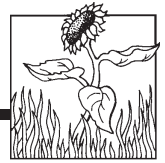


		SOCIAL SCIENCE	LANGUAGE ARTS
Baaa, Kabobs, and Blankets	3	3.3.2 3.5.1, 3.5.2	R 2.5, R 2.6 W 1.1, W2.2 R 2.2 W 1.1, W 1.2, W 2.2 R 2.3 W 1.2, W 2.2
	4		R 2.4
	5		R 2.3, R 2.6, R 2.7 LS 1.5, LS 2.3
World Feast	3	3.3.1	R 2.2 LS 1.7, LS 1.8, LS 2.2 LS 1.4, LS 1.5, LS 2.2 LS 1.4, LS 2.2
	4		
	5		
	6		
One Potato, Two Potato	3	3.1.2 3.3.2 3.5.1, 3.5.2	R 2.3, R 2.7
	4	4.3.4	3a, 3d 5a, 5e 3b 6f
Seasons!	3	3.1.1, 3.1.2 3.5.1, 3.5.2	R 2.3, R 2.6
	4	4.1.5	R 2.2, R 2.5
	5		R 2.1, R 2.3
Life Story of a Lunch	3	3.5.1, 3.5.2	
Food Chains	3		1a 3a
	4		2a, 2b 3c
	6		5a, 5b
Cut and Dry	3		3a 5c, 5e
	4		2a 3c 6b
Who's Hungry	3	3.5.3	
World Web	3	3.5.3	
Reduce, Reuse, Recycle	4		2c 3d
	6		5b, 5c





CORRELATION TO THE CALIFORNIA DEPARTMENT OF EDUCATION FRAMEWORKS

This is a brief outline that illustrates part of the California Department of Education's *History-Social Science Framework*, the *English-Language Arts Framework* and *Science Frameworks* for Content Standards. Activities from Food For Thought are then listed and related back to these outlines. Instructors can see where the guidelines are being met by the activities found in this guide. There is a lot more information in the frameworks than can be covered here. For detailed explanations of this outline you need to look at a copy of the Frameworks and Content Standards. They are available from:

California Department of Education
Bureau of Publications, Sales Unit
PO Box 271 Sacramento, CA 95812-0271
1-916-445-1260
1-800-995-4099
FAX 1-916-3232-0823
<http://www.cde.ca.gov/cdepress>

History/Social Science - Grade Three

Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

- 3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.**
1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
 2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).
- 3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.**
1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
 2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.



- 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.**
1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
 2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
 3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
- History/Social Science - Grade Four**

California: A Changing State

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

- 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.**
5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.
- 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.**
4. Study the lives of women who helped build early California (e.g., Biddy Mason).
- 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.**
2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.





Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition

1.6 Use sentence and word context to find the meaning of unknown words.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

Structural Features of Informational Materials

2.3 Demonstrate comprehension by identifying answers in the text.

2.5 Distinguish the main idea and supporting details in expository text.

2.6 Extract appropriate and significant information from the text, including problems and solutions.

2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).





Writing

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

- 1.1 Create a single paragraph:
 - a. Develop a topic sentence.
 - b. Include simple supporting facts and details.

Research

- 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade three outlined in Writing Standard 1.0, students:

- 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.





Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Retell, paraphrase, and explain what has been said by a speaker.

Organization and Delivery of Oral Communication

1.5 Organize ideas chronologically or around major points of information.

1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

Analysis and Evaluation of Oral and Media Communications

1.10 Compare ideas and points of view expressed in broadcast and print media.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:

2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.





Reading

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
- 2.5 Compare and contrast information on the same topic after reading several passages or articles.



Writing

1.0 Writing Strategies

Students write clear, coherent sentences and paragraphs that develop a central idea.

Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

- 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- 1.2 Create multiple-paragraph compositions:
 - a. Provide an introductory paragraph.
 - b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
 - c. Include supporting paragraphs with simple facts, details, and explanations.
 - d. Conclude with a paragraph that summarizes the points.
 - e. Use correct indentation.
- 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

Research and Technology

- 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade four outlined in Writing Standard 1.0, students:

- 2.2 Write responses to literature:
 - a. Demonstrate an understanding of the literary work.
 - b. Support judgments through references to both the text and prior knowledge.
- 2.3 Write information reports:
 - a. Frame a central question about an issue or situation.
 - b. Include facts and details for focus.
 - c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).





Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
- 1.4 Give precise directions and instructions.

Organization and Delivery of Oral Communication

- 1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).
- 1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
- 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.

Analysis and Evaluation of Oral Media Communication

- 1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.

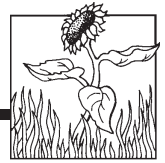
2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students:

- 2.2 Make informational presentations:
 - a. Frame a key question.
 - b. Include facts and details that help listeners to focus.
 - c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).





Reading

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

Structural Features of Informational Materials

- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.



Writing

1.0 Writing Strategies

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.

Organization and Focus

1.2 Create multiple-paragraph expository compositions:

- a. Establish a topic, important ideas, or events in sequence or chronological order.
- b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
- c. Offer a concluding paragraph that summarizes important ideas and details.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

2.2 Write responses to literature:

- a. Demonstrate an understanding of a literary work.
- b. Support judgments through references to the text and to prior knowledge.
- c. Develop interpretations that exhibit careful reading and understanding.





Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Organization and Delivery of Oral Communication

- 1.4 Select a focus, organizational structure, and point of view for an oral presentation.
- 1.5 Clarify and support spoken ideas with evidence and examples.
- 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

Analysis and Evaluation of Oral and Media Communications

- 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:

- 2.2 Deliver informative presentations about an important idea, issue, or event by the following means:
 - a. Frame questions to direct the investigation.
 - b. Establish a controlling idea or topic.
 - c. Develop the topic with simple facts, details, examples, and explanations.





Reading

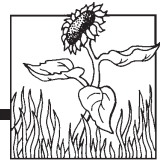
2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.





Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits 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.

Organization and Focus

1.2 Create multiple-paragraph expository compositions:

- a. Engage the interest of the reader and state a clear purpose.
- b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
- c. Conclude with a detailed summary linked to the purpose of the composition.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade six outlined in Writing Standard 1.0, students:

2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):

- a. State the thesis or purpose.
- b. Explain the situation.
- c. Follow an organizational pattern appropriate to the type of composition.
- d. Offer persuasive evidence to validate arguments and conclusions as needed.





Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Organization and Delivery of Oral Communication

- 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
- 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.
- 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.

Analysis and Evaluation of Oral and Media Communications

- 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:

2.2 Deliver informative presentations:

- a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
- b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).





Physical Sciences

1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
 - a. *Students know* energy comes from the Sun to Earth in the form of light.

Life Sciences

3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:
 - a. *Students know* plants and animals have structures that serve different functions in growth, survival, and reproduction.
 - b. *Students know* examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
 - d. *Students know* when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

Investigation and Experimentation

5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.
 - b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
 - c. Use numerical data in describing and comparing objects, events, and measurements.
 - d. Predict the outcome of a simple investigation and compare the result with the prediction.
 - e. Collect data in an investigation and analyze those data to develop a logical conclusion.





Life Sciences

2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
 - a. *Students know* plants are the primary source of matter and energy entering most food chains.
 - b. *Students know* producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.
 - c. *Students know* decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.

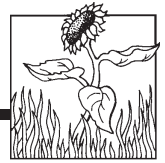
3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:
 - a. *Students know* ecosystems can be characterized by their living and nonliving components.
 - b. *Students know* that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
 - c. *Students know* many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.
 - d. *Students know* that most microorganisms do not cause disease and that many are beneficial.

Earth Sciences

4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:
 - a. *Students know* how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).

5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:
 - c. *Students know* moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).





Investigation and Experimentation

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - b. Measure and estimate the weight, length, or volume of objects.
 - c. Formulate and justify predictions based on cause-and-effect relationships.
 - f. Follow a set of written instructions for a scientific investigation.





Life Sciences

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:
 - a. *Students know* many multicellular organisms have specialized structures to support the transport of materials.
 - c. *Students know* the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.

Investigation and Experimentation

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.
 - h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.





Ecology (Life Science)

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:
 - a. *Students know* energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
 - b. *Students know* matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
 - c. *Students know* populations of organisms can be categorized by the functions they serve in an ecosystem.
 - e. *Students know* 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.

Resources

6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:
 - c. *Students know* the natural origin of the materials used to make common objects.

Investigation and Experimentation

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - d. Communicate the steps and results from an investigation in written reports and oral presentations.
 - e. Recognize whether evidence is consistent with a proposed explanation.



