

Content Standard Details

Content Standards for California Public Schools Addressed in *Fruits and Vegetables for Health**

Obtained from the California Department of Education

Grade 4		
Standard	Lesson(s) in which Standard is Taught or Reinforced	Standard Description
Science		
Life Sciences 2	Climbing a Pyramid to Good Health Nutritional Value of Fresh Produce	All organisms need energy and matter to live and grow.
Life Sciences 2c	The Chemistry of Fruits and Vegetables	Decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.
Life Sciences 3b	California Crops: From the Farm to the Table	In any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
Investigation and Experimentation 6	The Chemistry of Fruits and Vegetables	Scientific process is made by asking meaningful questions and conducting careful investigations.
Investigation and Experimentation 6f	The Chemistry of Fruits and Vegetables	Follow a set of written instructions for a scientific investigation.
Reading/Language Arts		
Reading 2.2	Climbing a Pyramid to Good Health California Crops: From the Farm to the Table My Life as a Fruit or Vegetable	Use appropriate strategies when reading for different purposes.
Reading 2.5	California Crops: From the Farm to the Table My Life as a Fruit or Vegetable	Compare and contrast information on the same topic after reading several passages or articles.
Writing 1.0	California Crops: From the Farm to the Table My Life as a Fruit or Vegetable	Write clear, coherent sentences and paragraphs that develop a central idea. Writing shows that student considers the audience and purpose. Students progress through the stages of the writing process (e.g. prewriting, drafting, revising, editing, successive versions).
Writing 1.1	California Crops: From the Farm to the Table My Life as a Fruit or Vegetable	Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

Grade 4 <i>(continued)</i>		
Standard	Lesson(s) in which Standard is Taught or Reinforced	Standard Description
Writing 1.2	California Crops: From the Farm to the Table	Create multiple-paragraph compositions that provide an introductory paragraph, establish and support a central idea, include supporting paragraphs, conclude with a paragraph that summarizes the points, and uses proper indentation.
Writing 1.4	California Crops: From the Farm to the Table	Write fluidly and legibly in cursive or jointed italic.
Writing 1.5	California Crops: From the Farm to the Table	Quote or paraphrase information sources, citing them appropriately.
Writing 1.7	California Crops: From the Farm to the Table	Use various reference materials (e.g. dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.
Writing 1.10	California Crops: From the Farm to the Table My Life as a Fruit or Vegetable	Edit and revise selected drafts to improve coherence and progression, by adding, deleting, consolidating, and rearranging text.
Writing 2.1	My Life as a Fruit or Vegetable	Write narratives that relate ideas, observations of an event or experience; provide a context to enable the reader to imagine the world of the event or experience; use concrete sensory details; and provide insight into why the selected event or experience is memorable.
Writing 2.3	California Crops: From the Farm to the Table	Write information reports that frame a central question about an issue or situation, include facts and details for focus, and draw from more than one source of information.
Written and Oral Language Conventions 1.0	California Crops: From the Farm to the Table	Students write and speak with a command of standard English conventions appropriate to this grade level.
Listening and Speaking 1.0	California Crops: From the Farm to the Table	Students listen critically and respond to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
Listening and Speaking 1.1	The Chemistry of Fruits and Vegetables	Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
Listening and Speaking 1.2	California Crops: From the Farm to the Table	Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
Listening and Speaking 1.5	California Crops: From the Farm to the Table	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.
Listening and Speaking 1.6	The Chemistry of Fruits and Vegetables	Use traditional structures for conveying information (e.g. cause and effect, similarity and difference, and posing and answering a question).

