THE FUTURE OF FOOD | STANDARD ALIGNMENTS

Common Core Math & ELA

RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.NF.1

Understand a fraction 1/b as the quantity formed by 1 part when a whole (a single unit) is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.

3.NF.3.B

Recognize and generate simple equivalent fractions, e.g., 1/2 =2/4, 4/6 =2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model

3.NF.3.C

Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

Next Generation Science Standards

3-LS4-3

Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-LS4-4

Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

3-5-ETS1-1

Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

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.

Massachusetts Comprehensive Health Curriculum

5.1.NE.5

Describe how cultivation, trade routes, and regions affect food supply, and how food production affects nutrition-related decisions.

5.7.CE.6

Use accurate information when discussing environmental health issues (e.g., littering, deforestation, recycling, climate change, clean water) that impact people's health.

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