

Educational Standards Supported

Next Generation Science Standards Supported

| | Modules | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Life Science Progression | | | | | | | | | | | | | | |
| LS1.A Structure and function | 2, 3 | | | | | | • | • | • | • | • | | | |
| LS1.C Organization for matter and energy flow in organisms | 2, 3, 5 | • | • | • | • | • | • | • | • | • | • | | | |
| LS2.A Interdependent relationships in ecosystems | 2, 3, 7 | • | • | • | • | • | • | | | | | | | |
| LS2.B Cycles of matter and energy transfer in ecosystems | 2, 3, 7 | • | • | • | • | • | • | • | • | • | • | | | |
| LS4.D Biodiversity and humans | 2, 3, 7 | • | • | • | • | • | • | | | | | | | |
| Science and Engineering Practices | | | | | | | | | | | | | | |
| 1. Asking questions and defining problems | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 3. Planning and carrying out investigations | 2, 3, 4, 5, 7 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 4. Analyzing and interpreting data | 2, 3, 4, 5, 7, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 5. Using mathematics and computational thinking | 2, 4, 6 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 6. Constructing explanations and designing solutions | 2, 3, 4, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 7. Engaging in argument from evidence | 1, 2, 3, 4, 7 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 8. Obtaining, evaluating, and communicating information | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Crosscutting Concepts | | | | | | | | | | | | | | |
| 1. Patterns | 2, 3, 4, 5, 7, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 3. Scale, Proportion, and Quantity | 2, 3, 4, 6, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |

- Standard is not applicable for grade level

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Educational Standards Supported (continued)

Common Core State Standards in English Language Arts Supported

| | Modules | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Reading Standards for Literature | | | | | | | | | | | | | | |
| Key Ideas and Details | 1 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Craft and Structure | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Range of Reading and Level of Text Complexity | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Reading Standards for Informational Text | | | | | | | | | | | | | | |
| Key Ideas and Details | 1, 2, 3, 5 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Craft and Structure | 1, 2, 3, 5, 6 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Integration of Knowledge and Ideas | 1, 3, 7 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Range of Reading and Level of Text Complexity | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Reading Standards: Foundational Skills | | | | | | | | | | | | | | |
| Print Concepts | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | - | - | - | - | - | - | - | - | - | - | - |
| Phonological Awareness | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | - | - | - | - | - | - | - | - | - | - | - |
| Phonics and Work Recognition | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Fluency | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Writing Standards | | | | | | | | | | | | | | |
| Text Types and Purposes | 1, 2, 3, 4, 5, 6, 7, 8 | | | | • | • | • | • | • | • | • | • | • | • |
| Production and Distribution of Writing | 1 | | | | • | • | • | • | • | • | • | • | • | • |
| Research to Build and Present Knowledge | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Range of Writing | 1, 2, 3, 4, 5, 6, 7, 8 | - | - | - | • | • | • | • | • | • | • | • | • | • |
| Speaking and Listening Standards | | | | | | | | | | | | | | |
| Comprehension and Collaboration | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Presentation of Knowledge and Ideas | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Language Standards | | | | | | | | | | | | | | |
| Conventions of Standard English | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Knowledge of Language | 1, 2, 3, 4, 5, 6, 7, 8 | - | - | • | • | • | • | • | • | • | • | • | • | • |
| Vocabulary Acquisition and Use | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |

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Educational Standards Supported (continued)

Common Core State Standards Supported in Literacy in History/Social Studies, Science, and Technical Subjects 6-12

| | Modules | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|------------------------|---|---|---|---|----|----|----|
| Reading Standards for Literacy in History/Social Studies | | | | | | | | |
| Integration of Knowledge and Ideas | 1, 2, 4 | • | • | • | • | • | | |
| Reading Standards for Literacy in Science and Technical Subjects | | | | | | | | |
| Key Ideas and Details | 2, 3, 4 | • | • | • | • | • | • | • |
| Integration of Knowledge and Ideas | 2, 3, 4 | • | • | • | • | • | • | • |
| Range of Reading and Level of Text Complexity | 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • |
| Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects | | | | | | | | |
| Text Types and Purposes | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • |
| Production and Distribution of Writing | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • |
| Research to Build and Present Knowledge | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • |
| Range of Writing | 1, 2, 3, 4, 5, 6, 7, 8 | • | • | • | • | • | • | • |

