Grade	Standard Area	Standard Details	Category/Core Area
K-2	Health	K-2.4.2.5 Identify ways that schools, family, and friends can influence positive health practices.	Category 4: Disease Prevention
K-2	Health	K-2.4.7.7 Demonstrate dental and personal hygiene practices (e.g., hand-washing; proper technique of brushing and flossing; and covering coughs).	Category 4: Disease Prevention
K-2	Health	K-2.4.1.2 Identify behaviors that promote health and prevent illness (e.g., proper hygiene, proper nutrition, adequate sleep, vaccinations, and exercise)	Category 4: Disease Prevention
K-2	Health	K-2.5.1.1 Explain why healthy bodies require rest, exercise, and good nutrition. K-2.5.2.5 Explain how culture, media, peers, family, and other factors influence eating behaviors. K-2.5.3.7 Identify community members who grow or sell healthy food and the importance of consuming locally grown food. K-2.5.4.9 Describe criteria for making healthy vs. less healthy food choices. K-2.5.5.10 Identify healthy eating habits. K-2.5.6.12 Set a goal to choose healthy foods for snacks and meals. K-2.5.7.13 Understand the concept of variety in diet and explain why it is important to health (within and between food groups). K-2.5.8.15 Practice how to ask for healthy food choices	Category 5: Nutrition
K-2	Health	K-2.5.1.2 Categorize foods according to food sources and food groups (e.g., plant, animal, and processed). K-2.5.2.6 Recognize that not all products advertised or sold are good for growing bodies. K-2.5.3.8 Identify members of the school community who are reliable sources of information about healthy foods. K-2.5.5.11 Distinguish the feeling of hunger from the feeling of being satiated or full. K-2.5.7.14 Recognize a nutritious meal or snack.	Category 5: Nutrition
K-2	Health	K-2.5.1.3 Explain the benefits of drinking water and making healthy beverage choices.	Category 5: Nutrition
K-2	Health	K-2.5.1.4 Identify foods that should be limited (e.g. non-nutrient dense foods, or foods high in sugar, salt, or fat).	Category 5: Nutrition

Grade	Standard Area	Standard Details	Category/Core Area
3-5	Health	3-5.5.1.1 Describe the relationship between physical activity and the need for food and water. 3-5.5.2.3 Analyze the influence of advertising and marketing techniques on food and beverage choices. 3-5.5.3.5 Identify key components of the 'Nutrition Facts' label and ingredients list. 3-5.5.4.7 Develop a message about the benefits of growing food in gardens. 3-5.5.5.9 Compare and contrast snacks, (which can contribute to or undermine healthy eating habits) and identify why some are better than others. 3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement. 3-5.5.7.11 Demonstrate how to use 'Nutrition Facts' labels to select a healthy food or snack. 3-5.5.8.13 Encourage and promote healthy eating opportunities at home, in school, and in the community.	Category 5: Nutrition
3-5	Health	3-5.5.1.2 Describe the food groups including recommended portions for each. 3-5.5.2.4 Identify internal and external influences that affect food choices. 3-5.5.3.6 Identify sources of nutrition information and evaluate their reliability. 3-5.5.4.8 Demonstrate how to ask for nutritious foods. 3-5.5.7.12 Plan or prepare a nutritious snack and justify its nutritional value.	Category 5: Nutrition
6-8	Health	6-8.5.1.1 Differentiate amongst portion size, serving size, and recommended amounts of each food group using the USDA food guidance (e.g., MyPlate) system for different age groups. 6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices. 6-8.5.3.8 Access valid sources of nutrition information online. 6-8.5.4.12 Use communication skills to deal with influences from peers and media regarding food choices and physical activity. 6-8.5.5.13 Demonstrate the ability to apply a decision-making model to make healthy food choices at home and away from home. 6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages. 6-8.5.7.16 Analyze the concepts of variety, moderation, caloric intake and energy expenditure. 6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food).	Category 5: Nutrition

Wa-Shokuiku
Learn, Cook, Eat Japanese!

Grade	Standard Area	Standard Details	Category/Core Area
6-8	Health	6-8.5.1.2 Compare the nutritional needs associated with life stages (e.g., prenatal through late adulthood). 6-8.5.2.7 Differentiate between research-based diets and 'fad' diets. 6-8.5.3.9 Evaluate the validity of nutritional information, products, and services and how they influence food choices. 6-8.5.5.14 Utilize the USDA Food Guidance System to evaluate personal eating patterns and habits.	Category 5: Nutrition
6	Health	S3.M17. Identifies foods within each of the basic food groups and selects appropriate servings and portions for age and physical activity levels	Nutrition: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
7	Health	S3.M17. Develops strategies for balancing healthy foods, snacks, and water intake, along with daily physical activity	Nutrition: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
8	Health	S3.M17. Describes the relationship between poor nutrition and health risk factors	Nutrition: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
9-12	Health	S3.H13. Designs and implements a nutrition plan to maintain an appropriate level of energy balance for a healthy, active lifestyle.	Nutrition: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

Pre-K	Environmental Literacy	The World Around Us: How can we use our five senses to learn about the environment?	
5	Environmental Literacy	Web of life: We are what we eat; how does energy cycle through the food web? How do the four spheres of the Earth's systems interact?	

K	English Language Arts	Family Traditions: Around the World	Unit 6

Grade	Standard Area	Standard Details	Category/Core Area
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