Grade 4 <i>(continued)</i>		
Standard	Lesson(s) in which Standard is Taught or Reinforced	Standard Description
Listening and Speaking 1.9	California Crops: From the Farm to the Table	Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.
Listening and Speaking 2.2	California Crops: From the Farm to the Table	Make informational presentations that frame a key question, include facts and details that help the listener to focus, and incorporate more than one source of information.
Mathematics		
Statistics, Data Analysis, and Probability 1.0	Nutritional Value of Fresh Produce	Organize, represent, and interpret numerical and categorical data and clearly communicate their findings.
Mathematical Reasoning 1.0	Nutritional Value of Fresh Produce	Make decisions about how to approach problems.
Mathematical Reasoning 1.1	Nutritional Value of Fresh Produce	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

Grade 5		
Standard	Lesson(s) in which Standard is Taught or Reinforced	Standard Description
Science		
Physical Sciences 1a	The Chemistry of Fruits and Vegetables	During chemical reactions the atoms in the reactants rearrange to form products with different properties.
Earth Sciences 3c	California Crops: From the Farm to the Table	Water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.
Investigation and Experimentation 6	The Chemistry of Fruits and Vegetables	Scientific progress is made by asking meaningful questions and conducting careful investigations.
Investigation and Experimentation 6g	The Chemistry of Fruits and Vegetables	Record data by using appropriate graphic representations and make inferences based on those data.
Investigation and Experimentation 6h	The Chemistry of Fruits and Vegetables	Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
Investigation and Experimentation 6i	The Chemistry of Fruits and Vegetables	Write a report of an investigation that includes conducting tests, collecting data, or examining evidence, and drawing conclusions.
Reading/Language Arts		
Reading 2.1	Climbing a Pyramid to Good Health California Crops: From the Farm to the Table My Life as a Fruit or Vegetable	Understand how text features (e.g. format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
Writing 1.0	California Crops: From the Farm to the Table	Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
Writing 1.1	California Crops: From the Farm to the Table	Create multiple-paragraph expository compositions that establish and develop a situation or plot, describe the setting, and present an ending.
Writing 1.3	California Crops: From the Farm to the Table	Use organizational features of printed text to locate relevant information.
Writing 1.6	California Crops: From the Farm to the Table	Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
Writing 2.0	My Life as a Fruit or Vegetable	Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.

Grade 5 <i>(continued)</i>		
Standard	Lesson(s) in which Standard is Taught or Reinforced	Standard Description
Writing 2.0	My Life as a Fruit or Vegetable	Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.
Writing 2.1	My Life as a Fruit or Vegetable	Write narratives which establish a plot, point of view, setting, and conflict; and show, rather than tell, the events of the story.
Written and Oral Language Conventions 1.0	California Crops: From the Farm to the Table	Students write and speak with a command of standard English conventions appropriate to this grade level.
Listening and Speaking 1.0	California Crops: From the Farm to the Table	Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.
Listening and Speaking 1.4	California Crops: From the Farm to the Table	Select a focus, organizational structure, and point of view for an oral presentation.
Listening and Speaking 1.5	California Crops: From the Farm to the Table	Clarify and support spoken ideas with evidence and examples.
Listening and Speaking 1.6	California Crops: From the Farm to the Table	Engage the audience with appropriate verbal cues, facial expressions, and gestures.
Listening and Speaking 2.2	California Crops: From the Farm to the Table	Deliver informative presentations about an important idea, issue, or event by framing a question to direct the investigation, establish a controlling idea or topic, and develop the topic with simple facts, details, examples, and explanations.
Mathematics		
Statistics, Data Analysis, and Probability 1.0	Nutritional Value of Fresh Produce	Students display, analyze, compare, and interpret different data sets, including data sets of different sizes.
Statistics, Data Analysis, and Probability 1.2	Nutritional Value of Fresh Produce	Organize and display single-variable data in appropriate graphs and representations and explain which types of graphs are appropriate for various data sets.
Mathematical Reasoning 1.0	Nutritional Value of Fresh Produce	Students make decisions on how to approach problems.
Mathematical Reasoning 1.1	Nutritional Value of Fresh Produce	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing, and prioritizing information, and observing patterns.
Mathematical Reasoning 1.2	Nutritional Value of Fresh Produce	Determine when and how to break a problem into simpler parts.

