Wa-Shokuiku and Common Core Standards

State Name: CALIFORNIA

TABLE FOR TWO

Grade	Standard Area	Standard Details	Category/Core Area
K	Health	Name a variety of healthy foods and explain why they are necessary for good health.	Nutrition & Physical Activity, 1: Essential Concepts
K	Health	Demonstrate ways to prevent the transmission of germs (e.g. washing hands, using tissues).	Personal and Community Health. 7: Practicing Health-Enhancing Behaviors
K	Health	Choose healthy foods in a variety of settings.	Nutrition & Physical Activity. 7: Practicing Health-Enhancing Behaviors
2	Health	Classify various foods into appropriate food groups.	Nutrition & Physical Activity, 1: Essential Concepts
2	Health	List the benefits of healthy eating (including beverages and snacks).	Nutrition & Physical Activity, 1: Essential Concepts
2	Health	Describe the benefits of drinking water in amounts consistent with current research-based health guidelines.	Nutrition & Physical Activity, 1: Essential Concepts
2	Health	Set a short-term goal to choose healthy foods for meals and snacks.	Nutrition & Physical Activity. 6: Goal Setting
2	Health	Plan a nutritious meal.	Nutrition & Physical Activity. 7: Practicing Health-Enhancing Behaviors
2	Health	Select healthy beverages.	Nutrition & Physical Activity. 7: Practicing Health-Enhancing Behaviors
2	Health	Practice making healthy eating choices with family and friends.	Nutrition & Physical Activity. 8: Health Promotion.
4	Health	Identify and define key nutrients and their functions.	Nutrition & Physical Activity, 1: Essential Concepts
4	Health	Demonstrate effective communication skills to ask for healthy food choices.	Nutrition & Physical Activity. 4: Interpersonal Communication
4	Health	Describe how to use a decision-making process to select nutritious foods and beverages.	Nutrition & Physical Activity. 5: Decision Making
4	Health	Practice how to take personal responsibility for eating healthy foods.	Nutrition & Physical Activity. 7: Practicing Health-Enhancing Behaviors

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4	Health	Practice how to take personal responsibility for limiting sugar consumption.	Nutrition & Physical Activity. 7: Practicing Health-Enhancing Behaviors
5	Health	Explain why some food groups have a greater number of recommended portions than other food groups.	Nutrition & Physical Activity, 1: Essential Concepts
5	Health	Differentiate between more-nutritious beverages and snacks.	Nutrition & Physical Activity, 1: Essential Concepts
5	Health	Explain the concept of eating in moderation.	Nutrition & Physical Activity, 1: Essential Concepts
5	Health	Recognize that family and cultural influences affect food choices.	Nutrition & Physical Activity. 2: Analyzing Influences
5	Health	Use a decision-making process to identify healthy food for meals and snacks.	Nutrition & Physical Activity. 5: Decision Making
7-8	Health	Differentiate between diets that are health-promoting and diets linked to disease.	Nutrition & Physical Activity, 1: Essential Concepts
7-8	Health	Analyze the caloric and nutritional value of foods and beverages.	Nutrition & Physical Activity, 1: Essential Concepts
7-8	Health	Identify ways to prepare food that are consistent with current research based guidelines for nutritionally balanced diet.	Nutrition & Physical Activity, 1: Essential Concepts
7-8	Health	Demonstrate the ability to use effective skills to model healthy decision making and prevent overconsumption of foods and beverages.	Nutrition & Physical Activity. 4: Interpersonal Communication

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K	Language	With guidance and support from adults, explore word relationships and nuances in word meanings.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Vocabulary acquisition and use
2	Language	Demonstrate understanding of word relationships and nuances in word meanings.a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	Vocabulary acquisition and use
K	Speaking & Listening	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Presentation of knowledge and ideas
1	Speaking & Listening	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Presentation of knowledge and ideas

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K	Science	K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	Disciplinary Core Idea: ESS3.A: Natural Resources
K	Science	K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.	Disciplinary Core Idea: ESS2.D: Weather and Climate
K	Science	K-2-ETS1-2 Engineering Design: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Disciplinary Core Idea: ETS1.B: Developing Possible Solutions
K	Science	L-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	Disciplinary Core Idea: ETS1.B: Developing Possible Solutions
1	Science	1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	1.Structure, Function, and Information Processing
2	Science	2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]	2.Structure and Properties of Matter
2	Science	2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.* [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]	2.Structure and Properties of Matter
2	Science	2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.]	2.Structure and Properties of Matter

Grade	Standard Area	Standard Details	Category/Core Area
3	Science	3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment. [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.]	3.Inheritance and Variation of Traits: Life Cycles and Traits
3	Science	LS3.A: Inheritance of Traits. § Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3- LS3-2)	
4	Science	4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]	4.Structure, Function, and Information Processing
4	Science	4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. [Clarification Statement: Emphasis is on systems of information transfer.] [Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.]	4.Structure, Function, and Information Processing
5	Science	5-PS1-3. Make observations and measurements to identify materials based on their properties. [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]	5.Structure and Properties of Matter
5	Science	5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	5.Structure and Properties of Matter