

# **Application of Massachusetts State Education Standards to the HEAT Club Curriculum**



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Lesson	Framework	Domain	Cluster	Grade or standard	Text
Lesson 1: HEAT Club Kickoff	Comprehensive health	Physical health	Growth and development	G1-3: 1.2	Identify behaviors and environmental factors that influence functioning of body systems.
Lesson 1: HEAT Club Kickoff	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
Lesson 1: HEAT Club Kickoff	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.6	Identify major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest and recreation, refraining from using tobacco, alcohol, and other substances).
Lesson 1: HEAT Club Kickoff	Comprehensive health	Personal and community health	Ecological health	G1-3: 13.1*	Describe types of natural resources and their connection with health.
Lesson 1: HEAT Club Kickoff	Comprehensive health	Personal and community health	Community and public health	G1-3: 14.2*	Identify ways the physical environment is related to individual and community health.
Lesson 1: HEAT Club Kickoff	Arts	Arts disciplines: dance	Movement elements and dance skills	G1-3: 1.9	Develop and value a positive body image.
Lesson 2: MyPlate Fun!	English language arts	Language standards	Vocabulary acquisition and use	G1: 1.L.3.05	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
Lesson 2: MyPlate Fun!	English language arts	Language standards	Vocabulary acquisition and use	G1: 1.L.3.05.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
Lesson 2: MyPlate Fun!	English language arts	Language standards	Vocabulary acquisition and use	G1: 1.L.3.05.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
Lesson 2: MyPlate Fun!	English language arts	Standards for speaking and listening	Presentation of knowledge and ideas	G2: 2.SL.2.04	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Lesson 2: MyPlate Fun!	English language arts	Writing Standards	Research to build and present knowledge	G3: 3.W.3.08	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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Lesson 2: MyPlate Fun!	Mathematics	Geometry	Reason with shapes and their attributes	G1: 1.G.1.03	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters and using the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
Lesson 2: MyPlate Fun!	Mathematics	Geometry	Reason with shapes and their attributes	G2: 2.G.1.03	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
Lesson 2: MyPlate Fun!	Mathematics	Geometry	Reason with shapes and their attributes	G3: 3.G.1.02	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.
Lesson 2: MyPlate Fun!	Mathematics	Numbers and operations—fractions	Develop understanding of fractions as numbers	G3: 3.NF.1.03	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (Note: Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)
Lesson 2: MyPlate Fun!	Mathematics	Numbers and operations—fractions	Develop understanding of fractions as numbers	G3: 3.NF.1.03.a	Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.
Lesson 2: MyPlate Fun!	Mathematics	Numbers and operations—fractions	Develop understanding of fractions as numbers	G3: 3.NF.1.03.b*	Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$ , $\frac{4}{6} = \frac{2}{3}$ . Explain why the fractions are equivalent, such as by using a visual fraction model.
Lesson 2: MyPlate Fun!	Comprehensive health	Physical health	Nutrition	G1-3: 3.2	Use the USDA Food Guide Pyramid (now MyPlate) and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
Lesson 2: MyPlate Fun!	Comprehensive health	Physical health	Nutrition	G1-3: 3.5*	Identify the connection between food served in the home with regional food production.
Lesson 2: MyPlate Fun!	Comprehensive health	Personal and community health	Consumer health and resource management	G1-3: 12.2*	Interpret the symbols and information provided on labels for health care products and food products.
Lesson 2: MyPlate Fun!	Comprehensive health	Personal and community health	Community and public health	G1-3: 14.2*	Identify ways the physical environment is related to individual and community health.
Lesson 2: MyPlate Fun!	Science and technology/engineering	Physical Sciences	Observable properties of objects	G1-2: 1	Sort objects by observable properties such as size, shape, color, weight, and texture.

