

THE FOOD EDUCATION STANDARDS



PILOT LIGHT

pilotlightchefs.org

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Letter from Pilot Light

Dear Educators, Supporters, and Partners,

In 2018, Pilot Light introduced the first-ever Food Education Standards (FES). Our goal was to provide educators with a practical roadmap for weaving food into everyday classroom learning, creating lessons that resonate far beyond the school's walls. Since then, teachers across the United States have used these standards to create lessons and learning experiences for students of all ages, backgrounds, and ability levels. Through their leadership, we have seen the FES grow into more than a framework for learning. Today, they represent a vision for a future where Food Education becomes an integral part of learning in schools throughout the country, sparking curiosity, fostering inquiry, and encouraging students to think critically about the role of food in their lives.

Every day, Pilot Light teachers harness the Standards to bring food to life as a tool for learning—building connections between health, culture, the environment, and our shared future. Their creativity and leadership have shown that Food Education is about more than nutrition: it equips students with the knowledge and tools to navigate a complex food system and advocate for their communities.

After five years of learning through the teachers and students using the FES across classrooms nationwide, we recognized that while the original Standards provided a solid foundation, they needed to evolve to reflect real classroom experiences and the changing world. The updated Standards draw on teacher feedback and implementation insights to ensure they remain relevant, practical, and impactful for all learners.

Now, we are proud to introduce the revised and updated Food Education Standards. They are responsive to the needs of teachers and students and reaffirm our commitment to make relevant Food Education a reality in schools nationwide.

The new edition of the Food Education Standards has been updated to:

- incorporate greater diversity in food system expertise,
- reflect best practices in teaching and learning, and
- include competencies tailored to PreK students for greater accessibility

These updates make it straightforward for educators to harness food as a powerful medium for engagement and connect learning to the real world. Furthermore, they deepen our commitment to making learning about food accessible to students everywhere. By furthering curiosity and inquiry around food, we are promoting the knowledge, skills, and critical thinking tools that support informed decisions about food for students regardless of race, gender, socioeconomic status, or ability.

The Standards draw on the expertise and experiences of those in food, nutrition, agriculture, and education—and they are written for teachers and by teachers. However, they also define food's role in all of our lives. This message is not just for the next generation but one we should



all take to heart. After all, food is never just food—it is shaped by who we are, our histories, identities, traditions, and the world around us. Our choices about what we eat ripple through our health, communities, and the planet on which we live. This is why Food Education matters and why Pilot Light’s Food Education Standards are so important—they ground us in the far-reaching ways food connects to our lives and the decisions we make every day.

We are deeply grateful to the Pilot Light staff and the many teachers who have contributed their insights, experiences, and feedback to guide the evolution of these standards. Their dedication has helped us create a dynamic and adaptable resource—a living document that will continue to grow and improve as we learn together. We remain committed to supporting educators in using these standards to meet their students’ needs while continuing to solicit feedback and refine our approach to ensure that Food Education remains meaningful and impactful.

Thank you for your ongoing support and belief in the power of Food Education. Together, we can ensure that every student has the opportunity to explore, learn, and grow through food. We are excited about what lies ahead and look forward to continuing this journey with you.

With gratitude,
The Pilot Light Board and Staff

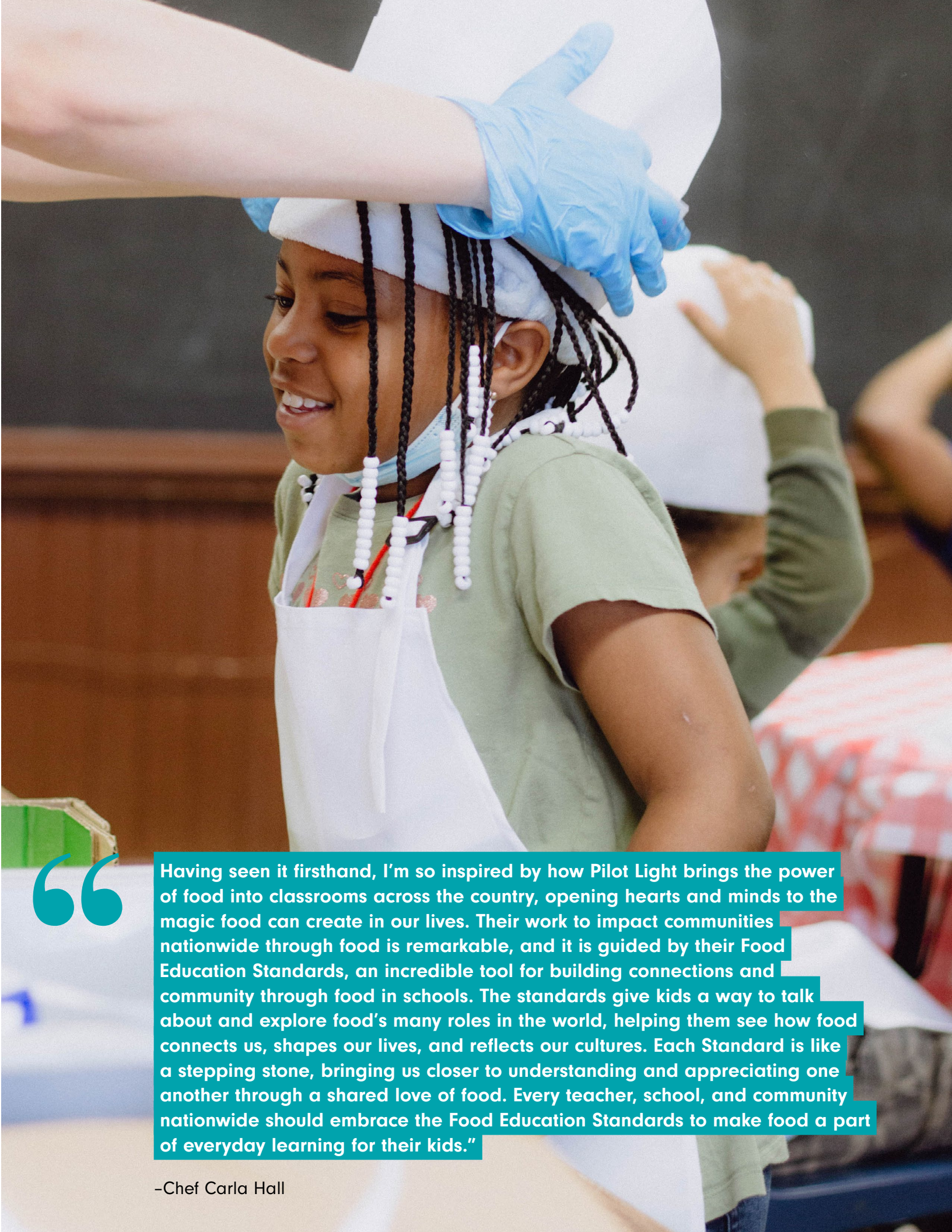


How to use the standards:

"This standard means..." = this section gives you the broad overview of the core ideas and understandings related to each standard. This list gets at the essential knowledge covered by each standard. This list also summarizes what you might put into your lesson plans that you are turning in to your principal or supervisor.

Grade Level Competencies (GLC) = these are the big ideas that you are actually talking about with your students, what you are actively teaching and observing and ultimately gathering data on student growth and progress towards understanding. It is our hope that teachers can quickly pull direct, clear teaching points from GLCs.

Real World Community Experiences (RWCE) = these are the activities, projects, and ideas you can use to get your students actively involved in developing understanding around a given food standard. These are NOT written according to grade band but instead are written as a menu of ideas, since all teachers should be able to choose what feels manageable, relevant, and actionable for their class in their situation. What makes sense for one teacher to actively engage their class might be different than what another teacher uses to reach their class based on geographic location, demographics, access, funding, and other factors.



“

Having seen it firsthand, I'm so inspired by how Pilot Light brings the power of food into classrooms across the country, opening hearts and minds to the magic food can create in our lives. Their work to impact communities nationwide through food is remarkable, and it is guided by their Food Education Standards, an incredible tool for building connections and community through food in schools. The standards give kids a way to talk about and explore food's many roles in the world, helping them see how food connects us, shapes our lives, and reflects our cultures. Each Standard is like a stepping stone, bringing us closer to understanding and appreciating one another through a shared love of food. Every teacher, school, and community nationwide should embrace the Food Education Standards to make food a part of everyday learning for their kids.”

-Chef Carla Hall

A special note for PK/3K Teachers:

Pilot Light believes that Food Education is vitally important to creating a better food system future for all students. We encourage curiosity about the connections between food, health, culture, and community. We ignite excitement for learning by integrating food into topics relevant to students' interests. When our Food Education Standards were first published in 2018, they were written for the K-12 set. In the intervening years, as teachers, first in Chicago and then across the country, put these standards into practice in their classrooms, we were excited to see the way that the Standards could be applied: in classrooms in big cities and classrooms near farms; by new teachers and veteran teachers; by self-contained 3rd grade teachers and high school biology teachers; for children of all demographics and backgrounds and experiences and cultures. Food connects us to each other!

The world continues to change, and the world of Food Education is constantly changing as well. This past year, in an effort to ensure that the Food Education Standards remain innovative and relevant, we convened expert focus groups and interviewed a wide variety of experts in nutrition, health, science, youth development, community advocacy, and more. After collecting and reviewing all of this data, we were moved to create a complete revision of the Food Education Standards, presented in student-forward language. Through this process, it became obvious to us that while the K-12 Food Education Standards were being used with success by early childhood teachers, early childhood classrooms are a special domain—and we wanted to seize the moment to create a unique set of Standards written particularly for early childhood students.

An important note: at Pilot Light, we firmly believe in the saying: “play is the work of childhood.” Therefore, this new set of PK standards is written precisely with your students, your classrooms, and the ways that young children learn best, in mind. You'll find a special and specific Food Education Standard written expressly for the early childhood domain, and you'll also find a curated list of child-directed and guided play-based

activities and experiences that you can immediately put into practice in your classroom.

We hope that these play-based classroom activities can help you to bring the Standards to life in an accessible, practical, manageable and exciting way. We hope that you'll see your students “learning in the way young children learn best... by making their own choices from carefully selected toys and materials and exploring them under the watchful eye of an adult who knows them well. The children are eagerly researching the world and how it works, in their own ways.”¹

Play is essential to children's development, especially in these key areas:

Gaining skills and knowledge: play supports children's skill development across domains: social and emotional, language, cognitive, self-help, large and small motor.

A way to practice: play is a way for children to prepare for adult tasks. With the opportunity to practice, children build the confidence and skills they need to approach new challenges as they move through life.

Reaching learning goals: play builds skills that children will ultimately use throughout their lives, such as solving problems, interacting and negotiating with others, processing emotions, taking risks, flexibility, resilience, and self-direction.

Regulating emotions and actions: children have a chance to practice to focus their attention, control their impulses, make decisions, manage strong feelings, resist their urges to push or grab to get what they want right now, and negotiate play rules. Play is an excellent way for them to practice these complex self-regulation skills because the pleasure of playing with others motivates children to develop them (Galinsky 2010).

Handling stress and conflict: if challenges or stresses arise during play, children gradually learn to handle unpleasant or challenging situations and to problem solve in positive and constructive ways.

Building focus and attention span: as children play, their ability to attend and concentrate for longer and longer periods of time grows.

Supporting creativity: children develop a wide variety

1. <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/pubs/this-is-play-chap-1-excerpt.pdf>



Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood."

—Fred Rogers

of creative thinking skills when they explore and problem solve during play, and using their imaginations to create storylines, negotiate themes and roles, and explore the world around them helps them develop lifelong skills.¹

You are, of course, more than welcome to use and adapt the new K-12 Standards and resources as they feel relevant to your practice, as our most important goal is to develop a set of Standards that are useful for teachers—not a set of standards that lives only in lesson plans or spreadsheets. We hope that in exploring the Food Education Standards, you'll find ideas to

use in your classroom tomorrow, next week, and all through the year. Highlighting and acknowledging early childhood learning as a unique and critical space for child development felt urgent to us at Pilot Light, and we are excited to see where you might take these new PK standards to ignite new areas of learning for young children.

