



Grade	Standard Area	Standard Details	Category/Core Area
K	Social Studies	Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.	Standard 2. Geography. Grade Level Expectation: People live in different places around the world. Evidence Outcomes: Give examples of food clothing, shelter, and how they change in different environments.
3	Social Studies	Examine the characteristics of places and regions, and the changing nature among geographic and human interactions. The concept of region is developed through an examination of similarities and differences in places and communities.	Standard 2. Geography. Evidence outcomes: students Can: a. Observe and describe the physical, cultural, and human-made characteristics of a local region. For example: the Eastern Plains, San Luis Valley, Pikes Peak, Northwest, Front Range, South Central, Southwest, and Western Slope. b. Identify the factors that make a region unique. For example: cultural diversity, industry and agriculture, and landforms. c. Give examples of places that are similar and different from a local region. d. Characterize regions using different types of features such as physical, political, cultural, urban and rural attributes.
K	Health	Apply knowledge and skills to engage in lifelong healthy eating. Identify the major food groups and the benefits of eating a variety of foods.	Standard 2. Physical and Personal Wellness a. Recognize major food groups. b. Identify foods and beverages that are healthy choices. c. Explain how food is fuel and that different activities need different fuel. d. Explain the health benefits of choosing healthy foods and beverages. Explore why different people like different foods (culture, geography, family). (Civic/Interpersonal Skills: Global/Cultural Awareness)
1	Health	Apply knowledge and skills to engage in lifelong healthy eating. 1. Identify a variety of foods from the different food groups that are vital to promote good health.	Standard 2. Physical and Personal Wellness. Students Can: a. Categorize foods into the major food groups.



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2	Health	1. Apply knowledge and skills to engage in lifelong healthy eating. Identify eating and drinking behaviors that contribute to maintaining good health.	Standard 2. Physical and Personal Wellness
			b. Identify the benefits of drinking plenty of water.
			c. Describe the benefits of eating breakfast everyday.
			d. Identify a variety of healthy snacks.
			e. Understand that the body exhibits signals that tell people when they are hungry and when they are full.
			f. Identify the recommended serving size and sugar content found on a nutritional label.
			Compare a healthy, balanced diet which includes eating appropriate portion sizes from multiple food groups throughout the day to a diet that is not balanced. (Entrepreneurial Skills: Inquiry/Analysis)
3	Health	1. Apply knowledge and skills to engage in lifelong healthy eating. Demonstrate the ability to make and communicate appropriate food choices.	Standard 2. Physical and Personal Wellness. Evidence Outcomes Students Can: a. Describe a variety of nutritious breakfast foods. b. Plan a meal based on the food groups. c. Explain the concepts of eating in moderation. d. Demonstrate refusal skills in dealing with unhealthy eating situations. e. Identify how family, peers, and media influence healthy eating.
			Academic Context and Connections Colorado Essential Skills and Real-World Application: 1. Explain how eating healthy portions when you are hungry and stopping when you are full can help you meet your energy needs and avoid overeating. (Personal Skills: Personal Responsibility) 2. Analyze messages about healthy eating that are abundant and require accurate information to discern them. (Professional Skills: Information Literacy) 3. Persistence and resilience can be demonstrated through resisting unhealthy eating situations in order to focus on eating healthy. (Personal Skills: Perseverance/Resilience) Inquiry Questions: 1. What is a healthy portion size? Can an appropriate portion size vary for individuals? 2. What kinds of foods would be best for you to eat for breakfast? Why? 3. How can students eat a balanced diet if food choices are limited at school and home? 4. How can the things that you see on television or in magazines influence your feelings and choices about food?