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Lesson	Framework	Domain	Cluster	Grade or standard	Text
Lesson 3: Grains	Mathematics	Geometry	Reason with shapes and their attributes	G3: 3.G.1.02	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.
Lesson 3: Grains	Mathematics	Measurement and data	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	G3: 3.MD.1.02*	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, such as by using drawings (e.g., a beaker with a measurement scale) to represent the problem.
Lesson 3: Grains	Comprehensive health	Physical health	Growth and development	G3: 1.1	Name the external and internal parts of the body and the body systems (nervous, muscular, skeletal, circulatory, respiratory, digestive, endocrine, and excretory systems).
Lesson 3: Grains	Comprehensive health	Physical health	Nutrition	G1-3: 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
Lesson 3: Grains	Comprehensive health	Physical health	Nutrition	G1-3: 3.2	Use the USDA Food Guide Pyramid (now MyPlate) and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
Lesson 3: Grains	Comprehensive health	Personal and community health	Consumer health and resource management	G3: 12.2*	Interpret the symbols and information provided on labels for health care products and food products.
Lesson 3: Grains	Comprehensive health	Personal and community health	Consumer health and resource management	G1-3: 12.5	Name and weigh criteria for selecting a consumer product and evaluate the product's safety and health aspects.
Lesson 3: Grains	Science and technology/engineering	Technology/engineering (preK-8)	Materials and tools	G1-2: 1.1*	Identify and describe characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).
Lesson 4: Fruits and Vegetables	English language arts	Language standards	Vocabulary acquisition and use	G1: 1.L.3.05.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
Lesson 4: Fruits and Vegetables	Mathematics	Measurement and data	Represent and interpret data	G2: 2.MD.4.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Lesson	Framework	Domain	Cluster	Grade or standard	Text
Lesson 4: Fruits and Vegetables	Mathematics	Number and operations in base 10	Use place value understanding and properties of operations to perform multidigit arithmetic	G3: 3.NBT.1.02	Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (Note: A range of algorithms may be used.)
Lesson 4: Fruits and Vegetables	Mathematics	Measurement and data	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	G3: 3.MD.1.02*	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
Lesson 4: Fruits and Vegetables	Mathematics	Measurement and data	Represent and interpret data	G3: 3.MD.2.03*	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent five pets.
Lesson 4: Fruits and Vegetables	Comprehensive health	Physical health	Nutrition	G1-3: 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
Lesson 4: Fruits and Vegetables	Comprehensive health	Physical health	Nutrition	G1-3: 3.2	Use the USDA Food Guide Pyramid (now MyPlate) and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
Lesson 4: Fruits and Vegetables	Comprehensive health	Personal and community health	Ecological health	G1-3: 13.1*	Describe types of natural resources and their connection with health.
Lesson 4: Fruits and Vegetables	Comprehensive health	Personal and community health	Ecological health	G1-3: 13.2*	Describe how business, industry, and individuals can work cooperatively to solve ecological health problems, such as conserving natural resources and decreasing pollution.
Lesson 4: Fruits and Vegetables	Science and technology/engineering	Life science (preK-8)	Energy and living things	G3: 11*	Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers.
Lesson 4: Fruits and Vegetables	Arts	Arts disciplines: visual arts	Elements and principles of design	G1-3: 2.1*	For color, explore and experiment with the use of color in dry and wet media. Identify primary and secondary colors and gradations of black, white, and gray in the environment and artwork. Explore how color can convey mood and emotion.