We wish you many happy hours building classroom community, exploring, connecting, learning, growing - and perhaps most importantly, playing—as you and your students investigate and connect to the world around you through the lens of food.

1

Food connects us to each other.

This Standard Means:

- People from all cultures and backgrounds are connected by their shared experiences around food.
- By sharing food with others, we connect as humans and learn more about one another's experiences and identities.
- Food is a universal language that provides common ground in order to build an inclusive community.
- Students who demonstrate understanding can articulate that people from all cultures and backgrounds are connected by their use of food.
- We are connected to each other when we try different foods together.
- Different people have different food preferences.
- We can discuss the similarities and differences in our food preferences using respectful language.

Pilot Light's updated Food Education Standards will go a long way in supporting children's connection to food in a way that uplifts their identity, fosters new experiences, and encourages curiosity. We are excited to see educators, students, and families use this updated resource since food is so central to people's lives."

—Renee Marcoux, Syracuse Onondaga Food Systems Alliance (SOFSA)

Standard 1 in Action

“

I was struck by how happy students and staff were whenever we shared food, either through schoolwide potluck meals, classes that involved tasting or preparing food, or writing and talking about food memories with each other. These activities have created community in our school by giving students and teachers opportunities to inhabit new relationships with each other. FES 1 deepens people's cultural knowledge with its focus on food traditions, the geopolitical influences and interactions enabled by foodways, and historical forms of imagination expressed through food. Whenever we shared food, students asked interesting questions: 'Where does jambalaya come from?'; 'How did you learn how to make that?'; 'I've never had a pine nut! They're good! Where do they grow?' 'You can make tea out of flowers?!' Students offered their knowledge to teachers: 'I'll tell you how to make my banana pudding'; 'I made gluten-free cookies, so Ross could have dessert,' which connected them more deeply to each other and strengthened our school's sense of community."

—Amy Stamm/High School Special Education/Northampton, MA

FES 1 Competencies & Activities

PreK

Grade Specific Competencies (GSC):

1. I can name a food I like to eat.
2. I can name a food I don't like to eat.

Classroom Experiences:

1. Dramatic play: Set up an area for playing family, incorporate "family meals"
2. Create art featuring student names combined with foods they like
3. Discuss food together in the cafeteria
4. Share feelings/opinions about the different foods offered in school lunch

5. Make the school cafeteria in the block area
6. Describe, classify, or rate different foods at snack time
7. Vote and chart favorite fruits, favorite vegetables, etc.
8. Encourage family and cultural shares/connections with food
9. Use your morning message to ask questions about food preferences
10. Incorporate games, songs, and chants about food
11. Bake or cook something as a class (muffins, salad, smoothies)
12. Encourage sorting of dramatic play foods:
 - Foods I like/foods I don't like
 - Foods I have tried/foods I haven't tried

K-12

Grade Specific Competencies:

K-2 _____

1. I can name a food that my family eats often:
 - Why is it important to me/my family?
 - How does it make me feel?
2. I want to know about foods that are important to other people.

3-5 _____

1. I can talk about a personal food memory:
 - How is this memory related to my identity?
 - Why is this story important to me?
2. I understand that food is important to all people.
 - How does food bring people together?

6-8 _____

1. I want to know how a specific food item (ex: rice, noodles, bread) is used in different cultures around the world.
2. I recognize that food has cultural and religious significance to people around the world.

9-12 _____

1. I am curious and want to know more about how recipes can showcase different traditions, cultures, and stories.
2. I can talk about foods used within various cultural realms and draw connections to individual lived experience.

Real World Community Experiences:

1. Participate in food sampling from different cultures and regions of the world.
2. Invite community members to share cultural dishes with students, encouraging students to use their senses to fully experience the food and its cultural story.
3. Compare menus from different restaurants, noting common ingredients across cultures.
4. Visit the school cafeteria to learn about cafeteria processes and make connections with school cafeteria staff members.
5. Explore a local market, grocery store, or restaurant to learn about foods from different cultures and support community connections.
6. Bring in community members (local chefs, restaurant/market owners, etc.) to discuss important dishes and recipes from their cultural backgrounds.
7. Participate in community discussions that compare and contrast how different foods are used to celebrate holidays, birthdays, and family gatherings.
8. Plan a visit to cultural landmarks/museums to explore the importance of different foods across cultures, and allow students to document their experiences through photos, videos, etc.
9. Host a community meal in which students prepare a dish to share, and create infographics on the recipe, the culture from which the recipe derives, and the geographic and historical origins of each ingredient.
10. Build a class cookbook, bringing together recipes from students' backgrounds to foster community through food.
11. Participate in a virtual field trip to explore local food traditions around the world.
12. Record podcasts (or other recording format) to interview community members, neighbors, or family members offering oral histories of family/cultural foods, meals, and/or recipes.

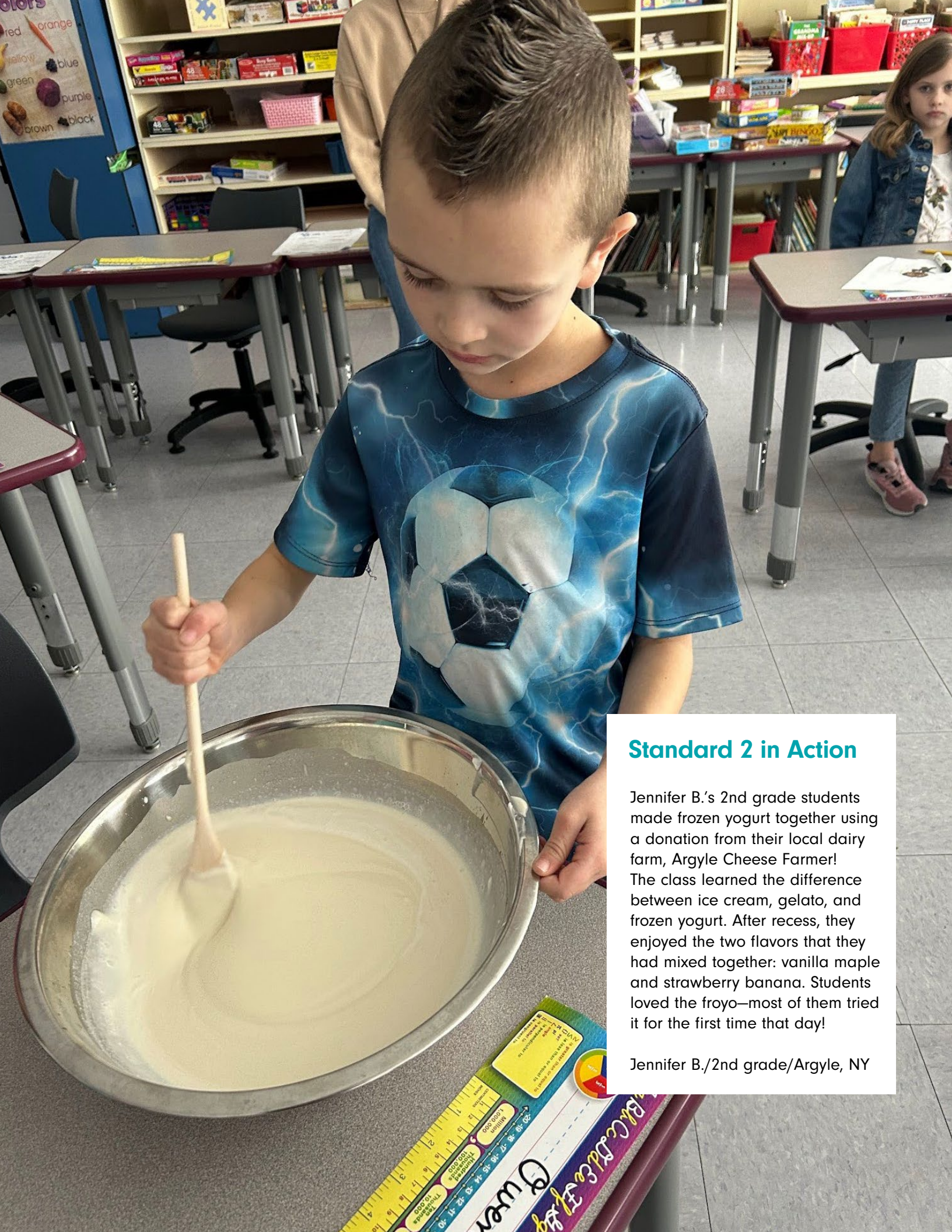
2 Foods have sources and origins.

“As an Indigenous Dietitian and advocate for nutrition education, I believe that Pilot Light’s Food Education Standards are transforming the way we teach children about food. By integrating lessons on nutritional status, culture, community, environment, and society, these standards go beyond traditional nutrition education—they empower students to make informed choices that benefit both their health and the world around them. Understanding food as more than just sustenance helps children connect with their own cultural heritage while respecting and appreciating the traditions of others. These lessons also highlight the role of food in building strong communities and protecting our environment, fostering a sense of responsibility in young learners. Pilot Light’s approach ensures that students see food not only as fuel but as a force for social change, environmental sustainability, and cultural connection. This is the kind of education that equips future generations to lead healthier, more conscious, and more compassionate lives. I wholeheartedly support this initiative and its mission to create a better future through food education.”

—Amy Warne, MBA, RD/LD, Manager of Nutrition and Health Programs, Partnership for a Healthier America

This Standard Means:

- Sources and origins can be considered from an environmental perspective (including food production, cultivation, and consumption).
- Sources and origins can also be considered from a personal/human perspective (including culture, tradition, and community).
- By honoring and acknowledging the land and people who cultivate food, we can better understand the context and stories of cultures and their movements over time.
- We have a role in our food system, and a responsibility to understand how food is grown, harvested, and used around the world.
- Foods are grown, harvested, and used in many different ways.
- Foods have their own unique histories and stories.
- Food can help connect us to our identities.



Standard 2 in Action

Jennifer B.'s 2nd grade students made frozen yogurt together using a donation from their local dairy farm, Argyle Cheese Farmer! The class learned the difference between ice cream, gelato, and frozen yogurt. After recess, they enjoyed the two flavors that they had mixed together: vanilla maple and strawberry banana. Students loved the froyo—most of them tried it for the first time that day!

Jennifer B./2nd grade/Argyle, NY

FES 2 Competencies & Activities

PreK

Grade Specific Competencies

1. I want to know where food comes from.
2. I can talk about which foods go together.

Play-Based Activities:

1. Dramatic play: incorporate items to create a farmer's market or grocery store (include play food, empty food containers/boxes, a cash register, baskets, shopping bags, etc.)
2. Plant seeds in cups, window boxes, plastic bags on windows, etc.
3. Take a field trip/virtual trip to a grocery store, farmers market, or bodega

4. Use outdoor time to take nature-focused walks to notice plants
5. Talk to the school food personnel in the cafeteria to learn about how school lunch is prepared
6. Play matching games/memory games with different foods
7. Visit a farm or talk to a farmer, then recreate a farm in the block area
8. Sort the play food from dramatic play into the five food groups
9. Create sensory bins for different seasons
Examples might include:
Spring: potting soil, shovels, seeds
Fall: farm harvest, with simple farm tools/animals

K-12

Grade Specific Competencies

K-2 _____

1. I can name some ways that plants and animals are prepared and consumed as food, including different ways they are eaten (e.g., raw, cooked, processed).
2. I want to know how food is found, grown and made.
3. I can explain which foods belong to each of the five food groups.

3-5 _____

1. I can talk about the history of agriculture, and its impact on food.
2. I understand that food production is influenced by trade routes, cultivation, culture, and history.
3. I can compare ingredients to learn about the stories behind cultural dishes and recipes.