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Educational Standards Supported (continued)

Common Core State Standards in Mathematics

| | Modules | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------------------------|---------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Counting and Cardinality | 2, 4, 5, 6 | • | - | - | - | - | - | - | - | - | - | - | - | - |
| Operations and Algebraic Thinking | 2, 3, 4, 5, 6 | • | • | • | • | • | - | - | - | - | - | - | - | - |
| Number and Operations in Base Ten | 2, 4, 5, 6 | | | | • | | • | - | | | - | - | - | - |
| Number and Operations - Fractions | 4, 5, 6, 7 | - | - | - | • | • | • | - | | | - | - | - | - |
| Measurement and Data | 2, 3, 4, 5, 6 | • | • | • | • | • | • | - | | | - | - | - | - |
| Geometry | 2, 3, 4, 5 | • | • | | | | • | - | | | - | - | - | - |
| Ratios and Proportional Relationships | 2 | - | - | - | - | - | - | • | | | - | - | - | - |
| The Number System | 4, 5, 6 | - | - | - | - | - | - | • | | | - | - | - | - |
| Statistics and Probability | 2 | - | - | - | - | - | - | • | | | - | - | - | - |
| Number and Quantity | | | | | | | | | | | | | | |
| Quantities | 2 | - | - | - | - | - | - | - | - | - | • | • | • | • |

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Education Standards Supported (continued)

Nutrition Education Competencies Supported

| | Modules | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| 1. Overarching Nutrition Competency: Essential Nutrition Concepts - All youth will know the relationships among nutrition, physiology, and health. | | | | | | | | | | | | | | |
| 1a. Know the six nutrient groups and the functions. | 3, 5 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 1b. Know nutrition and health guidelines. | 4, 5, 6, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 1c. Know factors affecting energy balance. | 2, 5, 6 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 1d. Describe how nutritional needs vary throughout the life cycle. | 5 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 1e. Identify the physiological processes in digestion, absorption, and metabolism of nutrients. | 3, 5 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 1f. Explain the influence of nutrition and physical activity on health. | 2, 3, 5, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 1g. Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety. | 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 1h. Consider the interactions among nutrition science, ecosystems, agriculture, and social systems that affect health, including local, national, and global perspectives. | 1, 2, 3 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 2. Overarching Nutrition Competency: Analyzing Nutrition Influences | | | | | | | | | | | | | | |
| All youth will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes. | 7 | • | • | • | • | • | • | • | • | • | • | • | • | • |

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Education Standards Supported (continued)

Nutrition Education Competencies Supported (continued)

| | Modules | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|---------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| 3. Overarching Nutrition Competency: Accessing Valid Nutrition Information | | | | | | | | | | | | | | |
| All youth will demonstrate the ability to access and analyze nutrition information, products, and services to analyze the accuracy and validity of nutrition claims. | 2, 5, 6, 7 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 4. Overarching Nutrition Competency: Interpersonal Communication about Nutrition | | | | | | | | | | | | | | |
| All youth will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes. | 7 | | | | | | • | | | | | | | |
| 5. Overarching Nutrition Competency: Decision Making for Nutrition Choices | | | | | | | | | | | | | | |
| All youth will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes. | 2, 3, 5, 6, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 6. Overarching Nutrition Competency: Goal Setting for Nutrition | | | | | | | | | | | | | | |
| All youth will demonstrate the ability to use goal-setting skills to enhance nutrition and health. | 2, 3, 5, 6, 8 | | • | • | • | • | • | • | • | • | • | • | • | • |
| 7. Overarching Nutrition Competency: Practicing Nutrition-Enhancing Behaviors | | | | | | | | | | | | | | |
| All youth will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health. | 2, 3, 5, 6, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 8. Overarching Nutrition Competency: Nutrition Promotion | | | | | | | | | | | | | | |
| All youth will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities. | 1, 2, 3, 5, 8 | • | • | • | • | • | • | • | • | • | • | • | • | • |

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