



Dairy Tech

Curricular Standards For Grades 2-4

DAIRY TECH GRADE 2 STANDARDS ALIGNMENT	Activity 1	Activity 2	Activity 3
Common Core State Standards English/Language Arts: Reading Informational Text Key Ideas and Details: RI.2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.3 Describe the connection between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text.	x	x	x
Craft and Structure: RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic of subject area. RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.	x	x	x
Integration of Knowledge and Ideas: RI.2.7 Explain how specific images contribute to and clarify a text.	x	x	x
Speaking and Listening Comprehension and Collaboration: SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	x	x	x
National Health Standards Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		x	x
National Science Standards Life Science Characteristics of organisms: Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met. The world has many different environments, and distinct environments support the life of different types of organisms. Organisms and environments: All organisms cause changes in the environment where they live. Some of these changes are detrimental to the organism or other organisms, whereas others are beneficial. Humans depend on their natural and constructed environments. Humans change environments in ways that can be either beneficial or detrimental for themselves and other organisms.	x	x	
Science and Technology Understanding about science and technology: People have always had problems and invented tools and techniques to solve problems. Trying to determine the effects of solutions helps people avoid some new problems. Women and men of all ages, backgrounds, and groups engage in a variety of scientific and technological work.	x	x	

<p>Science in Personal and Social perspectives</p> <p><u>Personal health:</u> Nutrition is essential to health. Students should understand how the body uses food and how various foods contribute to health. Recommendations for good nutrition include eating a variety of foods, eating less sugar, and eating less fat.</p> <p><u>Type of resources:</u> Resources are things that we get from the living and nonliving environment to meet the needs and wants of a population. Some resources are basic materials, such as air, water, and soil; some are produced from basic resources, such as food, fuel, and building materials; and some resources are not materials, such as quiet places, beauty, security, and safety. The supply of many resources is limited. If used, resources can be extended through recycling and decreased use.</p> <p><u>Change in environments:</u> Changes in environments can be natural or influenced by humans. Some changes are good, some are bad, and some are neither good nor bad. Pollution is change in the environment that can influence the health, survival, or activities of organisms, including humans.</p> <p><u>Science and technology in local challenges:</u> People continue inventing new ways of doing things, solving problems, and getting work done. New ideas and inventions often affect other people; sometimes the effects are good and sometimes they are bad. It is helpful to try to determine in advance how ideas and inventions will affect other people. Science and technology have greatly improved food quality and quantity, transportation, health, sanitation, and communication. These benefits of science and technology are not available to all of the people in the world.</p>		x	x

DAIRY TECH 2.0 GRADE 3 STANDARDS ALIGNMENT	Activity 1	Activity 2	Activity 3
Common Core English Language Arts Standards Reading Informational Texts <u>Key Ideas and Details:</u> RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	x	x	x
<u>Craft and Structure:</u> RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.	x	x	x
<u>Integration of Knowledge and Ideas:</u> RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	x	x	x
Speaking and Listening <u>Comprehension and Collaboration:</u> SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	x	x	x
National Health Standards Standard 1: students will comprehend concepts related to health promotion and disease prevention to enhance health.		x	x
National Science Standards Life Science <u>Characteristics of organisms:</u> Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met. The world has many different environments, and distinct environments support the life of different types of organisms. <u>Organisms and environments:</u> All organisms cause changes in the environment where they live. Some of these changes are detrimental to the organism or other organisms, whereas others are beneficial. Humans depend on their natural and constructed environments. Humans change environments in ways that can be either beneficial or detrimental for themselves and other organisms.	x	x	
Science and Technology <u>Understanding about science and technology:</u> People have always had problems and invented tools and techniques to solve problems. Trying to determine the effects of solutions helps people avoid some new problems. Women and men of all ages, backgrounds, and groups engage in a variety of scientific and technological work.	x	x	

<p>Science in Personal and Social perspectives</p> <p><u>Personal health:</u> Nutrition is essential to health. Students should understand how the body uses food and how various foods contribute to health. Recommendations for good nutrition include eating a variety of foods, eating less sugar, and eating less fat.</p> <p><u>Type of resources:</u> Resources are things that we get from the living and nonliving environment to meet the needs and wants of a population. Some resources are basic materials, such as air, water, and soil; some are produced from basic resources, such as food, fuel, and building materials; and some resources are not materials, such as quiet places, beauty, security, and safety. The supply of many resources is limited. If used, resources can be extended through recycling and decreased use.</p> <p><u>Change in environments:</u> Changes in environments can be natural or influenced by humans. Some changes are good, some are bad, and some are neither good nor bad. Pollution is change in the environment that can influence the health, survival, or activities of organisms, including humans.</p> <p><u>Science and technology in local challenges:</u> People continue inventing new ways of doing things, solving problems, and getting work done. New ideas and inventions often affect other people; sometimes the effects are good and sometimes they are bad. It is helpful to try to determine in advance how ideas and inventions will affect other people. Science and technology have greatly improved food quality and quantity, transportation, health, sanitation, and communication. These benefits of science and technology are not available to all of the people in the world.</p>		x	x
<p>History and Nature of Science</p> <p><u>Science as a human endeavor:</u> Science and technology have been practiced by people for a long time.</p>		x	x

DAIRY TECH 2.0 GRADE 4 STANDARDS ALIGNMENT	Activity 1	Activity 2	Activity 3
Common Core English Language Arts Standards Reading Informational Text <u>Key Ideas and Details:</u> RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.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. <u>Craft and Structure:</u> RI.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. RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. <u>Integration of Knowledge and Ideas:</u> RI.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.	x	x	x
Speaking and Listening <u>Comprehension and Collaboration:</u> SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	x	x	x
National Health Standards Standard 1: students will comprehend concepts related to health promotion and disease prevention to enhance health.		x	x
National Science Standards Life Science <u>Characteristics of organisms:</u> Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met. The world has many different environments, and distinct environments support the life of different types of organisms. <u>Organisms and environments:</u> All organisms cause changes in the environment where they live. Some of these changes are detrimental to the organism or other organisms, whereas others are beneficial. Humans depend on their natural and constructed environments. Humans change environments in ways that can be either beneficial or detrimental for themselves and other organisms.	x	x	
Science and Technology <u>Understanding about science and technology:</u> People have always had problems and invented tools and techniques to solve problems. Trying to determine the effects of solutions helps people avoid some new problems. Women and men of all ages, backgrounds, and groups engage in a variety of scientific and technological work.	x	x	

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		x	x