6-8 _____

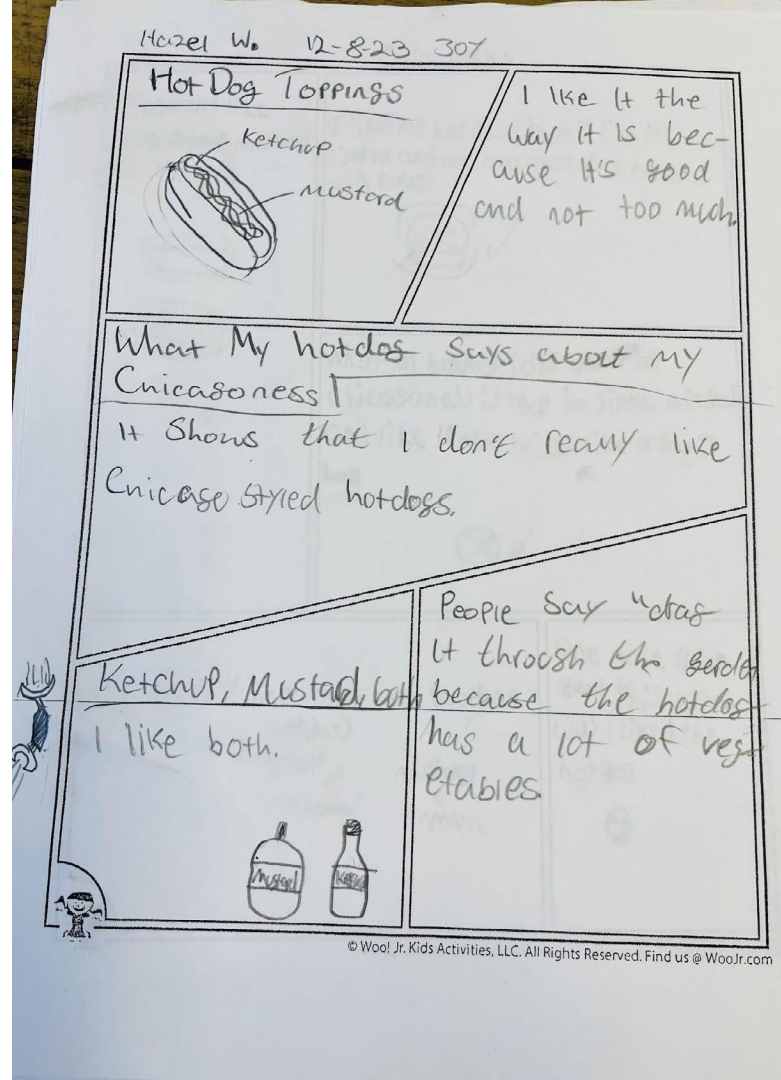
1. I want to know about the processes of food production and food cultivation, and the impact that these systems have on modern society.
2. I can explain the journey of ingredients in a recipe from their country of origin to other parts of the world.

9-12 _____

1. I am curious and want to know more about how food reflects history.
2. I understand that the sources and origins of food are complex.
3. I am curious about how our food choices affect the environment, economics, personal health, and taste.
4. I want to know how the food industry affects food availability, food access, and food equity.

Real World Community Experiences:

1. Visit a school or community garden to explore how plants develop, how plants are cared for, and how food is obtained from different plants.
2. Plant seeds of quick-harvest vegetables in the classroom, a school garden, or a community garden.
3. Examine maps of food/farm distribution across the United States to explore the ways in which different communities of people obtain food.
4. Plan a farmer visit - check with district/school food services manager or food service provider for contact information. Alternatively, visit a farmer's market.
5. Visit local art museums, and look for representation of food in art from different regions.
6. Analyze menus from different local restaurants that have specific regional/cultural focus.
7. Visit a farm or food processing plant (physically or virtually) to see and explore the process of food production.
8. Invite a farmer, grocery store manager, or food distribution company representative to visit the classroom to answer student questions.
9. Visit a significant local food source, like a farm or fishery, to learn about regional food origins, local food industry practices, and food distribution in the area.
10. Encourage students to record an oral history of food culture, both from their own neighborhoods and/or from neighborhoods of differing ethnic or cultural backgrounds.
11. Research resilient and productive food systems (e.g. sustainable food in a desert) and present findings.



Standard 2 in Action

Students learned about the history of Chicago hot dogs and built their own hot dog toppings depending on their personal preferences. Many students were surprised to learn that Chicago is one of the only cities with its own hot dog style, and the history behind each element of the dish: celery seeds were used because northside celery farmers wanted to get more product on the market. All beef hot dogs were chosen so that they would be Kosher. Students discussed how hot dogs are linked to identity and one's own "Chicagoness." Lastly, they decided not to shame people's food choices, including anyone who likes ketchup on their hot dogs. :)

Mr Albrecht/7th grade/math
and social studies/Chicago, IL



3 Food and the environment are interconnected.

Pilot Light’s standards offer a framework for food educators to bring a holistic understanding of food into classroom spaces—exactly what all students need to understand the possibilities of a sustainable food future!

–Meredith Hill-Patel, Founder, RootED

This Standard Means:

- Food (in all its forms) is an integral part of an ecosystem.
- All living organisms depend on one another for energy.
- Fruits and vegetables have optimal growing seasons, also known as seasonality.
- Some foods are warm weather crops and some foods are cold weather crops.
- The availability of food is dependent on different environmental factors.
- Seasonality impacts our food systems, and natural and built environments both affect the seasonality of foods.
- Different foods are cultivated, produced, and transported all over the world.
- Humans impact and affect the environment as well as food systems. We must learn about being responsible stewards of our resources.

Standard 3 in Action

Ms. Elisa read the book “Rah, Rah, Radishes” with her PreK class to demonstrate FES 3: Food and the environment are interconnected. They also watched several time lapse videos of vegetables and plants growing. “Students were amazed at this new concept and this led us to use all of our senses to explore several vegetables in our sensory table.”

Ms. Elisa/PreK & Special Education/NYC



“

In the second lesson, students transitioned to planting their microgreens. Each team was assigned specific roles—waterer, soil prep, seeder, etc.—to encourage collaboration. They gathered materials, planted their seeds, and placed them on the shelf for growth. Before planting, students received a brief lesson on the key variables necessary for seed germination and plant health.”

—Logan C/Elementary SpEd/Salem, IN

PreK Competencies & Activities

Grade Specific Competencies

1. I can name the seasons.
2. I can talk about what times of year food can grow.
3. I want to know about the different parts of plants we eat.

Play-Based Activities:

1. Dramatic play: incorporate items found on a farm; encourage the play of planting, harvesting, packaging, selling food
2. Change the play food availability in the farmer's market/grocery store/restaurant according to each season
3. Observe, sort, describe and classify photos through the seasons

4. Take nature walks at different times throughout the year to notice and observe seasonal change
5. Create sensory bins to match seasons (fall leaves, apples, corn..)
6. Plant quick-growing seeds and expose them to different conditions
7. Sort the play fruits and vegetables in dramatic play according to the part of plant that is eaten
8. Bring in different types of produce by season and explore them
9. Look at real foods in snack/lunch to determine which part of a plant kids are eating (tomato = fruit, carrot = root, lettuce = leaves)
10. Pretend to work in a restaurant and make a salad as a class to explore parts of plants that are eaten

K-12 Competencies & Activities

Grade Specific Competencies (GSC)

K-2

1. I can name how the seasons affect the food of a particular culture.
2. I want to know how food options vary by climate and season for a particular place.
3. I can explain the difference between natural and built environments.

3-5

1. I can talk about the environmental impact of food production, overproduction, and food waste.
2. I want to know about the energy used in producing, preserving, and transporting food.

6-8

1. I want to know about the impact of modern food practices on sustainability.
2. I can explain the interdependence of food supply and demand.
3. I understand that climate-based food availability and patterns of consumption shape the food of a particular culture.

9-12

1. I want to know more about the impact of climate change on food availability.
2. I am aware of the environmental impacts of different types of agricultural practices (e.g., crop rotation, factory farms, over-fishing, GMOs, pesticides, land stewardship) on the larger food system.
3. I want to know how food justice can promote access in restricted areas (e.g. communities experiencing food apartheid/insecurity).
4. I can talk about the environmental impact of global food demands regardless of climate and season, and how the food supply responds to shifting demands.

Real World Community Experiences:

1. Germinate seeds under different conditions and analyze the success rate of the seeds.
2. Examine pictures of a grocery store produce section taken at different times of year to observe changes in produce availability and origins, and compare these changes to an anchor text about seasonality. Alternatively, visit a local store or market to observe the produce section at different times of year.
3. Visit a farm or have a farmer visit and discuss what is meant by "growing season."
4. Encourage a visit from a chef or industry professional that works in a farm-to-table restaurant.
5. Analyze and monitor the countries of origin for foods throughout the year by visiting grocery stores, farmers' markets, or online retailers to observe when changes in origin occur.
6. Develop a plan to consume seasonal foods by planting and using crops in the school garden to create meals.
7. Use a school garden, community garden, hydroponics tower or classroom window boxes to plant seasonal crops, and then work to create meals/snacks using the produce grown.
8. Work with local officials to create or help maintain and increase awareness of farmers markets and community gardens.
9. Interview scientists, including environmental scientists, about food-related findings within their particular domain.
10. Grow and save seeds from plants that thrive in their local climate for use in a school or community garden.
11. Meet with school food service professionals to learn how local/seasonal foods are used in the school food program.
12. Visit a farm and/or interview farmers about the process and environmental impacts of crop rotation and other farming practices.
13. Connect with a food conglomerate (e.g. Kraft or others) to interview executives about how the company responds to shifts in supply and demand due to climate change.
14. Work with community members and food awareness coalitions to analyze community food access and availability.

4 Food behaviors are influenced by external and internal factors.

I am proud to champion Pilot Light's groundbreaking work in Food Education, sparking a movement that empowers our future leaders to shape a more equitable, sustainable, and accessible food system. Their mission to create a world of knowledgeable, engaged changemakers is more critical now than ever. In today's fast-changing environment, it is essential that our children not only have access to food but also understand its origins, benefits, and impacts. As Immediate Past Chair of the Foundation for Fresh Produce, I have seen firsthand the transformative effect Pilot Light has on classrooms—empowering children to rethink how food choices are made. With their updated Food Education Standards, children are encouraged to lean into their natural curiosity, uncovering the deep connections between food, wellness, and community.

—Alex DiNovo - President, DNO Produce, Immediate Past Chair - Foundation for Fresh Produce, Member - USDA Fruit and Vegetable Advisory Committee

This Standard Means:

- There are environmental, social, and emotional factors that influence how we learned, developed, and practice our food behaviors.
- People can be influenced to try or to avoid trying certain foods.
- It's important to be aware of these potential influences and then do our best to make our own decisions about which foods to try.
- By identifying internal and external factors that influence food choices, we can think critically about our own food behaviors.
- Students who demonstrate understanding can identify both external and internal factors, and know which factors are most influential in their personal food decisions.

Standard 4 in Action

Regina S, in celebration of Asian American and Pacific Islander Month, shared with her kindergarteners and first-grade classes about growing up in the Philippines. In addition to talking about the foods that she ate growing up there, she spoke about how she continues to choose foods that remind her of home while living in the United States.

Regina S/Kindergarten/St. Paul, MN

FES 4 Competencies & Activities

PreK

Grade Specific Competencies:

1. I can choose a food to eat/that I want to eat.
2. I can name places where I see different foods.

Play-Based Activities:

1. Dramatic play: Incorporate items for students to create a restaurant, food truck, or market
2. Look at food packaging and share what children notice
3. Sort foods by different attributes of their packaging
4. Look at food that does not come in packaging and share observations

5. Incorporate role play/puppet show/rhymes/finger plays/songs about food
6. Pretend play: inspire kids to recreate places they have food, and what they eat there (i.e. restaurant, caregiver's house, with certain family members, at school, for holidays, etc.)
7. Do some class voting on favorite fruits, vegetables, etc.
8. Create picture graphs of items in school lunch, etc.
9. Make a wish list of what students would like in a school lunch
10. Look at menus from local food establishments (fast food, ice cream shop, pizza, bakery, deli, etc.)
11. Make a menu for a dramatic play area restaurant
12. During class read-alouds, notice any foods (they don't have to be the main topic of the book) and add those foods to a class list

K-12

Grade Specific Competencies:

K-2 _____

1. I can identify language and images associated with manufactured food.
2. I want to know how external factors can influence my eating habits.
3. I can talk about some internal factors that affect or impact my food choices.