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Lesson	Framework	Domain	Cluster	Grade or standard	Text
Lesson 5: Dairy	English language arts	Standards for speaking and listening	Comprehension and collaboration	G1: 1.SL.1.01.a G2: 2.SL.1.01.a G3: 3.SL.1.01.b	Follow agreed-on rules for discussions (e.g., listening to others with care; speaking one at a time about the topics and texts under discussion).
Lesson 5: Dairy	Mathematics	Measurement and data	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	G3: 3.MD.1.02*	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, such as by using drawings (e.g., a beaker with a measurement scale) to represent the problem.
Lesson 5: Dairy	Science and technology/engineering	Life science (pre-K-8)	Characteristics of living things	G1-2: 1	Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.
Lesson 5: Dairy	Comprehensive health	Physical health	Nutrition	G1-3: 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
Lesson 5: Dairy	Comprehensive health	Physical health	Nutrition	G1-3: 3.2	Use the USDA Food Guide Pyramid (now MyPlate) and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
Lesson 5: Dairy	Comprehensive health	Safety and prevention	Disease prevention and control	G1-3: 8.4	Identify tooth functions and causes of tooth health and decay, and apply proper dental health skills (such as choosing healthy tooth snacks, brushing, flossing).
Lesson 5: Dairy	Comprehensive health	Personal and community health	Consumer health and resource management	G1-3: 12.2*	Interpret the symbols and information provided on labels for health care products and food products.
Lesson 5: Dairy	Comprehensive health	Personal and community health	Consumer health and resource management	G1-3: 12.5	Name and weigh criteria for selecting a consumer product and evaluate the product's safety and health aspects.
Lesson 5: Dairy	History and social science	Grade 2: E Pluribus Unum: from many, one	Grade 2 concepts and skills	G2: 2.CS.8	Give examples of people in the school and community who are both producers and consumers. (E)
Lesson 5: Dairy	History and social science	Grade 2: E Pluribus Unum: from many, one	Grade 2 concepts and skills	G2: 2.CS.9	Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)

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Lesson 5: Dairy	History and social science	Grade 3: Massachusetts and its cities and towns: geography and history	Grade 3 concepts and skills	G3: 3.CS.9	Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)
Lesson 5: Dairy	History and social science	Grade 3: Massachusetts and its cities and towns: geography and history	Grade 3 learning standards	G3: 3.13	Give examples of goods and services provided by local businesses and industries. (E)
Lesson 6: Protein	English language arts	Language standards	Vocabulary acquisition and use	G1: 1.L.3.05.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
Lesson 6: Protein	English language arts	Language standards	Vocabulary acquisition and use	G1: 1.L.3.05.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
Lesson 6: Protein	English language arts	Writing standards	Research to Build and Present knowledge	G3: 3.W.3.08	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Lesson 6: Protein	Science and technology/engineering	Physical sciences	Observable properties of objects	G1-2: 1	Sort objects by observable properties such as size, shape, color, weight, and texture.
Lesson 6: Protein	Science and technology/engineering	Life science (preK-8)	Characteristics of plants and animals	G1-2: 1	Classify plants and animals according to the physical characteristics that they share.
Lesson 6: Protein	Science and technology/engineering	Life science (preK-8)	Structures and Functions	G3: 2*	Identify ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).
Lesson 6: Protein	Comprehensive health	Physical health	Nutrition	G1-3: 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
Lesson 6: Protein	Comprehensive health	Physical health	Nutrition	G1-3: 3.2	Use the USDA Food Guide Pyramid (now MyPlate) and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
Lesson 7: All Activities Count	English language arts	Language standards	Vocabulary acquisition and use	G1: 1.L.3.05.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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Lesson 7: All Activities Count	English language arts	Language standards	Vocabulary acquisition and use	G1: 1.L.3.05.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
Lesson 7: All Activities Count	English language arts	Standards for speaking and listening	Presentation of knowledge and ideas	G1: 1.SL.2.05	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Lesson 7: All Activities Count	English language arts	Standards for speaking and listening	Comprehension and collaboration	G2: 2.SL.1.01	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
Lesson 7: All Activities Count	English language arts	Standards for speaking and listening	Comprehension and collaboration	G2: 2.SL.1.01.a	Follow agreed-on rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics and texts under discussion).
Lesson 7: All Activities Count	English language arts	Standards for speaking and listening	Presentation of knowledge and ideas	G2: 2.SL.2.05	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounting of experiences when appropriate to clarify ideas, thoughts, and feelings.
Lesson 7: All Activities Count	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.1	Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
Lesson 7: All Activities Count	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.2	Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and nonlocomotor (twisting, balancing, extending) skills as individuals and in teams.
Lesson 7: All Activities Count	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.
Lesson 7: All Activities Count	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
Lesson 7: All Activities Count	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest and recreation, refraining from using tobacco, alcohol, and other substances).
Lesson 7: All Activities Count	Comprehensive health	Personal and community health	Community and public health	G1-3: 14.2*	Identify ways the physical environment is related to individual and community health.
Lesson 7: All Activities Count	Arts	Arts disciplines: theater	Acting	G2: 1.4	Create characters through physical movement, gesture, sound and/or speech, and facial expression.