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4	Health	1. Apply knowledge and skills to engage in lifelong healthy eating. Describe the connection between food intake and physical health.	Standard 2. Physical and Personal Wellness. Evidence Outcomes Students Can: a. Explain that both eating habits and level of physical activity affect a person's overall well-being and ability to learn. b. Explain body signals that tell people when they are hungry and when they are full.
			Academic Context and Connections Colorado Essential Skills and Real-World Application: 1. Describe how daily physical activity can make a person feel more awake, better able to concentrate, and full of energy. (Personal Skills: Self-Awareness) 2. Explain how healthy food choices and exercise can positively affect brain function and physical and emotional health. (Personal Skills: Self-Awareness) 3. Analyze the cause-and-effect relationship between eating healthy portions when you are hungry and stopping when you are full to help you meet your energy needs and avoid overeating. (Entrepreneurial Skills: Inquiry/Analysis) 4. Describe how personal life choices impact unhealthy weight. (Personal Skills: Self-Management) Inquiry Questions: 1. Why do most people feel better after they eat? 2. Why do some people eat even if they are not hungry? 3. What is the benefit of increased physical activity for your overall health? Health Skills: 1. Self-Management/Personal Responsibility
4	Health	Apply knowledge and skills to engage in lifelong healthy eating. Demonstrate the ability to set a goal in order to enhance personal nutrition.	Standard 2. Physical and Personal Wellness. Evidence Outcomes Students Can: a. Set a goal to improve food choices based on appropriate nutritional content, value, and calories. b. Explain the importance of eating a variety of foods from all the food groups. c. Identify healthy foods (including snacks) in appropriate portion sizes based on your personal lifestyle
			Academic Context and Connections Colorado Essential Skills and Real-World Application: 1. Analyze how healthy foods provide nutrients that in turn provide you energy for daily activities. (Entrepreneurial Skills: Inquiry/Analysis) 2. Explain how nutrients are necessary for good health and proper growth and development. (Entrepreneurial Skills: Critical Thinking/Problem Solving) 3. Demonstrate how to set a goal to eat a balanced diet such as eating a variety of healthy foods within and across the major food groups. (Personal Skills: Personal Responsibility) Inquiry Questions: 1. How can your personal goals for healthy eating work within the choices of food available to you at home and at school? 2. If two foods have the same amount of calories, are they equally healthy for you? Why or why not? 3. Do all foods help your body in the same ways? Why or why not? 4. How does your lifestyle impact whether a portion size is appropriate? Health Skills: 1. Goal-Setting



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5	Health	Apply knowledge and skills to engage in lifelong healthy eating. Demonstrate the ability to make food decisions about healthy eating behaviors.	Standard 2. Physical and Personal Wellness. Evidence Outcomes Students Can: a. Access valid information pertaining to fat, salt and sugar content in order to maintain good health and improve food choices. b. Analyze the food and beverage choices of self or others to inform healthy behaviors. c. Use current federal nutrition standards and guidelines to plan healthy meals and snacks. d. Demonstrate how to politely advocate for foods that are more nutritious
			Academic Context and Connections Colorado Essential Skills and Real-World Application: 1. Eating healthy involves good decision-making skills, access to accurate information about healthy eating, and access to healthy foods. (Entrepreneurial Skills: Critical Thinking/Problem Solving) 2. Explore how as the body matures, the amount of food and key nutrients change to support healthy systems and growth. (Entrepreneurial Skills: Inquiry/Analysis) 3. Examine how healthy eating is a personal responsibility and is challenged by the choices available to us. (Civic/Interpersonal Skills: Global/Cultural Awareness) Inquiry Questions: 1. How will you take control of your own healthy eating behaviors? 2. If broccoli were deep-fried, would it still be nutritious? 3. Is sugar bad? Why or why not? 4. Why do people tend to eat too much sugar, fat, and salt? 5. Is caffeine a healthy or unhealthy ingredient in foods and drinks? Health Skills: 1. Accessing Information 2. Decision-Making 3. Advocacy
6	Health	1. Apply knowledge and skills to engage in lifelong healthy eating. Evaluate the validity and reliability of information, products, and services to enhance healthy eating behaviors.	Standard 2. Physical and Personal Wellness. Evidence Outcomes Students Can: a. Define valid and reliable as a means to access information that enhances healthy eating behaviors. b. Evaluate the nutrition information on food labels to compare products. c. Identify reliable and unreliable resources and information regarding healthy eating.
			Academic Context and Connections Colorado Essential Skills and Real-World Application: 1. Identify how advertisements are designed to sell products not necessarily to provide accurate health information. (Professional Skills: Information Literacy) 2. Consider a full array of resources when determining lifelong healthy eating (e.g., family members, health professionals, organizations, books, dietary guidelines, internet sites, current applications, etc.). (Professional Skills: Information Literacy) 3. Discriminating between false advertising and accurate information is crucial for lifelong healthy food choices. (Professional Skills: Information Literacy) Inquiry Questions: 1. How do valid and reliable sources affect healthy eating behaviors? 2. Who has the final say on what is "healthy" food? 3. Does posting nutritional information on products and in restaurants change behavior? Health Skills: 1. Accessing Information