Grade 5 *(continued)*

Standard	Lesson(s) in which Standard is Taught or Reinforced	Standard Description
Mathematical Reasoning 2.0	Nutritional Value of Fresh Produce	Use strategies, skills, and concepts in finding solutions.
Mathematical Reasoning 2.3	Nutritional Value of Fresh Produce	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, and diagrams, and models, to explain mathematical reasoning.

Grade 6		
Standard	Lesson(s) in which Standard is Taught or Reinforced	Standard Description
Science		
Ecology 5e	California Crops: From the Farm to the Table	The number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.
Investigation and Experimentation 7	The Chemistry of Fruits and Vegetables	Scientific progress is made by asking meaningful questions and conducting careful investigations.
Investigation and Experimentation 7a	The Chemistry of Fruits and Vegetables	Develop a hypothesis.
Investigation and Experimentation 7d	The Chemistry of Fruits and Vegetables	Communicate steps and results from an investigation in written reports and oral presentations.
Reading/Language Arts		
Reading 2.1	Climbing a Pyramid to Good Health California Crops: From the Farm to the Table	Identify the structural features in popular media and use the features to obtain information.
Writing 1.0	California Crops: From the Farm to the Table My Life as a Fruit or Vegetable	Write clear, coherent, and focused essays with awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
Writing 1.1	California Crops: From the Farm to the Table My Life as a Fruit or Vegetable	Choose the form of writing (personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
Writing 1.2	California Crops: From the Farm to the Table	Create multiple-paragraph expository compositions that engage the interest of the reader and state a clear purpose; develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader; and conclude with detailed summary linked to the purpose of the composition.
Writing 1.4	California Crops: From the Farm to the Table	Use organizational features of electronic text to locate information.
Writing 1.6	California Crops: From the Farm to the Table	Revise writing to improve the organization and consistency of ideas within and between paragraphs.
Writing 2.1	My Life as a Fruit or Vegetable	Write narratives that establish and develop a plot and setting and present a point of view that is appropriate to the stories; include sensory details and concrete language to develop plot and character; and use a range of narrative devices (e.g. dialogue, suspense, etc.).

Grade 6 <i>(continued)</i>		
Standard	Lesson(s) in which Standard is Taught or Reinforced	Standard Description
Writing 2.3	California Crops: From the Farm to the Table	Write research reports that pose relevant questions with a scope narrow enough to be thoroughly covered; support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources; include a bibliography.
Written and Oral Language Conventions 1.0	California Crops: From the Farm to the Table	Write and speak with a command of standard English conventions appropriate to this grade level.
Listening and Speaking 1.0	California Crops: From the Farm to the Table	Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.
Listening and Speaking 1.4	California Crops: From the Farm to the Table	Select a focus, an organizational structure, and a point of view, matching the purpose. Message, occasion, and vocal modulation to the audience.
Listening and Speaking 1.6	California Crops: From the Farm to the Table	Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
Listening and Speaking 2.2	California Crops: From the Farm to the Table	Deliver informative presentations that pose relevant questions sufficiently limited in scope to be completely and thoroughly answered; develop the topic with facts, details, examples, and explanations from multiple authoritative sources.
Mathematics		
Statistics, Data Analysis, and Probability 1.0	Nutritional Value of Fresh Produce	Compare and analyze statistical measurements for data sets.
Statistics, Data Analysis, and Probability 1.2	Nutritional Value of Fresh Produce	Understand how additional data added to data sets may affect these computations of measures of central tendency.
Mathematical Reasoning 1.0	Nutritional Value of Fresh Produce	Make decisions on how to approach problems.
Mathematical Reasoning 1.1	Nutritional Value of Fresh Produce	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
Mathematical Reasoning 1.3	Nutritional Value of Fresh Produce	Determine when and how to break a problem into simpler parts.
Mathematical Reasoning 2.0	Nutritional Value of Fresh Produce	Students use strategies, skills, and concepts in finding solutions.
Mathematical Reasoning 2.4	Nutritional Value of Fresh Produce	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.