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Lesson 8: How Do You Feel?	English language arts	Language standards	Conventions of standard English	G1: 1.L.1.01 G2: 2.L.1.01 G3: 3.L.1.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Lesson 8: How Do You Feel?	English language arts	Language standards	Conventions of standard English	G1: 1.L.1.01.e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
Lesson 8: How Do You Feel?	English language arts	Language standards	Conventions of standard English	G1: 1.L.1.01.f	Use frequently occurring adjectives.
Lesson 8: How Do You Feel?	English language arts	Language standards	Conventions of standard English	G1: 1.L.1.02 G2: 2.L.1.02 G3: 3.L.1.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Lesson 8: How Do You Feel?	English language arts	Standards for speaking and listening	Presentation of knowledge and ideas	G1: 1.SL.2.06	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
Lesson 8: How Do You Feel?	English language arts	Standards for speaking and listening	Presentation of knowledge and ideas	G2: 2.SL.2.06	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
Lesson 8: How Do You Feel?	English language arts	Reading Standards for Literature	Key ideas and details	G3: 3.RL.1.03	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Lesson 8: How Do You Feel?	English language arts	Standards for speaking and listening	Comprehension and collaboration	G3: 3.SL.1.01	Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
Lesson 8: How Do You Feel?	English language arts	Standards for speaking and listening	Comprehension and collaboration	G3: 3.SL.1.01.b	Follow agreed-on rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
Lesson 8: How Do You Feel?	English language arts	Standards for speaking and listening	Comprehension and collaboration	G3: 3.SL.1.01.d	Explain their own ideas and understanding in light of the discussion.
Lesson 8: How Do You Feel?	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.1	Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
Lesson 8: How Do You Feel?	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.2	Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and nonlocomotor (twisting, balancing, extending) skills as individuals and in teams.

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Lesson	Framework	Domain	Cluster	Grade or standard	Text
Lesson 8: How Do You Feel?	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.3	Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.
Lesson 8: How Do You Feel?	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.
Lesson 8: How Do You Feel?	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
Lesson 8: How Do You Feel?	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest and recreation, refraining from using tobacco, alcohol, and other substances).
Lesson 8: How Do You Feel?	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.7	Demonstrate responsible personal and social conduct used in physical activity settings.
Lesson 8: How Do You Feel?	Comprehensive health	Personal and community health	Ecological health	G1-3: 13.2*	Describe how business, industry, and individuals can work cooperatively to solve ecological health problems, such as conserving natural resources and decreasing pollution.
Lesson 8: How Do You Feel?	Arts	Arts disciplines: dance	Movement elements and dance skills	G1-3: 1.2	Develop strength, flexibility, balance, and neuromuscular coordination.
Lesson 9: Screen Time—Add It Up!	English language arts	Reading standards for literature	Key ideas and details	G1: 1.RL.1.01	Ask and answer questions about key details in a text.
Lesson 9: Screen Time—Add It Up!	English language arts	Reading standards for literature	Key ideas and details	G1: 1.RL.1.02	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Lesson 9: Screen Time—Add It Up!	English language arts	Language standards	Conventions of standard English	G1: 1.L.1.01 G2: 2.L.1.01 G3: 3.L.1.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Lesson 9: Screen Time—Add It Up!	English language arts	Language standards	Conventions of standard English	G1: 1.L.1.02 G2: 2.L.1.02 G3: 3.L.1.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Lesson 9: Screen Time—Add It Up!	Mathematics	Operations and algebraic thinking	Add and subtract within 20	G1: 1.OA.3.05	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

