Fresh From the Farm Curricula: Main Common Core Standards

English Language Arts Standards (ELAS) Reading Standards for Informational Text: (RI)
- 1.1- 6.1: Ask and answer questions about key details in a text.
- 1.2- 6.2: Identify the main topic and retell key details of a text.
- 1.3- 6.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.7- 6.7: Use the illustrations and details in a text to describe its key ideas.

Reading Standards: Foundational Skills: (RF)
- 1.4- 6.4: Read with sufficient accuracy and fluency to support comprehension.

Writing Standards: (W)
- 1.2-6.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening Standards: (SL)
- 1.4- 6.4: Report on a topic or text, or present an opinion.
- 1.1- 6.1: Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.

Language Standards: (L)
- 1.1-6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Next Generation Science Standards: (NGSS)
- 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.
- MS-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- 3-LS3-2: Use evidence to support the explanation that traits can be influenced by the environment.
- 2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- 5-PS1-3: Make observations and measurements to identify materials based on their properties.

- 5-PS3-1: Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
- MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-3: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
- 3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- MS-ETS1-2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

CDC National Health Education Standards (NHES) Standard 1 Pre-K-Grade 2
- 1.2.1: Identify that healthy behaviors impact personal health.

Grades 3-5
- 1.5.1: Describe the relationship between healthy behaviors and personal health.
- 1.5.3: Describe ways in which safe and healthy school and community environments can promote personal health.

Grades 6-8
- 1.8.1: Analyze the relationship between healthy behaviors and personal health.
- 1.8.3: Analyze how the environment affects personal health.

Seven Generations Ahead

ILLINOIS FARM TO SCHOOL NETWORK