Nevada Academic Content Standards for DISCOVERY on Wheels

Kindergarten-Let's Eat (Food and Nutrition)

**Health**

1.2.1 Identify health behaviors that impact personal health. [Talk about diet and exercise.]

1.2.2 Identify basic anatomy. [Digestive System]

2.3.3 Discuss nutrition and physical activity in diverse families. [MyPlate, food and nutrition, exercise.]

3.3.1 Identify trusted individuals who can help promote health. [Family/teachers/school encouraging health eating.]

5.2.1 Discuss healthy options vs. unhealthy options [MyPlate, Good Snack/Bad Snack activity.]

5.2.2 Identify resources/individuals that would aid in healthy decision-making. [Family/teachers/school encouraging health eating.]

6.2.1 Define a short term, and long term personal health goal. [Use MyPlate every day to stay healthy in the future.]

6.2.2 Develop goals to practice daily health habits (i.e., personal hygiene sun safety, nutrition, and physical activity.) [Use MyPlate every day to stay healthy in the future.]

6.2.3 Identify resources when assistance is needed to develop personal health goals. [Family/teachers/school encouraging health eating.]

7.2.1 Identify responsible personal health behaviors. [Choosing healthy foods over unhealthy foods.]

7.2.2 Choose healthy foods that help you grow. [MyPlate]

8.2.1 Identify ways to promote personal and family health. [MyPlate, food and nutrition, exercise.]

**Science**

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. [Our bodies need food in order to live.]

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans). [Observe human body model to discuss digestive system.]

LS1.C Organization for Matter and Energy Flow in Organisms (All animals need food and water to grow. They obtain their food from plants or other animals.) [Our bodies need food in order to live.]
**Reading: Foundational Skills**

2B. Count, pronounce, blend, and segment syllables in spoken words. [Break down the word ‘per-i-stal-sis’ and discuss its meaning.]

**Speaking and Listening**

1.0 Participate in collaborative conversations with diverse partners about kindergarten topics with peers and adults in smaller and larger groups. [Discussing how we eat, how much, and what foods are important to eat. Work with fellow students to decide foods for different mealtimes.]

1A Follow agreed-upon rules for discussions [Follow rules given for activity participation.]

1B Continue a conversation through multiple exchanges. [MyPlate, Good Snack/Bad Snack activity.]

2.0 Confirm understanding of information presented by asking and answering questions about key details and requesting clarification if something is not understood. [Review at end of session.]

3.0 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [Present open questions during group activity time.]

5.0 Add drawings or other visual displays to descriptions as desired to provide additional detail. [Posters/activity mats/models]

6.0 Speak audibly and express thoughts, feelings, and ideas clearly. [Discussing how we eat, how much, and what foods are important to eat. Work with fellow students to decide foods for different mealtimes.]

**Math**

K.CC Count to answer “how many?” about things arranged in a line, rectangular array or circle, or as many things in a scattered configuration. [Talk about how many meals a day are needed and place in line order.]

K.MD Directly compare two object with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. [Compare amount of food in each meal.]

**World Language**

Standard 1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. [Activity participation.]

Standard 2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. [Activity participation.]

**Language**

1F. Produce and expand complete sentences in shared language activities. [Activity participation.]
5.0 With guidance and support from adults, explore word relationships and nuances in word meanings. [Activity instructions.]

5A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [Meal sorting activity.]

5C. Identify real-life connections between words and their use (e.g., note places at school that are colorful) [Color of activity mats relating to real life objects/charts]

**Social Studies**

SS.K.1 With prompting and support, generate compelling questions to explore how learning and working together builds a classroom community. [Introduction and activity participation.]

SS.K.2 With prompting and support generate supporting questions related to compelling questions. [Discussions and activity participation.]

SS.K.6. With prompting and support, participate in a structured academic discussion using evidence and reasoning. [What foods belong to each meal?]

SS.K.11 Explore strategies to resolve conflicts in the classroom. [Collaboration and cooperation during activity participation.]
First Grade-Bright Smiles, Clean Bodies (Dental Health and Hygiene)

**Health**

1.2.1 Identify health behaviors that impact personal health. [Proper brushing/flossing techniques and handwashing.]

1.2.2 Identify basic anatomy. [Types of teeth and gums.]

1.2.9 Recognize germs may cause illness/disease. [Discussion with germ models.]

1.2.10 Recognize basic prevention strategies for common illness/disease. [Handwashing and dental hygiene.]

1.2.11 Identify elements of the environment that affect personal health (sun, air, water, soil, food, pollutants) [Talk about how germs are transferred.]

2.3.1 Identify various sources that influence personal health behaviors. [Failure to practice dental care results in cavities, decay, and bacterial buildup.]

3.3.1 Identify trusted individuals who can help promote health. [Family/teachers/school encouraging health eating.]

3.3.2 Identify healthcare workers. [Dentist]

5.2.1 Discuss healthy options vs. unhealthy options [Practicing proper hygiene vs. failure to practice proper hygiene.]

5.2.2 Identify resources/individuals that would aid in healthy decision-making. [Family/teachers/school encouraging health eating.]

6.2.1 Define a short term, and long term personal health goal. [Practice proper brushing/flossing techniques, 2 times a day, every day.]

7.2.1 Identify responsible personal health behaviors. [Proper hygiene.]

8.2.1 Identify ways to promote personal and family health. [Proper hygiene.]

**Reading: Foundational Skills**

2.0 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [Types of teeth.]

**Speaking and Listening**

1.0 Participate in collaborative conversations with diverse partners about kindergarten topics with peers and adults in smaller and larger groups. [Discussions about dental care, and transfer of germs.]

1A Follow agreed-upon rules for discussions [Follow rules given for activity participation.]
1B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. [Discussions about personal hygiene.]