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Lesson 9: Screen Time— Add It Up!	Mathematics	Operations and algebraic thinking	Add and subtract within 20	G1: 1.OA.3.06	Add and subtract within 20, demonstrating fluency in addition and subtraction within 10. Use mental strategies such as counting on; making 10 (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to 10 (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).
Lesson 9: Screen Time— Add It Up!	Mathematics	Operations and algebraic thinking	Add and subtract within 20	G2: 2.OA.2.02	Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one-digit numbers. (Note: See standard 1.OA.6 for a list of mental strategies.)
Lesson 9: Screen Time— Add It Up!	Mathematics	Measurement and data	Represent and interpret data	G2: 2.MD.4.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
Lesson 9: Screen Time— Add It Up!	Mathematics	Number and operations in base 10	Use place value understanding and properties of operations to perform multidigit arithmetic	G3: 3.NBT.1.02	Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (Note: A range of algorithms may be used.)
Lesson 9: Screen Time— Add It Up!	Mathematics	Measurement and data	Represent and interpret data.	G3: 3.MD.2.03*	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent five pets.
Lesson 9: Screen Time— Add It Up!	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.
Lesson 9: Screen Time— Add It Up!	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
Lesson 9: Screen Time— Add It Up!	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest and recreation, refraining from using tobacco, alcohol, and other substances).
Lesson 9: Screen Time— Add It Up!	Science and technology/engineering	Physical sciences (preK-8)	Forms of energy	G3: 4*	Identify the basic forms of energy (light, sound, heat, electrical, and magnetic). Recognize that energy is the ability to cause motion or create change.

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Lesson 9: Screen Time—Add It Up!	Science and technology/engineering	Physical sciences (preK-8)	Electrical energy	G3: 6*	Recognize that electricity in circuits requires a complete loop through which an electrical current can pass, and that electricity can produce light, heat, and sound.
Lesson 9: Screen Time—Add It Up!	Technology literacy standards and expectations	Ethics and safety	Society	G1-2: 2.5	Describe how people use many types of technologies in their daily lives.
Lesson 9: Screen Time—Add It Up!	Technology literacy standards and expectations	Ethics and safety	Society	G3: 2.4	Identify ways in which technology is used in the workplace and in society.
Lesson 9: Screen Time—Add It Up!	Arts	Arts disciplines: visual arts	Methods, materials, and techniques	G1-3: 1.2	Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D - drawing, painting, collage, printmaking, weaving; 3D - plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction.
Lesson 10: Energy Balance	English language arts	Standards for speaking and listening	Presentation of knowledge and ideas	G1: 1.SL.2.05	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Lesson 10: Energy Balance	English language arts	Standards for speaking and listening	Presentation of knowledge and ideas	G2: 2.SL.2.05	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounting of experiences when appropriate to clarify ideas, thoughts, and feelings.
Lesson 10: Energy Balance	Mathematics	Operations and algebraic thinking	Add and subtract within 20	G1: 1.OA.3.05	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
Lesson 10: Energy Balance	Mathematics	Operations and algebraic thinking	Add and subtract within 20	G1: 1.OA.3.06	Add and subtract within 20, demonstrating fluency in addition and subtraction within 10. Use mental strategies such as counting on; making 10 (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to 10 (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).
Lesson 10: Energy Balance	Mathematics	Number and operations in base 10	Understand place value	G1: 1.NBT.2.03	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .
Lesson 10: Energy Balance	Mathematics	Operations and algebraic thinking	Add and subtract within 20	G2: 2.OA.2.02	Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one-digit numbers. (Note: See standard 1.OA.6 for a list of mental strategies.)
Lesson 10: Energy Balance	Mathematics	Number and operations in base 10	Understand place value	G2: 2.NBT.1.0	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.

