

It's Time for a **POP** of magic!

Science, Family and Consumer Science, Health, and Language Arts Standards

| Next Generation Science Standards¹: Grades 4-5 | 1 | 2 |
|--|----------|----------|
| 4-LS1-1. From Molecules to Organisms: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. | ● | |
| 5-LS1-1. From Molecules to Organisms: Support an argument that plants get the materials they need for growth chiefly from air and water. | ● | |
| Next Generation Science Standards¹: Grades 6-8 (MS) | 1 | 2 |
| MS-LS1-4. From Molecules to Organisms: Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. | ● | |

1. © NGSS Lead States. 2013. *Next Generation Science Standards: For States, By States*. Washington, DC: The National Academies Press.

| Family and Consumer Science Standards² | 1 | 2 |
|---|----------|----------|
| Food Science, Dietetics, and Nutrition 9.0 | | |
| 9.3.4 Assess the influence of cultural, socioeconomic and psychological factors on food and nutrition and behavior. | ● | ● |
| 9.3.5 Analyze recipe/formula proportions and modifications for food production. | | ● |
| 9.3.6 Critique the selection of foods to promote a healthy lifestyle. | ● | ● |
| 9.5.1 Analyze various factors that affect food preferences in the marketing of food to a variety of populations. | ● | ● |
| 9.5.3 Prepare food for presentation and assessment. | | ● |
| 9.6.1 Build menus to customer/ client preferences. | | ● |
| Nutrition and Wellness 14.0 | | |
| 14.1.2 Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices. | ● | ● |
| 14.1.4 Analyze the effects of global, regional, and local events and conditions on food choices and practices. | ● | ● |
| 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product. | | ● |
| 14.5.1 Investigate how scientific and technical advances influence the nutrient content, availability, and safety of foods. | ● | |

2. Family and Consumer Sciences National Standards 3.0. Copyright © 2018-2028

| Health Standards ³ Grades 4-8 | 1 | 2 |
|--|---|---|
| Standard 1: Students comprehend functional health knowledge to enhance health. | ● | ● |
| Standard 3: Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. | ● | ● |
| Standard 4: Students demonstrate effective interpersonal communication skills to enhance health. | ● | ● |
| Standard 8: Students advocate for behaviors that support personal, family, peer, school, and community health. | ● | ● |

3. © 2022 National Consensus for School Health Education

| Common Core State Standards ⁴ : English Language Arts Grade 4 | 1 | 2 |
|---|---|---|
| Reading: Informational Text | | |
| Key Ideas and Details | | |
| CCSS.ELA-Literacy.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. | ● | ● |
| CCSS.ELA-Literacy.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 | | |
| CCSS.ELA-Literacy.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. | ● | ● |
| Integration of Knowledge and Ideas | | |
| CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | ● | ● |
| Speaking and Listening | | |
| Comprehension and Collaboration | | |
| CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. | | ● |
| Writing Standards | | |
| Text Types and Purposes | | |
| CCSS.ELA-Language.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | ● |

4. © Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

| Common Core State Standards⁴: English Language Arts Grade 5 | 1 | 2 |
|---|----------|----------|
| Reading: Informational Text | | |
| Key Ideas and Details | | |
| CCSS.ELA-Literacy.RI.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 | | |
| CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area. | ● | ● |
| Speaking and Listening | | |
| Comprehension and Collaboration | | |
| CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. | ● | ● |
| Writing Standards | | |
| Text Types and Purposes | | |
| CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | ● |

| Common Core State Standards: English Language Arts Science & Technical Subjects Grade 6-8 (MS) | 1 | 2 |
|--|----------|----------|
| Key Ideas and Details | | |
| CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. | ● | ● |
| CCSS.ELA-LITERACY.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | ● | ● |
| CCSS.ELA-LITERACY.RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | ● | ● |
| Craft and Structure | | |
| CCSS.ELA-LITERACY.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. | ● | ● |
| CCSS.ELA-LITERACY.RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. | ● | ● |
| Integration of Knowledge and Ideas | | |
| CCSS.ELA-LITERACY.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | ● | ● |
| CCSS.ELA-LITERACY.RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. | ● | ● |

4. © Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

| Common Core State Standards⁴: English Language Arts 6 | 1 | 2 |
|---|----------|----------|
| Reading: Informational Text | | |
| Key Ideas and Details | | |
| CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | ● | ● |
| Craft and Structure | | |
| CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | ● | ● |
| Writing | | |
| Text Types and Purposes | | |
| CCSS.ELA-Literacy.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | ● |
| Speaking and Listening | | |
| Comprehension and Collaboration | | |
| CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. | ● | ● |

| Common Core State Standards⁴: English Language Arts 7 | 1 | 2 |
|---|----------|----------|
| Reading: Informational Text | | |
| Key Ideas and Details | | |
| CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | ● | ● |
| Craft and Structure | | |
| CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | ● | ● |
| Writing | | |
| Text Types and Purposes | | |
| CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | ● |
| Speaking and Listening | | |
| Comprehension and Collaboration | | |
| CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly. | ● | ● |

4. © Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

| Common Core State Standards⁴: English Language Arts 8 | 1 | 2 |
|--|----------|----------|
| Reading: Informational Text | | |
| Key Ideas and Details | | |
| CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | ● | ● |
| Craft and Structure | | |
| CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | ● | ● |
| Writing | | |
| Text Types and Purposes | | |
| CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | | ● |
| Speaking and Listening | | |
| Comprehension and Collaboration | | |
| CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly. | ● | ● |

4. © Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.