



# CALIFORNIA STANDARDS

The Nourish Middle School Curriculum Guide addresses the following California curriculum standards:

ACTIVITY	1	2	3	4	5	6	ACTION PROJECTS
<b>SCIENCE STANDARDS<sup>1</sup></b>							
<b>Ecology (Life Sciences) 5.a:</b> 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. (Grade 6)		●		●			
<b>Ecology (Life Sciences) 5.c:</b> Students know populations of organisms can be categorized by the functions they serve in an ecosystem. (Grade 6)	●			●			
<b>Ecology (Life Sciences) 5.e:</b> 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. (Grade 6)				●			
<b>Resources 6.b:</b> Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable. (Grade 6)	●	●		●			●

<sup>1</sup> California Department of Education. Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve. Sacramento, CA: California Department of Education, 2000.

ACTIVITY	1	2	3	4	5	6	ACTION PROJECTS
<b>SCIENCE STANDARDS (CONT.)</b>							
<b>Genetics 2:</b> A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. (Grade 7)	●			●			
<b>Evolution 3.1:</b> Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms. (Grade 7)	●	●		●			
<b>Investigation and Experimentation 7:</b> Scientific progress is made by asking meaningful questions and conducting careful investigations. (Grade 6)	●	●		●		●	●
<b>Investigation and Experimentation 7.a:</b> Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data. (Grade 7)						●	●
<b>Investigation and Experimentation 7.b:</b> Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project. (Grade 7)	●	●		●	●		●
<b>Investigation and Experimentation 7.c:</b> Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence. (Grade 7)	●	●	●	●		●	●

ACTIVITY	1	2	3	4	5	6	ACTION PROJECTS
<b>SCIENCE STANDARDS (CONT.)</b>							
<b>Investigation and Experimentation 7.d:</b> Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure). (Grade 7)	●	●		●			●
<b>Investigation and Experimentation 7.e:</b> Communicate the steps and results from an investigation in written reports and oral presentations. (Grade 7)	●	●	●	●	●	●	●
<b>Investigation and Experimentation 9.a:</b> Plan and conduct a scientific investigation to test a hypothesis. (Grade 8)	●			●		●	●
<b>HISTORY-SOCIAL SCIENCE STANDARDS<sup>2</sup></b>							
<b>Research, Evidence, and Point of View 1:</b> Students frame questions that can be answered by historical study and research. (Grades 6–8)	●	●	●			●	●
<b>Research, Evidence, and Point of View 4:</b> Students assess the credibility of primary and secondary sources and draw sound conclusions from them. (Grades 6–8)	●				●		●
<b>Historical Interpretation 3:</b> Students explain the sources of historical continuity and how the combination of ideas and events explain the emergence of new patterns. (Grades 6–8)	●		●				●

<sup>2</sup> California Department of Education. History–Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve. Sacramento, CA: California Department of Education Press, 2000.

ACTIVITY	1	2	3	4	5	6	ACTION PROJECTS
<b>HISTORY-SOCIAL SCIENCE STANDARDS (CONT.)</b>							
<b>Historical Interpretation 6:</b> Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues. (Grades 6–8)	●	●			●		●
<b>US History and Geography (Growth and Conflict) 8.3:</b> Students understand the foundation of the American political system and the ways in which citizens participate in it. (Grade 8)	●				●	●	●
<b>US History and Geography (Growth and Conflict) 8.12:</b> Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution. (Grade 8)	●	●					●
<b>ENGLISH-LANGUAGE ARTS STANDARDS<sup>3</sup></b>							
<b>Listening and Speaking Strategies 1.0:</b> 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. (Grades 6–8)	●		●		●	●	●

<sup>3</sup> California Department of Education. English–Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve. Sacramento, CA: California Department of Education Press, 1998.