3-5 _____

1. I can talk about the values, emotions, personal beliefs, and feelings that influence my eating habits.
2. I want to know how physical and perceived hunger can influence my food decisions.
3. I can identify ways my school lunch program can influence the development of nutritious and responsible food choices.

6-8 _____

1. I want to know about how the food industry can influence food behaviors through media, packaging, and portion sizes.
2. I can explain how nutritional needs (e.g. greater-than-average caloric count), biology (e.g. allergies, sleep quantity and quality) and agency (e.g. acting upon taste preferences) may influence relationships with food.
3. I understand that socio-economics, geographic location, global markets, and media shape food behaviors.

9-12 _____

1. I want to know more about the ways in which social media messages can influence food behaviors.
2. I can talk about ways that government policies (e.g. farm subsidies, trade agreements, USDA MyPlate and other nutritional recommendations) can impact food behaviors.

3. I want to know more about how peer relationships influence food behaviors.
4. I can talk about how environmental and human disruptions may impact food behaviors.
5. I can talk about the environmental impact of global food demands regardless of climate and season, and how the food supply responds to shifting demands.

Real World Community Experiences:

1. Create a poster for one nutrient-dense food, inviting people to try it.
2. Arrange a field trip to a grocery store, bodega, or food pantry to learn about product placement. Alternatively, invite a related professional for an interview discussion around these topics.
3. Compare 1980s food public service announcements or PSA's (e.g. SchoolHouse Rock) with modern wellness content, and create a video highlighting nutrient-dense foods, analyzing the differences and similarities in their marketing strategies.
4. Arrange a field trip or virtual visit to a food advertising/marketing agency to learn about how food ads are developed and placed on television, radio, social media and/or billboards.
5. Visit a food processing factory to observe branding, packaging, and better understand mass production processes.
6. Analyze a sampling of food advertisements and evaluate messaging.
7. Interview local, state, or national policymakers about their role in shaping food behaviors.
8. Start a single-issue local campaign to critique a government policy in order to improve food behaviors.
9. After analyzing media messages, design an ad campaign to improve food behaviors.
10. Provide age-appropriate, culturally and community sensitive ways for students to reflect on internal factors that influence food choices.



Standard 4 in Action

High School Special Education students participated in a community-based instruction outing to a local outdoor mall, where they shopped for ingredients to make fresh juice. Students chose vegetables and fruits that they preferred based on Food Education Standard 4: Food behaviors are influenced by internal and external factors. They picked different types of pears, apples, limes, carrots, and cucumbers.

Tinesha Wilkerson/High School Special Education Horticulture/Chicago, IL

5 Food impacts health.

What I love about these standards is how they relate to food, culture, family, and community—what really counts in promoting healthy diets. These should make learning about food enormously enjoyable as well as useful.

–Marion Nestle, PhD, Professor of Nutrition, Food Studies, and Public Health, Emerita, New York University

This Standard Means:

- Health is a state of complete physical, mental and social well-being.
- Food is integral to the support of our physical and mental health.
- The relationship between nutrition and how our bodies function in the short and long term is complex.
- We can be curious about different foods and their impact on overall health.
- Different foods contain different nutrients that affect our bodies in different ways.
- It's important to know what it means for a food to be nutrient-dense, and be able to identify which foods are nutrient-dense.
- Varying life circumstances and needs will impact what nutrients are needed to be healthy.
- Students who demonstrate understanding can communicate the relationship between nutrition and health.



Standard 5 in Action

“

Our class has been learning how food can build strong bodies. We talked about the benefits our bodies get from various types of foods. In previous lessons, we discussed protein, fiber, and vitamins. Their job was to plan a meal that would give them these nutrients and, of course, taste good to them. I supported them by showing them different foods with these nutrients, and they picked the foods and, with support, cooked them. They made chicken wings, mixed vegetables, and rice. One of my picky eaters said it was 10/10!”

—Mrs. Dixon/Elementary SpEd/Chicago, IL

FES 5 Competencies & Activities

PreK

Grade Specific Competencies:

1. I know that food gives me energy.
2. I can talk about different ways that food builds my body.

Play-Based Activities:

1. Dramatic play: doctor's office
2. Sort foods by different attributes (kid-generated characteristics)
3. Take a field trip/virtual visit to grocery store or farmers market
4. Pretend to feed animals/babies with spoons, chopsticks, forks

5. Taste bud exploration: the science of how you actually taste things (with or without sampling)
6. Have children look at their tongues in hand-held mirrors
7. Smell exploration with sensory play: scent jars with different extracts and spices, then record/draw descriptive words, associations or feelings
8. Sort foods by color
9. Bring in different examples of produce; encourage kids to make a rainbow using the different fruits and vegetables
10. Bake something together as a class

K-12

Grade Specific Competencies:

K-2 _____

1. I can identify food labels and some of their parts.
2. I understand why eating many different types of foods from different food groups supports my overall health.
3. I can explain how food energy is measured.

3-5 _____

1. I want to know how to choose nutrient-dense foods.
2. I can talk about my food choices.
3. I understand serving sizes/portions, and how they relate to nutrition labels.

6-8 _____

1. I want to know about the impact of different food groups on physical and mental health over time.
2. I can explain the importance of consuming a variety of foods and the impact that missing major nutrients can have on overall health.
3. I can use food labels to help me evaluate the nutrient density of packaged foods.

9-12 _____

1. I can explain nutrient density and use food labels to compare the nutrient density found in a variety of foods.
2. I want to know more about different types of diets (i.e keto, plant-based, allergy-based, halal) and their intended effects on physical and emotional health.
3. I can talk about the costs and benefits of consuming different types of food (i.e whole foods vs. frozen/canned fruits and vegetables vs. processed foods).

Real World Community Experiences:

1. Arrange a visit from the school nurse or local health/medical professionals to discuss food related allergies and illnesses.
2. Invite a nutritionist or dietician (in person or virtually) to speak to students about the food groups, the value of different types of food, and/or portion and serving sizes.
3. Invite a doctor, nurse, physician's assistant or other medical professional (in person or virtually) to share information about food and health specific to the developmental stage of students.
4. Arrange a visit (in person or virtually) with a local professional athlete to share ways they stay healthy, develop and achieve goals related to their sport.
5. Encourage a field trip (in person or virtually) to an advertising agency to learn about how food ads are developed, and their time placements on television and social media.
6. Travel to a food laboratory to learn how calories and nutrients are measured.
7. Have students research or test out another food lifestyle choice for a week (i.e recipe, diet, routine, food choices) and keep track of their daily choices and routine.
8. Meet with representatives of the food service company that provides school lunch and interview them about why they set the menus as they do.
9. Explore and engage with resources on the USDA MyPlate website.
10. Research and present findings around nutrition recommendations for student athletes, and how food supports athletic performance.
11. Arrange a visit with the school counselor, social worker or other community SEL (social emotional learning) professional to explore the connection between food, feelings, and mental health.

6 We can make informed food choices.

As someone who was part of the initial development process of Pilot Light's Food Education Standards, I am thrilled to see how these standards have evolved to meet the needs of educators and students in today's classrooms. From their inception, these standards have empowered teachers to bring integrated food education to life, connecting classroom learning to students' communities, including the value and quality of school meals and how they offer healthy choices.

The updated standards reflect Pilot Light's commitment to ensuring relevance and practicality, incorporating feedback from educators and experts, and expanding to include PreK learners—an important addition. This reprint builds on the strengths of the original standards by making it even easier for educators to make connections between food, education, and community. I'm proud to see how far the Food Education Standards have come and excited about the positive impact they will continue to have on students nationwide.


—Katie Wilson, PhD, SNS. Executive Director, Urban School Food Alliance

This Standard Means:

- Food choices can involve many aspects, including financial (in)security, physical health, emotions/mental health, seasonal/regional availability, food access, who made it, and more.
- We can incorporate our knowledge about social, emotional, nutritional, and environmental impact from previous standards to make informed food choices.
- Processed and unprocessed foods affect the body in different ways. We can make thoughtful decisions about when and how often to eat types of food.
- We can feel empowered to have autonomy over our bodies through our choices around food.
- When we understand the factors involved in food choices, we have the opportunity to practice food behaviors that invest in lifelong health.
- Students who demonstrate understanding can find, prepare, and/or plan a nutrient-dense meal or recipe and explain their choices for each ingredient.

A note about Standard 6:

The 2025 revised edition of the Food Education Standards shifted FES 6 from “We can make positive and informed food choices” to “We can make informed food choices.” Why make this change? After years watching the Standards’ impact in the classroom and hearing from our teacher community, we strove to carefully craft this edition of the Standards to remove moralizing language about food or food choices. For example, you won’t see the terms “healthy” vs “unhealthy” being used here. Instead, we’ve opted for an “all foods can fit” model where food is described as nutrient dense, without judgment/value assigned:



Food neutral language approach food in a non-judgmental and non-moralizing way. It can be challenging to use food neutral language when teaching about food, as describing food as “good” or “bad” may seem like the easiest way to teach kids about nutrition, but this approach can be potentially harmful and confusing. At Pilot Light, our goal is to instill in children a respect for their bodies, which can be challenging if we use moralizing language about food. Instead, using food neutral language allows us to teach kids about the different nutritional values of food while emphasizing that all foods have a place in a balanced diet. Language that can be used instead when describing food is “nourishing,” “energizing,” or “nutrient-dense.” Rather than adopting a rule-based or avoidance-focused approach to food, we encourage teachers to foster curiosity and exploration. When discussing food and its impact on health, it’s crucial to do so from a place of care and gentleness, rather than adopting a rigid or prescriptive stance. If you’re having a hard time imagining what this approach looks like, think of it this way: how would you feed someone you love? You would want to consider nutrition, but you would also want to ensure that they have the food they enjoy and that brings them pleasure. This approach to food is the same approach that kids can learn; it is a nurturing mindset, free from control.

–Isabel Perez-Correa

Standard 6 in Action

Students learned about the steps of production in our food system in order to make more informed food choices. The discussion questions for this lesson were: "How did our food get to us? What is a food system? What are the steps of a food system?" Jeanne S. used a kid-friendly example of popcorn to demonstrate the steps of the food system, including growing/cultivation of corn a farm, transporting dried corn to a factory, processing the kernels, packaging the product, supermarkets buying and transporting the product, consumers purchasing the product and preparing it at home, eating the popcorn while watching a movie at home, and then disposing of the packaging. This lesson encourages students to consider the impact of their food choices on the larger food system as a whole.

Jeanne S./Elementary Science/Brooklyn, NYC

Step One: Grow

This is the stage where food happens on a farm. Garden, in the case of fish. This is it - whatever it is - grows. Soil and farm machinery are not needed to grow food.

Step Two: Transport

For almost every step in the food system, transportation is required. After harvesting, a crop can be delivered many places. Whole foods from a farm can be delivered to grocery stores, restaurants, farmers markets and even factories. For example, not all tomatoes are delivered to supermarkets as whole tomatoes. Some tomatoes are made into ketchup, tomato sauce and other products. How food is transported can also vary greatly - from a refrigerated truck to a cargo ship to an airplane. Most food is a typical supermarket



Step Three: Processing

Food is changed to make a food product. There are a variety of ways food can be changed. It can be changed to alter the flavor, to make it last longer, or to create new foods. Processing can involve canning, freezing, heating, drying, adding preservatives to food or removing fat (like fat). Most foods we purchase in a grocery store have been processed in some way. Foods that come in a box or a jar and have an ingredient list are processed as well. Once apples are harvested, for instance, they are delivered to a packing house where they are washed, sorted, graded and sprayed with wax. Inputs used for processing include machines, water, energy for cooking and freezing, sugar, preservatives, etc.



Packaging protects food from spoilage and damage on its way to markets and grocery stores. It is a way of dividing up goods into equal quantities and provides a place for advertising. Common materials used for packaging are paper, plastic, cardboard, glass and aluminum.