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7	Health	1. Apply knowledge and skills to engage in lifelong healthy eating. Analyze factors that influence healthy eating behaviors.	Standard 2. Physical and Personal Wellness. Evidence Outcomes Students Can: a. Analyze how family, peers, media, and culture influence food choices. b. Analyze how social and cultural messages about food and eating influence nutrition choices. c. Analyze the influence that adults and role models have on one's food choices. d. Analyze internal influences on one's food choices.
			Academic Context and Connections Colorado Essential Skills and Real-World Application: 1. Identify how cultural perspectives influence food choices. (Civic/Interpersonal Skills: Global/Cultural Awareness) 2. Examine the impact of cost and other policies on the consumption of healthy and unhealthy foods. (Entrepreneurial Skills: Creativity/Innovation) 3. Identify a variety of strategies that are used to market food products to individuals and these strategies will change as technology advances. (Entrepreneurial Skills: Creativity/Innovation) 4. Examine why portion sizes have increased over time. (Entrepreneurial Skills: Creativity/Innovation) Inquiry Questions: 1. What internal and external influences affect your eating choices? 2. How do family habits or traditions, peers, role models, cultural heritage, and societal norms affect food choices? 3. What would happen if your body did not tell you when you were hungry or full? Health Skills: 1. Analyzing Influences 2. Decision-Making
8	Health	Apply knowledge and skills to engage in lifelong healthy eating. Demonstrate the ability to make healthy food choices in a variety of settings.	Standard 2. Physical and Personal Wellness. Students Can: a. Develop strategies for making healthier food and beverage choices in a variety of settings such as eating out, at home, with friends, or at school. b. Describe the influences that impact healthy food choice
			Academic Context and Connections Colorado Essential Skills and Real-World Application: 1. Debate if food choices have an impact on the environment.(Civic/Interpersonal Skills: Global/Cultural Awareness) 2. Determine how individuals must identify which food choices lead to their optimal health and weight goals. (Personal Skills: Personal Responsibility) Inquiry Questions: 1. What is a "healthy" weight? 2. How can a healthy diet for one person be unhealthy for another? 3. Why do people on restrictive diets often end up gaining more weight? 4. What internal/external factors influence food choices? Health Skills: 1. Analyzing Influences 2. Decision-Making



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K	Science	1. To live and grow, animals obtain food they need from plants or other animals, and plants need water and light.	Standard 2. Life Science. Use observations to describe patterns of what plants and animals (including humans) need to survive. (K-LS1-1).
K	Science	2. Plants and animals meet their needs in their habitats and impact one another; people can prepare for severe weather.	Standard 3. Earth and Space Science. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (K-ESS3-1) Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (K-ESS3-2) Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment. (K-ESS3-3)
2	Science	1. Matter exists as different substances that have observable different properties.	1. Physical Science. A. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. (2-PS1-1) B. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. (2-PS1-2) C. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. (2-PS1-3) D. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. (2-PS1-4) (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.
1	Science	2. Young organisms are very much, but not exactly, like their parents, and also resemble other organisms of the same kind.	Standard 2. Life Science. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. (1-LS3-1)
2	Science	1. Matter exists as different substances that have observable different properties.	1. Physical Science. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. (2-PS1-1) (Clarification Statement: Observations could include color, texture, hardness and flexibility. Patterns could include the similar properties that different materials share.) b. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. (2-PS1-2)





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4	Science	2. Energy can be moved from place to place.	1. Physical Science. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat and electric currents. (4-PS3-2)
4	Science	1. Organisms have both internal and external structures that serve various functions.	2. Life Science. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction. (4-LS1-1)
5	Science	1. Matter exists as particles that are too small to be seen; measurements of a variety of observable properties can be used to identify particular materials.	1. Physical Science. Develop a model to describe that matter is made of particles too small to be seen. (5-PS1-1) (Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water and evaporating salt water. Does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.) b. Make observations and measurements to identify materials based on their properties. (5-PS1-3) (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. Does not include density or distinguishing mass and weight.)
5	Science	2. Chemical Reactions that occur when substances are mixed can be identified by the emergence of substances with different properties; the total mass remains the same.	1. Physical Science. type of change that occurs when heating, cooling or mixing substances, the total weight of matter is conserved. (5-PS1-1) (Clarification Statement: Examples of reactions or changes could include phase changes, dissolving and mixing that form new substances. b. Conduct an investigation to determine whether the mixing of two or more substances results in new substances. (5-PS1-4)