Lesson	Framework	Domain	Cluster	Grade or standard	Text
Lesson 10: Energy Balance	Mathematics	Number and operations in base 10	Use place value understanding and properties of operations to perform multidigit arithmetic	G3: 3.NBT.1.02	Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (Note: A range of algorithms may be used.)
Lesson 10: Energy Balance	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.
Lesson 10: Energy Balance	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
Lesson 10: Energy Balance	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest and recreation, refraining from using tobacco, alcohol, and other substances).
Lesson 10: Energy Balance	Comprehensive health	Physical health	Nutrition	G1-3: 3.3	Recognize hunger and satiety cues and how to make food decisions based upon these cues.
Lesson 10: Energy Balance	Comprehensive health	Physical health	Nutrition	G1-3: 3.4	Identify heredity, diet, and physical activity as key factors in body shape and size.
Lesson 10: Energy Balance	Comprehensive health	Personal and community health	Ecological health	G1-3: 13.2*	Describe how business, industry, and individuals can work cooperatively to solve ecological health problems, such as conserving natural resources and decreasing pollution.
Lesson 10: Energy Balance	Science and technology/ engineering	Physical sciences (preK-8)	Position and motion of objects	G1-2: 5	Recognize that under some conditions, objects can be balanced.
Lesson 10: Energy Balance	Arts	Arts disciplines: visual arts	Methods, materials, and techniques	G1-3: 1.2	Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D - drawing, painting, collage, printmaking, weaving; 3D - plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction.
Lesson 11: Find the Fat	English language arts	Language standards	Vocabulary acquisition and use	G1: 1.L.3.05.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
Lesson 11: Find the Fat	English language arts	Language standards	Vocabulary acquisition and use	G1: 1.L.3.05.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
Lesson 11: Find the Fat	English language arts	Writing Standards	Research to build and present knowledge	G3: 3.W.3.08	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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Lesson	Framework	Domain	Cluster	Grade or standard	Text
Lesson 11: Find the Fat	Comprehensive health	Personal and community health	Consumer health and resource management	G1-3: 12.5	Name and weigh criteria for selecting a consumer product and evaluate the product's safety and health aspects.
Lesson 11: Find the Fat	Science and technology/engineering	Life science (preK-8)	Characteristics of plants and animals	G1-2: 1	Classify plants and animals according to the physical characteristics that they share.
Lesson 12: Sugar	Mathematics	Operations and algebraic thinking	Add and subtract within 20	G1: 1.OA.3.05	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
Lesson 12: Sugar	Mathematics	Operations and algebraic thinking	Add and subtract within 20	G1: 1.OA.3.06	Add and subtract within 20, demonstrating fluency in addition and subtraction within 10. Use mental strategies such as counting on; making 10 (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to 10 (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).
Lesson 12: Sugar	Mathematics	Measurement and data	Represent and interpret data	G2: 2.MD.4.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
Lesson 12: Sugar	Mathematics	Operations and algebraic thinking	Represent and solve problems involving multiplication and division	G3: 3.OA.1.02	Interpret whole-number quotients of whole numbers; for example, interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$ .
Lesson 12: Sugar	Mathematics	Measurement and data	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	G3: 3.MD.1.02*	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
Lesson 12: Sugar	Mathematics	Measurement and data	Represent and interpret data.	G3: 3.MD.2.03*	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent five pets.



Lesson	Framework	Domain	Cluster	Grade or standard	Text
Lesson 12: Sugar	Comprehensive health	Physical health	Nutrition	G1-3: 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
Lesson 12: Sugar	Comprehensive health	Physical health	Nutrition	G1-3: 3.2	Use the USDA Food Guide Pyramid (now MyPlate) and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
Lesson 12: Sugar	Comprehensive health	Personal and community health	Consumer health and resource management	G3: 12.2*	Interpret the symbols and information provided on labels for health care products and food products.
Lesson 12: Sugar	Comprehensive health	Personal and community health	Ecological health	G1-3: 13.1*	Describe types of natural resources and their connection with health.
Lesson 13: Super-Smart Snacking	English language arts	Standards for speaking and listening	Presentation of knowledge and ideas	G1: 1.SL.2.05	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Lesson 13: Super-Smart Snacking	English language arts	Language standards	Vocabulary acquisition and use	G1: 1.L.3.05.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
Lesson 13: Super-Smart Snacking	Mathematics	Number and operations in base 10	Use place value understanding and properties of operations to perform multidigit arithmetic	G3: 3.NBT.1.02	Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (Note: A range of algorithms may be used.)
Lesson 13: Super-Smart Snacking	Comprehensive health	Physical health	Nutrition	G1-3: 3.2	Use the USDA Food Guide Pyramid (now MyPlate) and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
Lesson 13: Super-Smart Snacking	Comprehensive health	Personal and community health	Consumer health and resource management	G1-3: 12.5	Name and weigh criteria for selecting a consumer product and evaluate the product's safety and health aspects.
Lesson 13: Super-Smart Snacking	Comprehensive health	Personal and community health	Ecological health	G1-3: 13.1*	Describe types of natural resources and their connection with health.
Lesson 14: Active Time and Health	Comprehensive health	Physical health	Growth and development	G1-3: 1.1	Name the external and internal parts of the body and the body systems (nervous, muscular, skeletal, circulatory, respiratory, digestive, endocrine, and excretory systems).
Lesson 14: Active Time and Health	Comprehensive health	Physical health	Growth and development	G1-3: 1.2	Identify behaviors and environmental factors that influence functioning of body systems.

