

Standards-Aligned Curriculum Connections for the High Steaks! Program

Students who fully participate in these units have the opportunity to learn about health literacy, nutrition, food safety, writing skills, financial literacy, careers, and many aspects of animal agriculture.

Elementary Academic Standards Alignment

3rd Grade

Science

- **3-LS3-1** Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- **3-LS4-2** Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Math

- **3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, with unknowns in all positions.
- **3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.
- **3.NBT.A.3** Use place value and properties of operations to multiply one-digit whole numbers by multiples of 10 in the range 10–90.
- **3.MD.C.5** Recognize area as an attribute of plane figures and understand concepts of area measurement.
- **3.MD.C.7** Relate area to the operations of multiplication and addition.
- **3.MD.D.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Social Studies

- **SS.3.2.** Gather information from different sources and explain what they show about a topic.
- **SS.3.3.** Share facts and opinions about a topic and support them with evidence from sources.
- **SS.3.4.** Construct responses to questions using reasoning, examples, and relevant details.

Literacy

- **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above)
- **W.3.7** Conduct short research projects that build knowledge about a topic.

4th Grade

Social Studies

- **SS.4.2.** Interpret information about specific perspectives or beliefs from sources.
- **SS.4.4.** Construct responses to questions using reasoning, examples, and relevant details.
- **SS.4.24.** Identify factors that can influence people’s different spending and saving choices.

Math

- **4.OA.A.1** Interpret a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations.
- **4.OA.A.3** Solve multistep word problems posed with whole numbers and whole-number answers using the four operations, including problems in which remainders must be interpreted.
- **4.NBT.B.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Be able to illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Literacy

- **W4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above)
- **W4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

5th Grade

Science

- **5-PS3-1.** Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Social Studies

- **SS.5.2.** Interpret information about specific perspectives or beliefs from sources.
- **SS.5.4.** Construct responses to questions using reasoning, examples, and relevant details.

Math

- **5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
- **5.NF.A.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.
- **5.NF.B.4** Apply and extend earlier understandings of multiplication to multiply a fraction or whole number by a fraction
- **5.NF.B.6** Solve real world problems involving multiplication of fractions and mixed numbers.

Literacy

- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above)
- **W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Middle School Academic Standards Alignment

Science

- **6-LS1-1** Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
- **6-ESS2-1** Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process.
- **7-LS1-4** Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
- **7-LS2-3** Develop a model to describe the cycling of matter and flow of energy among living and non-living parts of an ecosystem.
- **8-LS1-5** Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

- **8-LS1-7** Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
- **8-LS1-6** Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

Social Studies

- **SS.6.2.** Gather relevant information from primary or secondary sources by evaluating the source's origin.
- **SS.6.3.** Evaluate the credibility of primary or secondary sources by determining their relevance and intended purpose.
- **SS.6.4.** Identify evidence from multiple sources and perspectives to support a claim.
- **SS.7.2.** Gather relevant information from credible sources, evaluating the origin, authority, structure, context, and corroborative value of each source.
- **SS.7.3.** Identify and analyze evidence from multiple perspectives and credible sources to support claims in argumentative and informational tasks, while recognizing and addressing the limitations of the evidence used.
- **SS.7.6.** Construct clear and coherent arguments that support a specific claim, using relevant evidence and reasoning from multiple credible sources to substantiate the claim.
- **SS.7.39.** Analyze how external factors, such as marketing and advertising, influence spending decisions, and explain consumers' rights and responsibilities in making informed choices.
- **SS.8.5.** Construct responses to questions supported by reasoning and evidence.
- **SS.8.6.** Independently construct clear and coherent arguments that support a specific claim, using relevant evidence and reasoning from multiple credible sources to substantiate the claim.
- **SS.8.7.** Analyze how a specific problem can manifest itself at the local, regional, and global level over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

High School Academic Standards Alignment

Science

- **HS-LS3-2** Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

- **HS-LS3-3** Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
- **HS-LS4-3** Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- **HS-ESS2-4** Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- **HS-ESS2-6** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

Social Studies

- **SS.9-12.3.** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **SS.9-12.4.** Evaluate the purpose and credibility of sources by examining how experts view the source.
- **SS.9-12.6.** Construct responses to questions using logical reasoning, accurate sequence, and relevant examples and details.
- **SS.9-12.7.** Construct clear and coherent arguments that support a specific claim, using relevant evidence and reasoning from multiple credible sources to substantiate the claim.
- **SS.9-12.Econ.12.** Explain why individuals, businesses, and governments trade goods and services and how trade affects global economies.