Step Five: Buying

Food is sold in a variety of places, from grocery stores to restaurants to ball parks. This step is where the consumer gets the product. A lot of thought and money go into the buying step in the food system. Food producers and companies determine the wants and needs of consumers. They think of ways to make people want to buy a kind of food. For example, the cartoon characters on cereal boxes were created to catch children's attention, so



Step Six: Preparing

Food can be prepared at home, in restaurants, lunchrooms, etc. Some foods are "ready-to-eat" and require little or no preparation. Other foods can take longer periods of time to prepare.



Step Seven: Eating

How are you eating the food? At home with family? In a restaurant? In front of the TV? The consuming stage is something we do not spend a lot of time thinking about - we are hungry so we eat - but people all over the world eat food in different ways and different places, and the way we eat food affects the kinds of food we buy and eat.



Step Eight: Disposal/Recycling

Leftover food scraps and food packaging can either be recycled or thrown out. If food is recycled, it can be used to make compost, a rich organic fertilizer, which can be applied to a garden or farm. Packaging such as paper, cardboard, aluminum and glass can be recycled. If food scraps and food packaging are thrown away, they are typically transported to a landfill, where waste is compacted and covered with layers of soil.

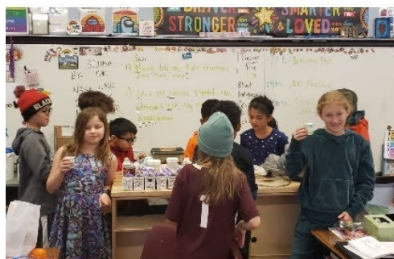


Standard 6 in Action

Fourth graders in Kathleen S.'s classroom practiced making an informed food choice by sampling different kinds of milk and graphing both their health benefits and environmental impact. Students sampled nonfat dairy milk, 1% & 2% dairy milk (leftovers from their cafeteria, reducing school food waste), heavy whipping cream, evaporated milk, oat milk, coconut milk, and almond milk. In the end, students were surveyed about their top choice for milk and graphed the results.

Surprisingly to me, the class favorite was oat milk. We also learned that oat milk has the least impact on the environment, so it was a class favorite in that way as well. We talked about how as students age, they will become consumers with spending power, so it is important to educate ourselves on what foods are best for the environment and for our bodies. Finally, the class used leftover milk to make a tasty rice pudding snack in their slow cooker!"

—Kathleen S./4th Grade/Chicago, IL



“

One [academic] skill that 6th graders have to have is the ability to make a claim and then support it with evidence. This skill comes up in all of their core classes and it is something that can be difficult to master. This year, to begin our work with claims [and evidence], we did a cooking experiment with grain-fed vs. grass-fed beef. Students in this class gathered data to support their claim of either grass-fed or grain-fed beef being the better option. This lesson helped them learn this important persuasive skill while also learning about food systems and cooking skills!"

—Monica Chamberlain/6th Grade Math and Social Studies/Hamilton, NY

FES 6 Competencies & Activities

PreK

Grade Specific Competencies

1. I can talk about a food that makes me feel good.
2. I know that people eat many kinds of food.
3. I can name different kinds of food.

Play-Based Activities:

1. Dramatic play: incorporate items to allow store/market play; add seasonal play food to dramatic play area
2. Pretend to prepare a meal for the stuffies in your classroom
3. Sort and compare foods
4. Visit the school cafeteria and look at different types of food served

5. Create a scavenger hunt for pictures of food around the room (or in picture books!)
6. Collect menus from local food establishments and encourage kids to pretend play making and taking orders
7. Explore photos of different foods eaten all around the world
8. Encourage each child to make a "favorite foods" poster with drawn or cut/collage photos from magazines
9. Create an ABC of Foods class book
10. Sort fruits and vegetables by color
11. Reading area: Add cookbooks/food magazines with pictures and supermarket circulars

K-12

Grade Specific Competencies (GSC)

K-2 _____

1. I can identify trends and patterns within my own daily eating habits (i.e. fast food breakfast on Mondays, vegetable vs. fruit consumption).
2. I can talk about how different foods make me feel.
3. I can describe what a balanced plate of food could include.

3-5 _____

1. I want to know about the components of balanced meals.
2. I can talk about the differences between whole and processed foods.
3. I can analyze ingredients and recipes, using the information to create or identify alternatives that my body might need.

6-8 _____

1. I can reflect upon my daily food choices and take actions that promote my overall health, growth, and development.
2. I can compare and contrast the nutritional and economic values of prepared, packaged, and homemade meals of the same content.

9-12 _____

1. I can explain the long-term benefits of nutritious foods.
2. I want to know more about making food choices based on various health determinants (i.e. people with diabetes, food allergies, high blood pressure, or heart disease).
3. I can talk about resource management (e.g. meal planning, creating a shopping list, checking fridge/cabinets in advance, minimizing food waste, creating a budget, gathering coupons or EBT/WIC vouchers).

Real World Community Experiences:

1. Arrange a trip to a farmer's market to observe foods from different groups/colors/categories.
2. Invite a local chef or connect with food service professionals to demonstrate cooking that helps show 'eating the rainbow' in action.
3. Engage in a food science experiment or demonstration on sugar intake, food dyes, sodium content, or other food additives.
4. Arrange a field trip to a market to analyze food labels and make a list of kid-approved nutrient-dense swaps for common snacks.
5. Create advertisements for nutrient-dense foods to share with others.
6. Using a pre-packaged meal, analyze the nutritional and economic impact of the meal when compared to the same meal being made from fresh ingredients at home.
7. Analyze a restaurant menu in order to identify nutrient-dense swaps.
8. Tour a local grocery store, bodega or farmers market and develop materials to help highlight nutrient-dense foods.
9. Tour a local food bank and interview the registered dietitian staff on ways they work to consider health in food distributions.
10. Put together a cookbook or nutritious recipes and taste test recipes that align with SNAP-Ed, EFNEP, and/or 4-H requirements.

7 We can advocate for food choices and changes that impact ourselves, our communities, and our world.

The revised Food Education Standards offer clear learning objectives tailored to children, using language that is easy for their age group to understand. By incorporating real-world community experiences, educators are provided with practical steps to help students achieve these standards. This hands-on approach ensures that kids are actively involved in exploring and applying the Food Education Standards across various academic subjects.”

–Andrea Rowe, STEAM Teacher, Austin Road Elementary, Georgia

This Standard Means:

- We can affect change by identifying issues, figuring out solutions, building community, and taking action.
- Prioritizing inquiry into the complex issues within our food systems can help us to take action.
- Young people can build an equitable food future that is their own.
- Our modern food system exists at the intersection of many inequities and environmental strains which can be improved by active and engaged agents of change.
- Students who demonstrate understanding can design, describe, and/or implement action plans for sharing awareness of food equity and food systems with others.

FES 7 Competencies & Activities

PreK

Grade Specific Competencies

1. I know that in a community, people share things with each other.

Play-Based Activities:

1. Dramatic play: incorporate materials for a pretend garden
2. Vote on a new fruit or vegetable to try for snack
3. Encourage children to bring in a favorite fruit or vegetable for show and tell

4. Make a class book of recommendations for a fruit or vegetable that each child likes, and share the book with your school community
5. Schedule a series of family shares so that each child can share about a food that is important in their family
6. Cook a stone soup together or with a buddy classroom
7. As a class, bake something to give to others at your school (another class, the office staff, the cafeteria staff, etc.)
8. Create a class cookbook
9. Help clean up in the cafeteria after lunch one day
10. Help collect cans of food
11. Invite the cafeteria staff to your classroom to share a snack

K-12

Grade Specific Competencies (GSC)

K-2 _____

1. I can describe food in equitable terms (e.g. all people need food access, clean water is necessary, grocery stores are important to communities and their health).
2. I can explain how I make food choices when I am presented with options.
3. I can talk about where my family gets our food.

3-5 _____

1. I want to know how to make food decisions with others who may have different opinions from me.
2. I can talk about food equity within the context of my school and broader communities.
3. I understand that I have agency that I can use to be an advocate for change in food systems.

6-8 _____

1. I can talk about different health issues that are associated with nutritional deficiencies around the world.
2. I understand how social and environmental factors interact to create food inequity.
3. I can use what I have learned about our food systems and take action around food issues that are important to me.

9-12 _____

1. I can explain the importance of inquiry into big issues and using my voice to create change.
2. I want to know more about how food systems work on a global scale.
3. I want to know more about ways to get involved with volunteering, action, and advocacy to promote food equity.

Real World Community Experiences:

1. Organize a food drive for a local food pantry.
2. Research the school lunch menu for a week and create advertisements to promote the options available at school.
3. Write a letter to thank the workers at a local grocery store, bodega, market, or farm.
4. Develop a school advocacy project about nutritional information of school-provided lunches using resources such as the school cafeteria manager, the USDA and FDA websites, and federal nutrition programs.
5. Produce informational posters, flyers or pamphlets sharing information about a food advocacy project (e.g., running a food drive with a local food pantry within the larger school community).
6. Prepare a grocery list for the family that supports nutrient-dense food choices.
7. Create a meal from local foods to share with the community outside of school.
8. Develop an advocacy project to raise awareness about food insecurity or limited access to food within the surrounding communities.
9. Visit a food awareness coalition, food pantry, and/or invite food pantry workers to speak about their work, the role of food pantries in communities and their history, as well as community food access and availability.
10. Take a field trip to local grocery stores to analyze the available foods, using phones or cameras to take pictures as photovoice that might demonstrate instances of food disparities (e.g., finding evidence that there are more candy options available than, say, fruit and vegetable options).
11. Write letters to or submit articles advocating for a specific food policy change to school, college, or local newspapers, and/or local politicians.
12. Research a local food inequity issue, and present findings to the school community or the broader community.
13. Using reputable sources, research a food policy and related stakeholders that have an impact on the school or local community.



Standard 7 in Action

“

It's great to be part of an organization that matches our philosophy and mission. While I would have never envisioned my career going down this path, I now can't imagine it ever getting off this path. It's pretty easy to be passionate when I get to work with students that continually have those a-ha moments and are seeing the value of a program like what we have created. My hope is to continue exposing my students to the possibilities that are ahead of them. My ambassadors loved talking with Caitlin, who is on the Pilot Light staff. They said they felt empowered to talk about impacting what we do in our class and inspired to be advocates outside the school. We are more than happy to host any and all visits any day and time all year round. This is a unique program that I hope to continue to build, gain attention for and then be able to support others to do it at their schools. Our pilot lights have been lit and we are ready to turn the flame up!”

—Mr. Brian Greene/MS/Botany/Waukegan, IL



Pilot Light Food Education Standards Glossary

Please note that this Glossary is a living document, and will be subject to updates as the world of Food Education continues to evolve.

Term	Definition
Advocacy	Speaking, writing, or acting in support of something and/or someone.
Advocacy activity	An activity that allows students to use their voice to speak out about a food or community issue that is important to them.
Agriculture	The practice of growing crops and raising animals to produce food and other materials for people to use. It includes crop and livestock production, aquaculture, and forestry.
Agriculture - conventional	Also known as traditional farming or industrial agriculture , conventional agriculture refers to farming systems which include the use of synthetic chemical fertilizers, pesticides, herbicides and other continual inputs, heavy machinery, genetically modified organisms, and heavy irrigation with the goal of maximizing crop yields and profitability.
Agriculture - regenerative	A holistic farming and food system approach of working with plants, people and the environment which can help to reverse climate change by rebuilding soil organic matter and restoring degraded soil biodiversity—resulting in both carbon drawdown and improving the water cycle.
Agency	The ability to personally initiate and direct actions toward the achievement of defined goals—the ability to control one’s own actions and reactions to circumstances, even when those actions are limited by others or something else.
Aquaponics	A sustainable farming method that combines growing plants and fish together in a closed-loop system. In an aquaponics system, fish waste is converted into nutrients for the plants by beneficial bacteria. The plants then filter and purify the water, creating a healthy environment for the fish. This system is highly efficient, using less water than traditional farming methods and eliminating the need for chemical fertilizers.
Balanced meal	A meal that includes the adequate amounts and types of food to provide the nutrients an individual needs to be sustained throughout their day, often featuring foods from a variety of different food groups. Note: each individual has unique nutritional needs, so “balanced meals” will look different for everyone.
Belonging	The practice of amplifying everyone’s voices, clearing barriers, and appreciating each other for their unique backgrounds so that people can bring their whole selves to and feel secure in their school or work environment. (Source: Knowledge at Wharton)
Calorie	The unit by which the energy content of food is measured, or the amount of energy contained in a given amount of food.
Changemaker (also: agent of change)	Someone who is taking action to help solve a problem in their lives, communities, or world.

