The human organism has systems for digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination, and for protection from disease. These systems interact with one another.

NATIONAL HEALTH STANDARDS

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Standard 2 Students will demonstrate the ability to access valid health information and health promoting products and services.

ACTIVITY 3: ENERGIZE YOUR MORNING

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

Reading Informational Text

Key Ideas and Details

- R.I.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- R.I.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Craft and Structure

- R.I.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- R.I.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Integration of Knowledge and Ideas

- R.I.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

NATIONAL HEALTH STANDARDS

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Standard 2 Students will demonstrate the ability to access valid health information and health promoting products and services.

Standard 3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Standard 6 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

POSTER

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

Reading Informational Text

Key Ideals and Details

- R.I.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- R.I.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Craft and Structure

- R.I.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- R.I.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Integration of Knowledge and Ideas

- R.I.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

NATIONAL HEALTH STANDARDS

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Standard 2 Students will demonstrate the ability to access valid health information and health promoting products and services.

Standard 3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Standard 6 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

WHITEBOARD ACTIVITY

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

Reading Informational Text

Integration of Knowledge and Ideas

- R.I.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

NEXT GENERATION SCIENCE STANDARDS

From Molecules to Organisms: Structure and Processes

- MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
- MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

NATIONAL SCIENCE STANDARDS

Grades 5-8 Life Science

Structures and function in living systems

- Living systems at all levels of organization demonstrate the complementary nature of structure and function. Important levels of organization for structure and function include cells, organs, tissues, organ systems, whole organisms, and ecosystems.

- Cells carry on the many functions needed to sustain life. They grow and divide, thereby producing more cells. This requires that they take in nutrients, which they use to provide energy for the work that cells do and to make the materials that a cell or an organism needs.
- Specialized cells perform specialized functions in multicellular organisms. Groups of specialized cells cooperate to form a tissue, such as a muscle. Different tissues are in turn grouped together to form larger functional units called organs. Each type of cell, tissue, and organ has a distinct structure and set of functions that serve the organism as a whole.

- The human organism has systems for digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination, and for protection from disease. These systems interact with one another.

NATIONAL HEALTH STANDARDS

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Standard 2 Students will demonstrate the ability to access valid health information and health promoting products and services.