Feed Me: Nutritional Building Blocks

Grades 3-7 (Grade Change)

Standards at a Glance	
Next Generation Sunshine State Standards for Science	SC.3.L.14.1, SC.3.L.17.2, SC.4.L.16.2, SC.4.L.17.3, SC.4.L.17.4, SC.5.L.15.1, SC.5.L.17.1, SC.7.L.17.1, SC.3.N.1.1, SC.3.N.1.3 SC.3.N.1.4, SC.3.N.1.5, SC.3.N.1.6, SC.3.N.1.7, SC.3.N.3.1, SC.4.N.1.1, SC.4.N.1.2, SC.4.N.1.3, SC.4.N.1.4, SC.4.N.1.5, SC.4.N.1.6, SC.4.N.1.7, SC.4.N.1.8, SC.4.N.2.1, SC.5.N.1.1, SC.5.N.1.5, SC.5.N.1.6, SC.5.N.2.1, SC.6.N.1.1, SC.6.N.1.4, SC.6.N.1.5, SC.6.N.2.1, SC.6.N.2.2, SC.6.N.3.1, SC.7.N.1.1, SC.7.N.1.6, SC.4.P.8.1, SC.4.P.9.1, SC.5.P.8.2, SC.5.P.8.3, SC.4.E.6.3, SC.4.E.6.6
Computer Science – Florida Standards for Science	SC.35.CS-CC.1.1, SC.35.CS-CC.1.5, SC.35.CS-CP.1.3, SC.35.CS-CP.1.4, SC.35.CS-CP.3.2, SC.68.CS-CP.2.1, SC.68.CS-CP.3.1, SC.68.CS-CP.3.3, SC.35.CS-CS.2.1, SC.35.CS-CS.2.4, SC.68.CS-CS.2.1, SC.68.CS-CS.2.2
English Language Arts –Florida's B.E.S.T. Standards	ELA.3.C.1.3, ELA.3.C.2.1, ELA.3.C.4.1, ELA.4.C.1.3, ELA.4.C.2.1, ELA.4.C.4.1, ELA.5.C.1.3, ELA.5.C.2.1, ELA.5.C.4.1, ELA.6.C.1.3, ELA.6.C.2.1, ELA.6.C.4.1, ELA.7.C.1.3, ELA.7.C.2.1, ELA.7.C.4.1, ELA.4.V.1.1, ELA.5.V.1.1, ELA.6.V.1.1, ELA.7.V.1.1
Mathematics – Florida's B.E.S.T. Standards	MA.3.DP.1.1, MA.4.DP.1.1, MA.4.DP.1.3, MA.5.DP.1.1, MA.6.DP.1.6
Next Generation Sunshine State Standards – Social Studies	N/A

Standards Highlighted	
Next Generation Sunshine State Standards for Science	
Life Science	
SC.3.L.14.1	Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.
SC.3.L.17.2	Recognize that plants use energy from the Sun, air, and water to make their own food.
SC.4.L.16.2	Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.
SC.4.L.17.3	Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.
SC.4.L.17.4	Recognize ways plants and animals, including humans, can impact the environment.
SC.5.L.15.1	Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

SC.5.L.17.1	Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.
SC.7.L.17.1	Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.
Nature of Science	
SC.3.N.1.1	Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
SC.3.N.1.3	Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.
SC.3.N.1.4	Recognize the importance of communication among scientists.
SC.3.N.1.5	Recognize that scientists question, discuss, and check each others' evidence and explanations.
SC.3.N.1.6	Infer based on observation.
SC.3.N.1.7	Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.
SC.3.N.3.1	Recognize that words in science can have different or more specific meanings than their use in everyday language: for example, energy, cell, heat/cold, and evidence.
SC.4.N.1.1	Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
SC.4.N.1.2	Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.
SC.4.N.1.3	Explain that science does not always follow a rigidly defined method (“the scientific method”) but that science does involve the use of observations and empirical evidence.
SC.4.N.1.4	Attempt reasonable answers to scientific questions and cite evidence in support.
SC.4.N.1.5	Compare the methods and results of investigations done by other classmates.
SC.4.N.1.6	Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.
SC.4.N.1.7	Recognize and explain that scientists base their explanations on evidence.
SC.4.N.1.8	Recognize that science involves creativity in designing experiments
SC.4.N.2.1	Explain that science focuses solely on the natural world.