Community	A place where people live, work, and play in connection with one another, sometimes sharing common interests or characteristics. Includes both physical environments (cities, towns, schools, etc.) and non-physical environments or affiliations (religious groups, identities, professional associations, etc.)
Culture	A culture is the beliefs, values, and behaviors shared by a group of people, such as a nation or religious group. It can also refer to the ways of life of a population, including relevant food, food sources and preparations, as well as their arts, institutions, and beliefs. Culture can be passed down from generation to generation.
Environment	Natural and built water, land, and air.
Equitable food future	A food future where every community has access to: <ul style="list-style-type: none"> • a nutritious variety of affordable foods • culturally relevant foods • healthy, safe growing environments • equitable procurement policies that support local farms to shorten the distance between food sources and consumers • no food-insecure households • clean drinking water
Equity vs. Equality	<p>Equality means everyone is given the same thing, whereas equity means that everyone is given what they need, in order for basic needs to be met.</p> <p>Achieving equity would guarantee fair treatment, access, opportunity, and advancement for all while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations, and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.</p>
External factors	Systems and influences that exist around a person, based on what one has access to (familial structures, cultural influences, community, advertisements, etc.)
FDA	The FDA, or Food and Drug Administration, is a US federal agency whose purpose is to protect public health by regulating the safety of food, drugs, medical devices, and other products.
Farm to Table/Farm to School	A social movement which promotes serving local food at restaurants and school cafeterias, preferably through direct acquisition from the producer/farm.
Food cultivation	The process of raising crops and caring for them until they are ready to be harvested, including tilling, planting, watering and harvesting.
Food access	Access by individuals to adequate resources for acquiring appropriate foods for a nutritious diet. This could encompass factors such as the variety of available food options, transportation/distance to grocery store, cost and availability of food.
Food apartheid	A term used in looking at the whole food system, along with race, geography, faith, and economics to acknowledge the root causes of racial and social inequalities (such as hunger and poverty) in communities and those causes/effects on residents' access to affordable, nutritious food options (especially fresh fruits and vegetables). (Karen Washington)

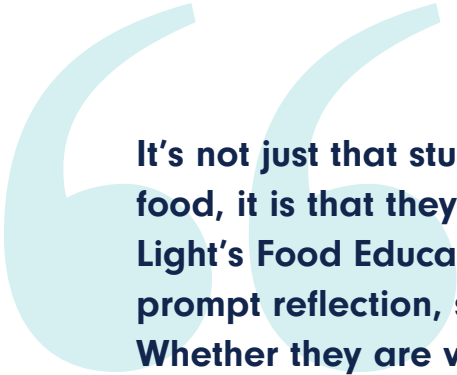
Food desert	Regions of the country which feature large proportions of households with low incomes, inadequate access to transportation, and a limited number of food retailers providing fresh produce and healthy groceries at affordable prices (USDA). Note: While this term is more commonly used, Pilot Light opts to use the term food apartheid to acknowledge the systemic factors that cause inequitable food access conditions.
Food system	Everything that goes in and comes out of the processes of growing, producing, transporting, marketing, packaging, purchasing, preparing, and consuming food.
Food source	Present physical location/source of foods being consumed (plant, farm, tree, fishery, etc.).
Food swamp	A geographical area where there is a high concentration of fast food restaurants and convenience stores, essentially “swamping” out access to nutritious foods.
Food origin	Geographic, historical, and cultural sources of food.
Food advocacy	The work of improving access to food and adequate nutrition for all.
Food security vs. food insecurity	Food security means having access to enough safe and nutritious food for an active and healthy life, while food insecurity means having limited or uncertain access to food. A household is considered food secure if all members have access to enough food at all times. This includes having ready and affordable access to safe and nutritious food, and the ability to acquire food in socially acceptable ways.
Food justice	The struggle against racism, exploitation, and oppression taking place within the food system that addresses inequality’s root causes both within and beyond the food chain. The food justice movement includes efforts to increase food access but also campaigns to improve worker pay and conditions throughout the food system, and cultural and entrepreneurial efforts to raise up the food traditions of communities of color. (Rasheed Hislop, NYC food justice activist combined with source)
Food neutrality	A way of thinking about food that eliminates judgment and moral value assigned to food/food choices.
Foodways	The eating habits and culinary practices of a people, region, or historical period.
Health	Physical and emotional well-being, determined by a variety of factors: social, emotional, environmental, biological/heredity, and more.
Hydroponics	A method of growing plants without soil, by using water-based mineral nutrient solutions in an artificial environment. Plants may grow freely with their roots exposed to the nutritious liquid or the roots may be mechanically supported by an inert medium such as perlite , gravel , or other substrates .
Indigenous food	Food that is prepared using ingredients that are native to a specific area, and are based on traditional/native recipes. Indigenous foods can include wild plants and animals as well as agricultural products such as the “three sisters” (corn, squash, beans) in various Indigenous cultures of North/Central America.
Informed food choices	Using knowledge to make decisions around food choices, based on an understanding of what you are eating, what options are available to you, considering your lifestyle, and recognizing which foods are beneficial for your overall well being.

Internal factors	Ideas, feelings, and dispositions that develop within a person, based on experiences, cultural background, and preferences.
Inequity	A lack of fairness or justice usually rooted in deeper systemic issues.
Nutrient-dense	Foods that are high in nutrients relative to their calories. They are rich in vitamins, minerals, and other nutrients. (Source: adapted from National Cancer Institute)
Policy	A set of ideas or a plan of what to do in particular situations that has been agreed to officially by a group of people, a business organization, a government, or a political party.
Processed vs. unprocessed food	<p>Processed foods have been altered from their natural state (ex: applesauce or apple juice), while unprocessed foods are in their original form or minimally changed (ex: whole apple).</p> <p>Note: The terms “processed” and “unprocessed” foods are not intended to be used in place of healthy/unhealthy. Pilot Light believes in food neutrality (see above), where food and food choices are not assigned any type of moral value.</p>
Season vs. seasonality	A season is a period of the year with distinct climate conditions, while seasonality refers to recurring patterns or fluctuations that occur over the course of a year, which can be influenced by climatic changes.
Seasonal food	Refers to the times of the year when the harvest or the flavor of a given type of food is at its peak. This is usually the time when the item is harvested.
Serving size vs. portion	A serving size is a standard amount of food, while a portion size is the amount of food you choose to eat or is served in a single sitting.
Sustainability	A social goal that aims to create conditions that allow people and nature to coexist on Earth for a long time. It's based on the idea that everything humans need for survival and well-being comes from the natural environment, either directly or indirectly.
USDA	The USDA stands for the United States Department of Agriculture, a federal agency that manages the farming, ranching, and forestry industries. The USDA also regulates food quality, safety, and nutrition labeling.

Crosswalks

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It's not just that students are learning about food or a culture through food, it is that they are learning about the world through food. Pilot Light's Food Education Standards invite educational experiences that prompt reflection, spark curiosity, and develop personal connection. Whether they are visiting a local museum or recording oral histories, these standards will get students (plus, educators, families, and community members) excited about learning!"

-Rachel Waugh, Founder & Executive Director of the [Museum of Food and Culture](#)



Food Education Standard 1

Food connects us to each other.

Grades K-2

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION
<p>2A.1a. Recognize that others may experience situations differently from oneself.</p> <p>2B.1a. Describe the ways that people are similar and different.</p>	<p>ELA: CCSS.ELA-LITERACY.RL.K.2, RL.1.2, RL.2.2 CCSS.ELA-LITERACY.RI.K.3, RI.1.3, RI.2.3 CCSS.ELA-LITERACY.W.K.3, W.1.3, W.2.3 IL SS: SS.IS.2.K-2 SS.IS.1.K-2</p> <p>SCI (NGSS): K.ESS3.1 2.LS2-1 K-2.ETS1-2 MATH: CC.MATH-PRACTICE.MP4 CC.MATH-PRACTICE.MP7 CCSS.MATH.CONTENT.K.OA.1 CCSS.MATH.CONTENT.1.OA.1 CCSS.MATH.CONTENT.2.OA.1</p>	<p>IL State Goal: 24 NHES: 2, 5</p>

Grades 3-5

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION
<p>2A.1a. Recognize that others may experience situations differently from oneself.</p> <p>2B.1a. Describe the ways that people are similar and different.</p>	<p>ELA: CCSS.ELA-LITERACY.RL.3.2, RL.4.2, RL.5.2 CCSS.ELA-LITERACY.RI.3.3, RI.4.3, RI.5.3 CCSS.ELA-LITERACY.W.3.2,3, W.4.2,3, W.5.2,3 IL SS: SS.3.H.1 SS.3.H.2 SS.4.H.1 SS.4.H.2 SS.4.H.3 SS.5.H.1</p> <p>SS.5.H.2 SS.5.H.3 SS Inquiry Standards - Recognize Perspectives and Articulate Identities SCI (NGSS): 3-LS3-2 5.ESS2.2 MATH: CC.MATH-PRACTICE.MP4 CC.MATH-PRACTICE.MP7 CCSS.MATH.CONTENT.3.MD.3 CCSS.MATH.CONTENT.4.MD.1 CCSS.MATH.CONTENT.5.MD.1</p>	<p>IL State Goal: 24 NHES: 2, 5</p>

Grades 6-8

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION
<p>2A.3b. Analyze how one's behavior may affect others.</p> <p>2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.</p>	<p>ELA: CCSS.ELA-LITERACY.RL.6.2, RL.7.2, RL.8.2 CCSS.ELA-LITERACY.RI.6.3, RI.7.3, RI.8.3 CCSS.ELA-LITERACY.W.6.2,3, W.7.2,3, W.8.2,3 IL SS: SS.6-8.H.1.LC SS.6-8.H.1.MdC SS.6-8.H.1.MC SS.6-8.H.2.LC SS.6-8.H.2.MdC SS.6-8.H.2.MC SS.6-8.H.3.LC SS.6-8.H.3.MdC SS.6-8.H.3.MC</p> <p>SS.6-8.H.4.LC SS.6-8.H.4.MdC SS.6-8.H.4.MC SS Inquiry Standards - Recognize Perspectives and Articulate Identities SCI (NGSS): MS.LS1.7 MS.LS4-5 MATH: CC.MATH-PRACTICE.MP4 CC.MATH-PRACTICE.MP6 CC.MATH-PRACTICE.MP7 CCSS.MATH.CONTENT.6.RP.1 CCSS.MATH.CONTENT.7.RP.2 CCSS.MATH.CONTENT.8.EE.5 ARTS: Anchor Standards 1, 10, 11</p>	<p>IL State Goal: 24 NHES: 2, 5</p>

Grades 9-12

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION
<p>2A.4a. Analyze similarities and differences between one's own and others' perspectives.</p> <p>2A.4b. Use conversation skills to understand others' feelings and perspectives.</p> <p>2A.5a. Demonstrate how to express understanding of those who hold different opinions.</p> <p>2A.5b. Demonstrate ways to express empathy for others.</p> <p>2B.4b. Demonstrate respect for individuals from different social and cultural groups.</p> <p>3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.</p>	<p>ELA: CCSS.ELA-LITERACY.RL.9-10.1, 9-10.2, 9-10.6, 9-10.1, 9-10.2, 9-10.7 CCSS.ELA-LITERACY.RL.11-12.1, 11-12.2, 11-12.6, 11-12.1, 11-12.2, 11-12.7</p> <p>IL SS: SS.9-12.H.1-14 SS Inquiry Standards - Recognize Perspectives and Articulate Identities</p> <p>SCI (NGSS): HS-LS1-7</p> <p>MATH: CC.MATH-PRACTICE.MP.1 CC.MATH-PRACTICE.MP.2 CC.MATH-PRACTICE.MP.3 CC.MATH-PRACTICE.MP.4 CC.MATH-PRACTICE.MP.5 CC.MATH-PRACTICE.MP.6 CCSS.MATH.CONTENT.9-12 N-Q Quantities.1</p> <p>ARTS: Anchor Standards 1, 10, 11</p>	<p>IL State Goal: 24 NHES: 2, 5</p>

Food Education Standard 2

Foods have sources and origins.

