Science A–Z

FOOD AND NUTRITION (5–6)

Correlation of Resources to National Science Standards

Use the chart below to discover how selected Science A–Z resources in the Food and Nutrition unit support certain Next Generation Science Standards (NGSS). While a single reading resource, science activity, comprehension support, or lesson cannot satisfy an entire Performance Expectation, using these resources together can help students develop the understandings and abilities they will need in order to satisfy each standard listed below. Most standards cited align with the grade level of this Science A–Z unit. For a reverse correlation tool that connects the standards to resources, visit our NGSS correlations page: www.sciencea-z.com/main/NextGenerationScienceStandards.*

Check the Performance Expectations Key below this chart for the complete text of the standards cited for each resource.

Resource Type	Resource Title	Performance Expectations
Unit Nonfiction Book	*Food and Nutrition* (3 reading levels)	**5-PS3-1; 5-LS1-1; MS-LS1-6; MS-LS1-7; MS-LS2-3**
Project-Based Learning Pack	*A Healthy Lunch*	**5-PS3-1; MS-LS1-7; MS-ETS1-1**
Interactive Science Lesson	*Food: Flow of Matter and Energy* Part 1: The Importance of Food	**5-PS3-1**
Interactive Science Lesson	*Food: Flow of Matter and Energy* Part 2: Nutrients in Food	**MS-LS1-7**
Interactive Science Lesson	*Food: Flow of Matter and Energy* Part 3: How Plants Make Food	**5-LS1-1; 5-LS2-1; 5-PS3-1; MS-LS1-6**
Interactive Science Lesson	*Food: Flow of Matter and Energy* Part 4: Flow of Matter and Energy	**5-LS2-1; MS-LS2-3**
Process Activity	*Comparing the Fat Content of Foods*	**3-5-ETS1-3**
Investigation Pack	Topic: Nutrients in Meals I. Files: *Salad; Pasta; Waffles; Kung Pao Chicken with Rice* Mystery File: *Multivitamins*	**MS-LS1-7**
Debate	*Vending Machines*	**3-5-ETS1-1; 3-5-ETS1-2**
Science Video	*Body Clocks and Obesity*	**MS-LS1-7**
Science Video	*Digestion*	**MS-LS1-3; MS-LS1-7**
Science Video	*Food Chains*	**5-PS3-1; MS-LS1-6**
Career Files	*Dietitian; Food Science Technician; Pet Nutrition Specialist*	**5-PS3-1; MS-LS1-7**

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Resource Type	Resource Title	Performance Expectations
Quick Read	*Reading Nutrition Labels* (3 reading levels)	**3-5-ETS1-2**
Quick Read	*The Food Plate* (3 reading levels)	**MS-LS1-7**
Science Diagram	*Comparing Nutrition Labels*	**3-5-ETS1-2**
Science Diagram	*Photosynthesis*	**5-PS3-1; 5-LS1-1; MS-LS1-6**
Science Diagram	*The Food Plate*	**MS-LS1-7**

Performance Expectations Key

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.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

MS-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.

MS-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.

MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.