1C. Ask questions to clear up any confusion about the topics and texts under discussion. [Learning the proper way to brush teeth.]

2.0 Ask and answer questions about key details in information presented. [Discussions about hygiene, dental care, and transfer of germs.]

3.0 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [Discussions about hygiene, dental care, and transfer of germs.]

5.0 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. [Posters/activity materials/models]

**World Language**

Standard 1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. [Activity participation.]

Standard 2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. [Activity participation.]

**Language**

5A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [Learning the difference between primary and permanent teeth]

**Science**

1-LS1-1 Crosscutting Concept- Structure and Function: The shape and stability of structures of natural and designed objects are related to their function(s). [Our teeth have different shapes for eating different types of food]
Second Grade-Making Sense of our Senses (The Five Senses)

**Health**

1.2.2 Identify basic anatomy. [Sensory organs and brain.]

**Speaking and Listening**

1.0 Participate in collaborative conversations with diverse partners about kindergarten topics with peers and adults in smaller and larger groups. [Discussions about functions of sensory organs and brain.]

1A Follow agreed-upon rules for discussions [Follow rules given for activity participation.]

1B Build on others’ talk in conversations by linking their comments to the remarks of others. [Activity participation.]

1C Ask for clarification and further explanation as needed about the topics and text under discussion. [Discussions and group activity participation.]

2.0 Recount or describe key ideas or details from information presented. [Discussions and activity participation.]

3.0 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. [Discussions about the how the sensory organs function.]

**World Language**

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Third Grade-Wonderful Me! (Cells and Genetics)

**Health**

1.5.2 Explain the basic structure, function, and developmental processes of the human body systems. [Explore cells from various systems of the body.]

**Speaking and Listening**

1.0 Engage effectively in a range of collaborative discussions with diverse partners on 3rd grade topics. [Systems of the Body]

1B Follow agreed-upon rules for discussions [Follow rules given for activity participation.]

1C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [Discussions about cells and systems of the body.]

1D Explain their own ideas and understanding in light of the discussion. [Discuss the function and location of cells.]

2.0 Determine the main ideas and supporting details of information presented. [Talk about what are cells. How cells build and function in the body.]

3.0 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [Discuss the function and location of cells.]

**World Language**

Standard 1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. [Activity participation.]

Standard 2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. [Activity participation.]

**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. Patterns: Similarities and differences in patterns can be used to sort and classify natural phenomena exists in a group of similar organisms. [DNA in identical versus non-identical siblings]

3-LS3-1 Many characteristics of organisms are inherited from their parents. [Discuss how chromosomes are passed down from parents and building blocks of DNA]

LS3.A Inheritance of Traits [Dominant versus Recessive traits activity.]
Fourth Grade-Young at Heart (Circulatory and Respiratory Systems)

**Health**

1.5.1 Describe the relationship between health behaviors and personal health. [Healthy lifestyle and reflections on circulatory and respiratory systems.]

1.5.2 Explain the basic structure, function, and developmental processes of the human body systems. [Explore circulatory and respiratory systems.]

1.5.12 Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness/disease, and premature death. [Effects of second hand smoke.]

2.5.4 Describe how various sources influence individual practices and behaviors. [Sleep, diet, exercise habits reflect one’s health.]

5.5.1 Apply a healthy choice when making personal decisions. [Choosing not to smoke, view damaged swine lungs.]

5.5.2 Predict how decisions about substance use and abuse have consequences for self and others [Smoking can lead to cancer, second hand smoke can affect others.]

6.5.2 Implement goals to enhance daily health habits [Set goals for better sleep, diet, and exercise habits.]

7.5.3 Engage in behaviors that promote physical activity. [Jumping jacks, check pulse. Exercise keeps your body healthy.]

7.5.7 Demonstrate personal healthcare practices that prevent communicable and other chronic diseases. [Discuss how blood is a biochemical and should only be handled by trained professionals.]

**Speaking and Listening**

1.0 Engage effectively in a range of collaborative discussions with diverse partners on 4th grade topics. [Systems of the Body]

1B Follow agreed-upon rules for discussions [Follow rules given for activity participation.]

1C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. [Present questions about the functionality of circulatory and respiratory systems.]

1D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [Review at end of session.]

**World Language**

Standard 1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. [Activity participation.]
Standard 2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. [Activity participation.]

**Science**

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival. Construct an argument with evidence, data, and/or a model. [Blood component activity]

4-LS1-1/4-LS1-2 A system can be described in terms of its components and their interactions. [Circulatory and Respiratory Systems]
Fifth Grade-What’s Up Doc? (Medical Professions and Equipment)

**Health**

1.5.1 Describe the relationship between health behaviors and personal health. [Healthy lifestyle and reflections on systems of the body.]

1.5.2 Explain the basic structure, function, and developmental processes of the human body systems. [Explore circulatory and respiratory systems.]

3.5.1 Locate resources from home, school, and community that provide reliable health information. [Doctors’ offices.]

3.5.2 Describe situations requiring professional health services. [Eye exam; optometrist.]

**Speaking and Listening**

1.0 Engage effectively in a range of collaborative discussions with diverse partners on 5th grade topics. [Various systems of the Body and the medical professional specializing in them.]

1B Follow agreed-upon rules for discussions [Follow rules given for activity participation.]

1C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [Present questions about the various medical professions.]

1D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [Review at end of session.]

3.0 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. [Review at end of session.]

**World Language**

Standard 1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. [Activity participation.]

Standard 2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. [Activity participation.]
KEY SUBJECTS AND 21ST CENTURY THEMES

Health Literacy

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establish and monitor personal and family health goals

Creativity and Innovation

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

Communication and Collaboration

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.