SC.5.N.1.1	Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
SC.5.N.1.5	Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."
SC.5.N.1.6	Recognize and explain the difference between personal opinion/interpretation and verified observation.
SC.5.N.2.1	Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.
SC.6.N.1.1	Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
SC.6.N.1.4	Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.
SC.6.N.1.5	Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.
SC.6.N.2.1	Distinguish science from other activities involving thought.
SC.6.N.2.2	Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.
SC.6.N.3.1	Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.
SC.7.N.1.1	Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
SC.7.N.1.6	Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.
Physical Science	
SC.4.P.8.1	Measure and compare objects and materials based on their physical properties including mass, shape, volume, color, hardness, texture, odor, taste, and attraction to magnets.

SC.4.P.9.1	Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.
SC.5.P.8.2	Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process.
SC.5.P.8.3	Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.
Earth Science	
SC.4.E.6.3	Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.
SC.4.E.6.6	Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).
Computer Science	
Communication and Collaboration	
SC.35.CS-CC.1.1	Identify technology tools for individual and collaborative data collection, writing, communication, and publishing activities.
SC.35.CS-CC.1.5	Explain that providing and receiving feedback from others can improve performance and outcomes for collaborative digital projects.
Computer Practices and Programing	
SC.35.CS-CP.1.3	Identify, research, and collect a data set on a topic, issue, problem, or question using age-appropriate technologies.
SC.35.CS-CP.1.4	Collect, organize, graph, and analyze data to answer a question using a database or spreadsheet.
SC.35.CS-CP.3.2	Present digitally created products, either individually and collaboratively, where a topic, concept, or skill is carefully analyzed or thoughtfully explored.
SC.68.CS-CP.2.1	Develop problem solutions using visual representations of problem states, structures and data.
SC.68.CS-CP.3.1	Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
SC.68.CS-CP.3.3	Create an artifact (independently and collaboratively) that answers a research question and communicates results and conclusions.
Communication Systems and Computing	
SC.35.CS-CS.2.1	Solve age-appropriate problems using information organized using digital graphic organizers (e.g., concept maps and Venn-diagrams).
SC.35.CS-CS.2.4	Solve real-world problems in science and engineering using computational thinking skills.

SC.68.CS-CS.2.1	Create, modify, and use a database (e.g., define field formats, adding new records, manipulate data) to analyze data and propose solutions for a task/problem, individually and collaboratively.
SC.68.CS-CS.2.2	Solve real-life issues in science and engineering (i.e., generalize a solution to open-ended problems) using computational thinking skills.
English Language Arts –Florida's B.E.S.T. Standards	
Communication	

ELA.3.C.1.3	Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.
ELA.3.C.2.1	Present information orally, in logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
ELA.3.C.4.1	Conduct research to answer a question, organizing information about the topic from multiple sources.
ELA.4.C.1.3	Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.
ELA.4.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
ELA.4.C.4.1	Conduct research to answer a question, organizing information about the topic using multiple valid sources.
ELA.5.C.1.3	Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.
ELA.5.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
ELA.5.C.4.1	Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.
ELA.6.C.1.3	Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.
ELA.6.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
ELA.6.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.
ELA.7.C.1.3	Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.
ELA.7.C.2.1	Present information orally, in a logical sequence, emphasizing key points that support the central idea.
ELA.7.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.
Vocabulary	
ELA.4.V.1.1 ELA.5.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.6.V.1.1 ELA.7.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
Mathematics – Florida's B.E.S.T. Standards	

Data Analysis and Probability	
MA.3.DP.1.1	Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.
MA.4.DP.1.1	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.
MA.4.DP.1.3	Solve real-world problems involving numerical data.
MA.5.DP.1.1	Collect and represent numerical data, including fractional values and decimal values, using tables, line graphs or line plots.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.