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Lesson	Framework	Domain	Cluster	Grade or standard	Text
Lesson 14: Active Time and Health	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.3	Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.
Lesson 14: Active Time and Health	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.
Lesson 14: Active Time and Health	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
Lesson 14: Active Time and Health	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest and recreation, refraining from using tobacco, alcohol, and other substances).
Lesson 14: Active Time and Health	Comprehensive health	Physical health	Nutrition	G1-3: 3.4	Identify heredity, diet, and physical activity as key factors in body shape and size.
Lesson 14: Active Time and Health	Comprehensive health	Personal and community health	Ecological health	G1-3: 13.2*	Describe how business, industry, and individuals can work cooperatively to solve ecological health problems, such as conserving natural resources and decreasing pollution.
Lesson 15: Healthy Choices	English language arts	Standards for speaking and listening	Presentation of knowledge and ideas	G1: 1.SL.2.05	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Lesson 15: Healthy Choices	English language arts	Standards for speaking and listening	Presentation of knowledge and ideas	G2: 2.SL.2.05	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounting of experiences when appropriate to clarify ideas, thoughts, and feelings.
Lesson 15: Healthy Choices	English language arts	Language standards	Conventions of standard English	G2: 2.L.1.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Lesson 15: Healthy Choices	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.
Lesson 15: Healthy Choices	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
Lesson 15: Healthy Choices	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest and recreation, refraining from using tobacco, alcohol, and other substances).
Lesson 15: Healthy Choices	Comprehensive health	Physical health	Nutrition	G1-3: 3.2	Use the USDA Food Guide Pyramid (now MyPlate) and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.

Lesson	Framework	Domain	Cluster	Grade or standard	Text
Lesson 15: Healthy Choices	Comprehensive health	Physical health	Nutrition	G1-3: 3.7	Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.
Lesson 15: Healthy Choices	Comprehensive health	Personal and community health	Consumer health and resource management	G1-3: 12.5	Name and weigh criteria for selecting a consumer product and evaluate the product's safety and health aspects.
Lesson 15: Healthy Choices	Comprehensive health	Personal and community health	Ecological health	G1-3: 13.2*	Describe how business, industry, and individuals can work cooperatively to solve ecological health problems, such as conserving natural resources and decreasing pollution.
Lesson 16: Wrap-Up	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
Lesson 16: Wrap-Up	Comprehensive health	Physical health	Physical activity and fitness	G1-3: 2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest and recreation, refraining from using tobacco, alcohol, and other substances).
Lesson 16: Wrap-Up	Comprehensive health	Personal and community health	Community and public health	G1-3: 14.2*	Identify ways the physical environment is related to individual and community health.

\*Denotes standards reinforced in Extension Activities or Go Green Connections.

From C. Economos, J. Collins, E. Hennessy, D. Hudson, and L. Marcotte, 2014, *The Healthy Eating and Active Time Club Curriculum* (Champaign, IL: Human Kinetics).