



Close to the Ground: Eating for Health
MA Curriculum Framework Standards
Grades PREK – 5

PREK

ESS3. Earth and Human Activity

PreK-ESS3-1. Engage in discussion and raise questions using examples about local resources (including soil and water) humans use to meet their needs.

LS1. From Molecules to Organisms: Structures and Processes

PreK-LS1-1. Compare, using descriptions and drawings, the external body parts of animals (including humans) and plants and explain functions of some of the observable body parts.

LS2. Ecosystems: Interactions, Energy, and Dynamics

PreK-LS2-2. Using evidence from the local environment, explain how familiar plants and animals meet their needs where they live.

K

LS1. From Molecules to Organisms: Structures and Processes

K-LS1-1. Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.

K-LS1-2. Recognize that all plants and animals grow and change over time.

GR. 1

ESS1. Earth's Place in the Universe

1-ESS1-2. Analyze provided data to identify relationships among seasonal patterns of change, including relative sunrise and sunset time changes, seasonal temperature and rainfall or snowfall patterns, and seasonal changes to the environment.

LS1. From Molecules to Organisms: Structures and Processes

1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant.

GR. 2

LS2. Ecosystems: Interactions, Energy, and Dynamics

2-LS2-3. Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live.

GR. 3

LS1. From Molecules to Organisms: Structures and Processes

3-LS1-1. Use simple graphical representations to show that different types of organisms have unique and diverse life cycles. Describe that all organisms have birth, growth, reproduction, and death in common but there are a variety of ways in which these happen. .

GR. 4**LS1. From Molecules to Organisms: Structures and Processes**

4-LS1-1. Construct an argument that animals and plants have internal and external structures that support their survival, growth, behavior, and reproduction.

GR. 5**ESS3. Earth and Human Activity**

5-ESS3-1. Obtain and combine information about ways communities reduce human impact on the Earth's resources and environment by changing an agricultural, industrial, or community practice or process.

LS1. From Molecules to Organisms: Structures and Processes

5-LS1-1. Ask testable questions about the process by which plants use air, water, and energy from sunlight to produce sugars and plant materials needed for growth and reproduction.

LS2. Ecosystems: Interactions, Energy, and Dynamics

5-LS2-1. Develop a model to describe the movement of matter among producers, consumers, decomposers, and the air, water, and soil in the environment to (a) show that plants produce sugars and plant materials, (b) show that animals can eat plants and/or other animals for food, and (c) show that some organisms, including fungi and bacteria, break down dead organisms and recycle some materials back to the air and soil.

PREK – Gr. 5**Comprehensive Health Frameworks**

Nutrition / 3.1 Improving Nutrition: Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.

Nutrition / 3.5 Safe and Adequate Food Supply: Identify the connection between food served in the home with regional food production.

Ecological Health / 13.1 Interdependence: Describe types of natural resources and their connection with health.

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