Grades K-2

IL SEL	CURRICULUM CROSSWALKS		HEALTH/NUTRITION
1B.1b. Identify family, peer, school, and community strengths. 2C.1b. Demonstrate appropriate social and classroom behavior.	ELA: CCSS.ELA-LITERACY.RI.2.9 CCSS.ELA-LITERACY.RI.1.9 CCSS.ELA-LITERACY.RI.K.9 IL SS: SS.IS.1.K-2 SS.IS.2.K-2 SS.K.G.1 SS.K.G.2 SCI (NGSS): K-LS1-1	1-LS1-1 2-LS4-1 MATH: CCSS.MATH.PRACTICE.MP3 CCSS.MATH.PRACTICE.MP4 CCSS.MATH.CONTENT.K.MD.3 CCSS.MATH.CONTENT.1.MD.1 CCSS.MATH.CONTENT.2.MD.1 ARTS: Anchor Standard 1,10	IL State Goal: 24 NHES: 2

Grades 3-5

IL SEL	CURRICULUM CROSSWALKS		HEALTH/NUTRITION
2B.2b. Demonstrate how to work effectively with those who are different from oneself.	ELA: CCSS.ELA-LITERACY.RI.3.8 CCSS.ELA-LITERACY.RI.4.5 CCSS.ELA-LITERACY.RI.5.6	SS.5.G.4 SCI (NGSS): 4-LS1-1 5-LS2-1	IL State Goal: 24 NHES: 2
3B.2a. Identify and apply the steps of systematic decision making.	IL SS: SS.IS.2.3-5 SS.IS.5.3-5	MATH: CCSS.MATH.PRACTICE.MP3 CCSS.MATH.PRACTICE.MP4	
3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	SS.3.G.2 SS.3.G.3 SS.4.G.2 SS.5.G.2 SS.5.G.3	CCSS.MATH.CONTENT.3.MD.1 CCSS.MATH.CONTENT.4.MD.1 CCSS.MATH.CONTENT.5.MD.1 ARTS: Anchor Standard 1,10	

Grades 6-8

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION	
1C.3a. Set a short term goal and make a plan for achieving it. 2A.3b. Analyze how one’s behavior may affect others.	ELA: CCSS.ELA-LITERACY.RI.6.9, 7.9 CCSS.ELA-LITERACY.RI.8.2 IL SS: SS.IS.6.6-8.MdC SS.IS.8.6-8.MdC SS.6-8.G.1.MdC SS.6-8.G.1.MC SS.6-8.G.2.LC SS.6-8.G.2.MdC SS.6-8.G.-2.MC SS.6-8.G.3.LC SS.6-8.G.3.MdC SS.6-8.G.3.MC SS.6-8.G.4.LC	SS.6-8.G.4.MdC SS.6-8.G.4.MC SCI (NGSS): MS-LS2-5 MS-ESS3-4 MATH: CCSS.MATH.PRACTICE.MP3 CCSS.MATH.PRACTICE.MP4 CCSS.MATH.CONTENT.6.SP.1a CCSS.MATH.CONTENT.6.SP.1b CCSS.MATH.CONTENT.6.SP.1c CCSS.MATH.CONTENT.6.SP.1d CCSS.MATH.CONTENT.7.RP.1c CCSS.MATH.CONTENT.8.F.1 ARTS: Anchor Standard 1,10	IL State Goal: 24 NHES: 2

Grades 9-12

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION
<p>1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.</p> <p>1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.</p> <p>1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria.</p> <p>2C.5b. Plan, implement, and evaluate participation in a group project.</p> <p>3A.4a. Demonstrate personal responsibility in making ethical decisions.</p>	<p>ELA: CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.6 CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.7 CCSS.ELA-LITERACY.RL.11-12.1 CCSS.ELA-LITERACY.RL.11-12.2 CCSS.ELA-LITERACY.RL.11-12.6 CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RI.11-12.7 IL SS: SS.9-12.H.1-14 SS.9-12.G.3</p> <p>SS.9-12.G.6-12 SS.9-12.G.16-17 SCI (NGSS): HS-LS1-7 HS-ESS2-2 MATH: CCSS.MATH.PRACTICE.MP.1 CCSS.MATH.PRACTICE.MP.2 CCSS.MATH.PRACTICE.MP.3 CCSS.MATH.PRACTICE.MP.4 CCSS.MATH.PRACTICE.MP.5 CCSS.MATH.PRACTICE.MP.6 CCSS.MATH.CONTENT.9-12 N-Q Quantities.1 ARTS: Anchor Standards 1, 10</p>	<p>IL State Goal: 24 NHES: 2</p>

Food Education Standard 3

Food and the environment are interconnected.

Grades K-2

IL SEL	CURRICULUM CROSSWALKS		HEALTH/NUTRITION
2A.1b. Use listening skills to identify the feelings and perspectives of others.	ELA: CCSS.ELA-LITERACY.RI.K.1 CCSS.ELA-LITERACY.RI.1.2 CCSS.ELA-LITERACY.RI.2.3 IL SS: SS.K.EC.1 SS.1.EC.1 SS.1.EC.2 SS.2.EC.1 SS.2.EC.3 SCI (NGSS): K.ESS2.2	K.ESS3.1 K.ESS3.2 2.LS2.1 2.LS2.2 2.LS.4.1 K-2-ETS1-1 K-2-ETS1-3 MATH: CCSS.MATH.PRACTICE.MP4 CCSS.MATH.PRACTICE.MP6 ARTS: Anchor Standard 1,10	IL State Goal: 22.C.1a

Grades 3-5

IL SEL	CURRICULUM CROSSWALKS		HEALTH/NUTRITION
1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	ELA: CCSS.ELA-LITERACY.W.3.2 CCSS.ELA-LITERACY.W.4.2 CCSS.ELA-LITERACY.W.5.2 IL SS: SS.3.EC.1 SS.3.EC.2 SS.4.EC.1 SS.4.EC.2 SS.5.EC.1 SS.5.EC.2 SS.5.EC.3	SCI (NGSS): 3.LS4.4 3-ESS2-2 5.LS2.1 5-ESS3-1 3-5-ETS1-1 3-5-ETS1-2 MATH: CCSS.MATH.PRACTICE.MP6 CCSS.MATH.PRACTICE.MP4 ARTS: Anchor Standard 1,10	IL State Goal: 22.C.2a NHES: 1, 2
1C.2a. Describe the steps in setting and working toward goal achievement.			
1C.2b. Monitor progress on achieving a short term personal goal.			

Grades 6-8

IL SEL	CURRICULUM CROSSWALKS		HEALTH/NUTRITION
1B.3b. Analyze how making use of school and community supports and opportunities can contribute to school and life success.	ELA: CCSS.ELA-LITERACY.W.7.2.A CCSS.ELA-LITERACY.W.6.2.A CCSS.ELA-LITERACY.W.8.1.A IL SS: SS.6-8.EC.1.LC SS.6-8.EC.1.MdC SS.6-8.EC.1.MC SS.6-8.EC.2.MdC SS.6-8.EC.2.MC SS.6-8.EC.3.LC SS.6-8.EC.3.MdC	SS.6-8.EC.3.MC SCI (NGSS): MS.LS2.2 MS.LS2.5 MS-ESS3-3 MS-ETS1-1 MATH: CCSS.MATH.PRACTICE.MP4 CCSS.MATH.PRACTICE.MP6 CCSS.MATH.PRACTICE.MP7 ARTS: Anchor Standard 1,10	IL State Goal: 22.C.2a NHES: 1, 2

Grades 9-12

IL SEL	CURRICULUM CROSSWALKS		HEALTH/NUTRITION
1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.	ELA: CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.6 CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.7 CCSS.ELA-LITERACY.RL.11-12.1 CCSS.ELA-LITERACY.RL.11-12.2 CCSS.ELA-LITERACY.RL.11-12.6 CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RI.11-12.7	HS-ESS2-6 HS-ESS3-1 HS-ESS3-2 HS-ESS3-5 HS-ESS3-6 HS-ETS1-1 HS-ETS1-3 HS-LS1-7 HS-LS4-6	IL State Goal: 22, 23, 24 NHES: 2, 3, 5
1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria.		MATH: CC.K-12.MP.1 CC.K-12.MP.2 CC.K-12.MP.3 CC.K-12.MP.4 CC.K-12.MP.5 CC.K-12.MP.6	
2C.5b. Plan, implement, and evaluate participation in a group project.	IL SS: SS.9-12.EC.1-7 SS.9-12.EC.9	ARTS: Anchor Standard 1, 10	
3A.4a. Demonstrate personal responsibility in making ethical decisions.	SCI (NGSS): HS-ESS2-2		
3A.5a. Apply ethical reasoning to evaluate societal practices.			

Food Education Standard 4

Food behaviors are influenced by external and internal factors.

Grades K-2

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION
<p>2A.1a. Recognize that others may experience situations differently from oneself.</p> <p>1B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges.</p>	<p>ELA: CCSS.ELA-LITERACY.RL5, RL6, RI8, RI9 CCSS.ELA-LITERACY.W1</p> <p>IL SS: SS.IS.3.K-2 SS.K.CV.1 SS.K.CV.2 SS.1.CV.1 SS.1.CV.2 SS.2.CV.1 SS.2.CV.2</p> <p>SCI (NGSS): K.LS1.1 K.ESS2.2 1.LS1.1 1.LS1.2 1.LS3.1</p> <p>MATH: CC.MATH-PRACTICE.MP.1 CC.MATH-PRACTICE.MP.3</p> <p>ARTS: Anchor Standard 1,10</p>	<p>IL State Goal: 22.B.1a 22.D.1a 23.B.1a</p> <p>NHES: 2</p>

Grades 3-5

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION
<p>2A.2b. Describe the expressed feelings and perspectives of others.</p> <p>1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.</p>	<p>ELA: CCSS.ELA-LITERACY.RL6, RL7 CCSS.ELA-LITERACY.RI.4.8, RI.5.8</p> <p>IL SS: SS.IS.3.3-5 SS.3.CV.1 SS.3.CV.2 SS.4.CV.1-4 SS.5.CV.1-4.</p> <p>SCI (NGSS): 3.LS3.2 3.LS4.1 4.LS1.1 4.LS1-2</p> <p>MATH: CC.MATH-PRACTICE.MP.1 CC.MATH-PRACTICE.MP.3</p> <p>ARTS: Anchor Standard 1,10</p>	<p>IL State Goal: 22.B.2a 22.D.2a 23.B.2a</p> <p>NHES: 2</p>

Grades 6-8

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION
<p>2A.3a. Predict others' feelings and perspectives in a variety of situations.</p> <p>2A.3b. Analyze how one's behavior may affect others.</p> <p>1B.3a. Analyze how personal qualities influence choices and successes.</p>	<p>ELA: CCSS.ELA-LITERACY.RL6 CCSS.ELA-LITERACY.RI8, RI9 CCSS.ELA-LITERACY.W1</p> <p>IL SS: SS.IS.8.6-8.LC. SS.6-8.CV.1.MC SS.6-8.CV.2.MCa SS.6-8.CV.4.LC SS.6-8.CV.5.LC</p> <p>SS.6-8.CV.5.MdC SS.6-8.CV.5.MC</p> <p>SCI (NGSS): MS.PS1.3</p> <p>MATH: CC.MATH-PRACTICE.MP.1 CC.MATH-PRACTICE.MP.3</p> <p>ARTS: Anchor Standard 1,10, 11</p>	<p>IL State Goal 22.B.3a 22.D.3a 23.B.3a</p> <p>NHES: 2</p>

Grades 9-12

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION
<p>1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.</p> <p>1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria.</p> <p>2C.5b. Plan, implement, and evaluate participation in a group project.</p> <p>3A.4a. Demonstrate personal responsibility in making ethical decisions.</p> <p>3A.5a. Apply ethical reasoning to evaluate societal practices.</p> <p>3C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.</p> <p>3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.</p>	<p>ELA: CCSS.ELA-LITERACY.RL.9-10.1, RL.9-10.2, RL.9-10.6, .9-10.7 CCSS.ELA-LITERACY.RL.11-12.11-12.2, 11-12.6 CCSS.ELA-LITERACY.RI.11-12.1, 11-12.2, RI.11-12.7</p> <p>IL SS: SS.9-12.CV.1 SS.9-12.CV.2 SS.9-12.CV.3 SS.9-12.CV.5 SS.9-12.CV.6 SS.9-12.CV.8 SS.9-12.CV.9</p> <p>SCI (NGSS): HS-LS2-7 HS-LS4-6 HS-ESS2-7</p> <p>MATH: CC.MATH-PRACTICE.MP.1 CC.MATH-PRACTICE.MP.2 CC.MATH-PRACTICE.MP.3 CC.MATH-PRACTICE.MP.4 CC.MATH-PRACTICE.MP.5 CC.MATH-PRACTICE.MP.6</p> <p>ARTS: Anchor Standards 1, 10</p>	<p>IL State Goal: 24 NHES: 1, 2, 3, 4, 5, 8</p>

Food Education Standard 5

Food impacts health.

