

# Healthy Farming, Healthy You

## Standards Alignment for Grades 2-4

### Activity 1

#### Dairy Farmers Do It All

#### Grade 2

#### Common Core English Language Arts Standards

#### *Reading Informational Text*

#### Key Ideas and Details

- RI.2.1 Ask and answer such questions 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.

#### Craft and Structure

- RI.2.5 Know and use various text features to locate key facts or information in text efficiently.

#### Integration of Knowledge and Ideas

- RI.2.7 Explain how specific images contribute to and clarify a text.
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

#### Grade 3

#### Common Core English Language Arts Standards

#### *Reading Informational Text*

#### Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly 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.

#### Craft and Structure

- RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

#### Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text.
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

## Grade 4

### Common Core English Language Arts Standards

#### ***Reading Informational Text***

##### Key Ideas and Details

- 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.

##### Craft and Structure

- RI.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

- 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.
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowingly.

## National Social Studies Standards

### Grades 2-4

#### III. People, Places and Environments

*Social studies programs should include experiences that provide for the study of people, places and environments, so that the learner can:*

- Describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle.

#### IV. Individual Development and Identity

*Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:*

- Analyze a particular event to identify reasons individuals might respond to it in different ways.

#### VII. Production, Distribution, and Consumption

*Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:*

- Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.

## Activity 2

### Farming for the Future

## Grade 2

### Common Core English Language Arts Standards

#### ***Reading Informational Text***

##### Key Ideas and Details

- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### Integration of Knowledge and Ideas

- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

### **Grade 3**

#### **Common Core English Language Arts Standards**

##### ***Reading Informational Text***

##### Key Ideas and Details

- 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.

### Integration of Knowledge and Ideas

- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

### **Grade 4**

#### **Common Core English Language Arts Standards**

##### ***Reading Informational Text***

##### Key Ideas and Details

- 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.

### Integration of Knowledge and Ideas

- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowingly.

### **National Science Standards**

#### **Grades K-4**

##### Earth and Space Science

##### *Properties of Earth Materials*

- Earth materials are solid rocks and soils, water, and the gases of the atmosphere. The varied materials have different physical and chemical properties, which make them useful in different ways, for example, as building materials, as sources of fuel, or for growing the plants we use as food. Earth materials provide many of the resources that humans use.

##### Science and Technology

##### *Abilities to distinguish between natural objects and objects made by humans*

- Some objects occur in nature; others have been designed and made by people to solve human problems and enhance the quality of life.
- Objects can be categorized into two groups, natural and designed.

##### *Abilities of technological design*

- Identify a simple problem. In problem identification, children should develop the ability to explain a problem in their own words and identify a specific task and solution related to the problem.
- Propose a solution. Students should make proposals to build something or get something to work better; they should be able to describe and communicate their ideas. Students should recognize that designing a solution might have constraints, such as cost, materials, time, space, or safety.

## **Next Generation Science Standards**

### **Grades K-2**

#### Engineering Design

- K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple solution to the problem that can be solved through the development of a new or improved tool or object.

## **Next Generation Science Standards**

### **Grade 3-5**

#### Engineering Design

- 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

## **Next Generation Science Standards**

### **Grade 4**

#### Earth and Human Activity

- 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

## **National Social Studies Standards**

### **Grades 2-4**

#### VIII. Science, Technology, and Society

*Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:*

- Identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication.
- Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation or resources and awareness of chemicals harmful to life and the environment.
- Suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and the common good.

## **Activity 3**

### **Dairy Power!**

## **National Science Standards**

### **Grade 2-4**

#### Science in personal and social perspectives

##### *Personal Health*

- 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.

## **Grade 2**

### **National Health Standards**

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

- 1.2.1 Identify that healthy behaviors impact personal health.

Standard 3 Students will demonstrate the ability to access valid information, products, and services to enhance health.

- 3.2.1 Identify trusted adults and professionals who can help promote health.

Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.2.1 Identify situations when a health-related decision is needed.
- 5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

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

- 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.

## **Grades 3-4**

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

- 1.5.1 Describe the relationship between healthy behaviors and personal health.

Standard 3 Students will demonstrate the ability to access valid information, products, and services to enhance health.

- 3.5.1 Identify characteristics of valid health information, products, and services.
- 3.5.2 Locate resources from home, school, and community that provide valid health information.

Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.5.1 Identify health-related situations that might require a thoughtful decision.
- 5.5.2 Analyze when assistance is needed in making a health-related decision.
- 5.5.3 List healthy options to health-related issues or problems.
- 5.5.5 Choose a healthy option when making a decision.

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

- 6.5.1 Set a personal health goal and track progress toward its achievement.
- 6.5.2 Identify resources to assist in achieving a personal health goal.

## **Poster – On the MOO-ve!**

## **Grade 2**

### **Common Core English Language Arts Standards**

#### ***Reading Informational Text***

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## **National Social Studies Standards**

### **Grades 2-4**

#### II. Time, Continuity, and Change

*Social Studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:*

- Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.
- Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.

- Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.
- Demonstrate an understanding that people in different times and places view the world differently.
- Use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision making about and action-taking on public issues.

#### VII. Production, Distribution, and Consumption

*Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:*

- Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.

#### VIII. Science, Technology, and Society

*Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:*

- Identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication.
- Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment.
- Suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and the common good.

### **National Science Standards**

#### **Grade 2-4**

##### Science in personal and social perspectives

##### *Personal Health*

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- 5.2.1 Identify situations when a health-related decision is needed.

#### **Grades 3-4**

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- 3.5.2 Locate resources from home, school, and community that provide valid health information.

Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.5.1 Identify health-related situations that might require a thoughtful decision.
- 5.5.5 Choose a healthy option when making a decision.

## **Whiteboard Activity**

### **Meet the Milk Makers!**

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## **National Social Studies Standards**

### **Grades 2-4**

#### III. People, Places and Environments

*Social studies programs should include experiences that provide for the study of people, places and environments, so that the learner can:*

- Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size and shape.
- Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

#### VII. Production, Distribution, and Consumption

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