# EGGS 2.0

| GRADES 6-8 STANDARDS ALIGNMENT | Activity 1 | Activity 2 | Activity 3 |
|---|---|---|---|
| **Family and Consumer Science Standards** | | | |
| 2.4 Evaluate the effects of technology on individual and family resources. | x | x | x |
| 2.5 Analyze relationships between the economic system and consumer actions. | x | x | x |
| 3.1 Analyze career paths within consumer service industries. | x | x | x |
| 3.5 Demonstrate skills needed for product development, testing, and presentation. | x | x | x |
| 9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries. | x | x | x |
| 9.2 Apply risk management procedures to food safety, food testing, and sanitation. | x | x | x |
| 9.5 Demonstrate use of current technology in food product development and marketing. | x | x | x |
| 14.4 Evaluate factors that affect food safety from production through consumption. | x | x | x |
| 14.5 Evaluate the influence of science and technology on food composition, safety, and other issues. | x | x | x |
| **Next Generation Science Standards** | | | |
| <u>From Molecules to Organisms: Structures and Processes</u> | | | |
| MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells either one cell or many different numbers and types of cells. | | | x |
| MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. | | | x |
| MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. | x | x | |
| <u>Biological Evolution: Unity and Diversity</u> | | | |
| MMS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits and organisms. | x | | |
| <u>Earth and Human Activity</u> | | | |
| MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. | x | | |
| <u>Engineering Design</u> | | | |
| MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. | x | | |
| MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. | x | | |
| MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. | x | | |

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| MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. | x | | |
| **National Science Standards** | | | |
| Science as Inquiry | | | |
| Abilities necessary to do scientific inquiry | x | x | x |
| Understanding about scientific inquiry | x | x | x |
| Life Science | | | |
| Structures and function in living systems | x | x | x |
| Reproduction and heredity | x | x | x |
| Regulation and behavior | x | x | x |
| Populations and ecosystems | x | x | x |
| Science and Technology | | | |
| Abilities of technological design | x | x | x |
| Understanding about science and technology | x | x | x |
| Science in personal and social perspectives | | | |
| Populations, resources, and environments | x | x | x |
| Science and technology in society | x | x | x |
| History and Nature of Science | | | |
| Science as a human endeavor | x | x | x |
| Nature of science | x | x | x |
| History of science | x | x | x |