



Standards Alignment for Grades K-4

Kindergarten Activity A Healthy Match

Common Core English Language Arts Standards

Reading Informational Text

Key Ideas and Details

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Speaking and Listening

Comprehension and Collaboration

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Presentation of Knowledge and Ideas

- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Next Generation Science Standards

Grades K-2

From Molecules to Organisms: Structures and Processes

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

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.

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.

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.

Grade 1 Activity Superhero Nutrients

Common Core English Language Arts Standards

Reading Informational Text

Key Ideas and Details

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Range of Reading and Level of Text Complexity

- RI.1.10 With prompting and support, read informational texts appropriately complex for Grade 1.

Reading: Foundational Skills

Print Concepts

- RF.1.1 Demonstrate understanding of the organization and basic features of print.

Writing

Text Types and Purposes

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Speaking and Listening

Comprehension and Collaboration

- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Presentation of Knowledge and Ideas

- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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.

Science in Personal and Social Perspectives

Personal Health

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- 1.2.1 Identify that healthy behaviors impact personal health.

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.

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 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.

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.

National Health Standards Grade 2

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

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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:

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- 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.
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Whiteboard Activity **Meet the Milk Makers!**

Grade 2

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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.

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