ACTIVITY	1	2	3	4	5	6	ACTION PROJECTS
<b>ENGLISH-LANGUAGE ARTS STANDARDS (CONT.)</b>							
<p><b>Speaking Applications (Genres and Their Characteristics) 2.0:</b> 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. (Grades 6–8)</p>	●				●	●	●
<p><b>Writing Strategies 1.0:</b> 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. (Grades 6–8)</p>	●			●		●	●
<p><b>Writing Applications (Genres and Their Characteristics) 2.0:</b> Students write narrative, expository, persuasive, and descriptive essays 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. (Grades 6–8)</p>				●			●

ACTIVITY	1	2	3	4	5	6	ACTION PROJECTS
<b>HEALTH EDUCATION STANDARDS<sup>4</sup></b>							
<b>Health-literate individuals are (1):</b> Critical thinkers and problem solvers when confronting health problems and issues. (All grades)	●	●	●	●	●	●	●
<b>Health-literate individuals are (2):</b> Self-directed learners who have the competence to use basic health information and services in health-enhancing ways. (All grades)	●	●	●	●	●	●	●
<b>Health-literate individuals are (3):</b> Effective communicators who organize and convey beliefs, ideas, and information about health issues. (All grades)	●	●	●	●	●	●	●
<b>Health-literate individuals are (4):</b> Responsible and productive citizens who help ensure that their community is kept healthy, safe, and secure. (All grades)	●	●	●	●	●	●	●
<b>Mental, Emotional, and Social Health 8.1.M:</b> Encourage a school environment that is respectful of individual differences. (Grade 6)			●				●
<b>Nutrition and Physical Activity 1.1.N:</b> Describe the short- and long-term impact of nutritional choices on health. (Grades 7–8)	●	●			●	●	●
<b>Nutrition and Physical Activity 1.2.N:</b> Identify nutrients and their relationship to health. (Grades 7–8)	●	●		●	●	●	●

<sup>4</sup> California Department of Education. Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve. Sacramento, CA: California Department of Education Press, 2009.

	ACTIVITY	1	2	3	4	5	6	ACTION PROJECTS
<b>HEALTH EDUCATION STANDARDS (CONT.)</b>								
<b>Nutrition and Physical Activity 2.2.N:</b> Evaluate internal and external influences on food choices. (Grades 7–8)		●	●	●		●	●	●
<b>Nutrition and Physical Activity 3.1.N:</b> Distinguish between valid and invalid sources of nutrition information. (Grades 7–8)						●		●
<b>Nutrition and Physical Activity 4.1.N:</b> Demonstrate the ability to use effective skills to model healthy decision-making and prevent overconsumption of foods and beverages. (Grades 7–8)		●	●	●		●	●	●
<b>Nutrition and Physical Activity 4.2.N:</b> Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices. (Grades 7–8)		●	●	●		●	●	●
<b>Nutrition and Physical Activity 7.1.N:</b> Make healthy food choices in a variety of settings. (Grades 7–8)		●	●			●	●	●
<b>Mental, Emotional, and Social Health 7.2.M:</b> Practice respect for individual differences and diverse backgrounds. (Grades 7–8)				●				●
<b>Personal and Community Health 2.4.P:</b> Analyze the influence of culture, media, and technology on health decisions. (Grades 7–8)		●		●		●		●

ACTIVITY	1	2	3	4	5	6	ACTION PROJECTS
<b>CALIFORNIA'S ENVIRONMENTAL PRINCIPLES AND CONCEPTS<sup>5</sup></b>							
<b>Principle I:</b> The continuation and health of individual human lives and of human communities and societies depend on the health of the natural systems that provide essential goods and ecosystem services. (All grades)	●	●		●			●
<b>Principle II:</b> The long-term functioning and health of terrestrial, freshwater, coastal and marine ecosystems are influenced by their relationships with human societies (All grades)	●			●			●
<b>Principle III:</b> Natural systems proceed through cycles that humans depend upon, benefit from and can alter. (All grades)	●	●	●	●			●
<b>Principle IV:</b> The exchange of matter between natural systems and human societies affects the long-term functioning of both. (All grades)	●	●		●			●
<b>Principle V:</b> Decisions affecting resources and natural systems are based on a wide range of considerations and decision-making processes. (All grades)	●		●		●		●

<sup>5</sup> Education and the Environment Initiative. California's Environmental Principles and Concepts. Assembly Bill 1548 (Pavley, Chapter 665, Statutes of 2003) and Assembly Bill 1721 (Pavley, Chapter 581, Statutes of 2005), California Environmental Protection Agency, 2004.