Grades K-2

IL SEL	CURRICULUM CROSSWALKS		HEALTH/NUTRITION
1C.1a. Set a short-term goal and make a plan for achieving it.	ELA: CCSS.ELA-LITERACY.RI.3 IL SS: SS Inquiry Standards - Developing Questions and Planning Inquiries SCI (NGSS): K.LS1.1 1.LS1.1	2.LS2.1 MATH: CC.MATH-PRACTICE.MP.1 CC.MATH-PRACTICE.MP.5 CC.MATH-PRACTICE.MP.7 ARTS: Anchor Standard 1,10	IL State Goal: 23.B.1a NHES: 1, 3, 4, 5, 6, 7

Grades 3-5

IL SEL	CURRICULUM CROSSWALKS		HEALTH/NUTRITION
1C.2a. Set a short term goal and make a plan for achieving it.	ELA: CCSS.ELA-LITERACY.RI.3 IL SS: SS Inquiry Standards - Developing Questions and Planning Inquiries SCI (NGSS): 3.LS4.3 4.LS1.1 5.PS3.1	5.LS1.1 3-5.ETS.1 3-5.ETS.2 MATH: CC.MATH-PRACTICE.MP.1 CC.MATH-PRACTICE.MP.5 CC.MATH-PRACTICE.MP.7 ARTS: Anchor Standard 1, 10, 11	IL State Goal: 23.B.2a NHES: 1, 3, 4, 5, 6, 7

Grades 6-8

IL SEL	CURRICULUM CROSSWALKS		HEALTH/NUTRITION
1C.3a. Set a short term goal and make a plan for achieving it.	ELA: CCSS.ELA-LITERACY.RI.3 IL SS: SS Inquiry Standards - Developing Questions and Planning Inquiries SCI (NGSS): MS.LS1.3 MS.LS1.6 MS.LS1.7	MS.ESS3.3 MS.ESS3.4 MS.ETS1.2 MATH: CC.MATH-PRACTICE.MP.3 CC.MATH-PRACTICE.MP.5 CC.MATH-PRACTICE.MP.7 ARTS: Anchor Standard 1, 10	IL State Goal: 23.B.3a NHES: 1, 3, 4, 5, 6, 7

Grades 9-12

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION
<p>1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.</p> <p>1A.5a. Evaluate how expressing one's emotions in different situations affects others.</p> <p>1A.4b. Generate ways to develop more positive attitudes.</p> <p>1A.5b. Evaluate how expressing more positive attitudes influences others.</p> <p>1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.</p> <p>2A.4a. Analyze similarities and differences between one's own and others' perspectives.</p> <p>3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.</p> <p>3B.4b. Apply decision-making skills to establish responsible social and work relationships.</p> <p>3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.</p>	<p>ELA: CCSS.ELA-LITERACY.RL.9-10.1; RL.9-10.2; RL.9-10.6 CCSS.ELA-LITERACY.RI.9-10.1, RI.9-10.2, RI.9-10.7 CCSS.ELA-LITERACY.RL.11-12.1, RL.11-12.2, RL.11-12.6 CCSS.ELA-LITERACY.RI.11-12.1, RI.11-12.2, RI.11-12.7</p> <p>SCI (NGSS): HS-LS1-7 HS-LS2.7 HS-ESS3-2</p> <p>MATH: CC.MATH-PRACTICE.MP.1 CC.MATH-PRACTICE.MP.2 CC.MATH-PRACTICE.MP.3 CC.MATH-PRACTICE.MP.4 CC.MATH-PRACTICE.MP.5 CC.MATH-PRACTICE.MP.6</p> <p>IL SS: SS Inquiry Standards - Developing Questions and Planning Inquiries</p> <p>ARTS: Anchor Standard 1, 10</p>	<p>IL State Goal: 22, 23, 24 NHES: 1, 2, 3, 4, 5, 6, 7</p>

Food Education Standard 6

We can make informed food choices.

Grades K-2

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION
<p>1A.1a. Recognize and accurately label emotions and how they are linked to behavior.</p> <p>3B.1a. Identify a range of decisions that students make at school.</p>	<p>ELA: CCSS.ELA-LITERACY.RI.K.10 CCSS.ELA-LITERACY.RI.1.5, RI.1.6 CCSS.ELA-LITERACY.RI.2.5, RI.2.6 IL SS: SS Inquiry Standards - Evaluating Sources and Using Evidence SCI (NGSS): K-2.ETS1.1</p> <p>K-2.ETS1.2 K-2.ETS1.3 MATH: CCSS.MATH.CONTENT. K.CC.C.6 CCSS.MATH.CONTENT. 1.MD.C.4 CCSS.MATH.CONTENT. 2.MD.D.10 ARTS: Anchor Standard 1, 10</p>	<p>IL State Goal: 22,23,24 NHES: 2, 3, 4, 5, 6, 7</p>

Grades 3-5

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION
<p>3B.2a. Identify and apply the steps of systematic decision making.</p>	<p>ELA: CCSS.ELA-LITERACY.RI.3.5 CCSS.ELA-LITERACY.RI.4.7 CCSS.ELA-LITERACY.RI.5.7 CCSS.ELA-LITERACY.RI.5.8 IL SS: SS Inquiry Standards - Evaluating Sources and Using Evidence SCI (NGSS):</p> <p>3-5.ETS1.1 3-5.ETS1.2 3-5.ETS1.3 MATH: CCSS.MATH.PRACTICE.MP3 CCSS.MATH.PRACTICE.MP5 CCSS.MATH.PRACTICE.MP6 ARTS: Anchor Standard 1, 10,11</p>	<p>IL State Goal: 22,23,24 NHES: 2, 3, 4, 5, 6, 7</p>

Grades 6-8

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION
<p>1A.3a. Analyze factors that create stress or motivate successful performance.</p> <p>3B.3a. Analyze how decision-making skills improve study habits and academic performance.</p>	<p>ELA: CCSS.ELA-LITERACY.RI.6.7, RI.6.8 CCSS.ELA-LITERACY.RI.7.7, RI.7.9 CCSS.ELA-LITERACY.RI.8.7, RI.8.9 IL SS: SS Inquiry Standards - Evaluating Sources and Using Evidence SCI (NGSS):</p> <p>MS.ETS1.1 MS.ETS1.2 MS.ETS1.3 MS.ETS1.4 MATH: CCSS.MATH.PRACTICE.MP3 CCSS.MATH.PRACTICE.MP5 CCSS.MATH.PRACTICE.MP6 ARTS: Anchor Standard 1, 10,11</p>	<p>IL State Goal: 22,23,24 NHES: 2, 3, 4, 5, 6, 7</p>

Grades 9-12

IL SEL	CURRICULUM CROSSWALKS		HEALTH/NUTRITION
<p>1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.</p> <p>3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.</p>	<p>ELA: CCSS.ELA-LITERACY.RST.9-10.9 CCSS.ELA-LITERACY.RST.11-12.9</p> <p>IL SS: SS Inquiry Standards - Evaluating Sources and Using Evidence</p> <p>SCI (NGSS): HS.ETS1.1 HS.ETS1.2</p>	<p>HS.ETS1.3 HS.ETS1.4</p> <p>MATH: CC.MATH-PRACTICE.MP.1 CC.MATH-PRACTICE.MP.2 CC.MATH-PRACTICE.MP.3 CC.MATH-PRACTICE.MP.4 CC.MATH-PRACTICE.MP.5 CC.MATH-PRACTICE.MP.6</p> <p>ARTS: Anchor Standard 1, 10, 11</p>	<p>IL State Goal: 22,23,24 NHES: 2, 3, 4, 5, 6, 7</p>

Food Education Standard 7

We can advocate for food choices and changes that impact ourselves, our communities and our world.

Grades K-2

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION
<p>1B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges.</p> <p>3B.1a. Identify a range of decisions that students make at school.</p>	<p>ELA: CCSS.ELA-LITERACY.RI.6 CCSS.ELA-LITERACY.W.1, W.2 IL SS: SS Inquiry Standards - Communicating Conclusions and Taking Informed Action</p> <p>SCI (NGSS): K.ESS3.3 K-2.ETS1.1 MATH: CC.MATH-PRACTICE.MP.3 CC.MATH-PRACTICE.MP.6 ARTS: Anchor Standard 1, 10</p>	<p>IL State Goal: 22, 23, 24 NHES: 4, 5, 6, 8</p>

Grades 3-5

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION
<p>1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.</p> <p>2B.2b. Demonstrate how to work effectively with those who are different from oneself.</p> <p>3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.</p>	<p>ELA: CCSS.ELA-LITERACY.RI.3, RI.4, RI.5.8 CCSS.ELA-LITERACY.W.3, W.4 IL SS: SS Inquiry Standards - Communicating Conclusions and Taking Informed Action</p> <p>SCI (NGSS): 3.LS2.1 3-5.ETS1.1 MATH: CC.MATH-PRACTICE.MP.3 CC.MATH-PRACTICE.MP.6 ARTS: Anchor Standard 1, 10, 11</p>	<p>IL State Goal: 22, 23, 24 NHES: 4, 5, 6, 8</p>

Grades 6-8

IL SEL	CURRICULUM CROSSWALKS	HEALTH/NUTRITION
<p>1B.3a. Analyze how personal qualities influence choices and successes.</p> <p>2A.3a. Predict others' feelings and perspectives in a variety of situations.</p> <p>3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.</p>	<p>ELA: CCSS.ELA-LITERACY.RI.7, RI.8 CCSS.ELA-LITERACY.W.6, W.7, W.8W.4 IL SS: SS Inquiry Standards - Communicating Conclusions and Taking Informed Action</p> <p>SCI (NGSS): MS.LS2.1 MS.ETS1.1 MATH: CC.MATH-PRACTICE.MP.3 CC.MATH-PRACTICE.MP.6 ARTS: Anchor Standard 1, 10, 11</p>	<p>IL State Goal: 22, 23, 24 NHES: 4, 5, 6, 8</p>

Grades 9-12

IL SEL	CURRICULUM CROSSWALKS		HEALTH/NUTRITION
<p>1A.5b. Evaluate how expressing more positive attitudes influence others.</p> <p>2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.</p> <p>3A.5a. Apply ethical reasoning to evaluate societal practices.</p>	<p>ELA: CCSS.ELA-LITERACY.RI.9-12 CCSS.ELA-LITERACY.W.9-12</p> <p>IL SS: SS Inquiry Standards - Communicating Conclusions and Taking Informed Action</p> <p>SCI (NGSS): HS.LS2.1 HS.LS4.6 HS.ETS1.1 HS.ETS1.2</p>	<p>HS.ETS1.3 HS.ETS1.4</p> <p>MATH: CC.MATH-PRACTICE.MP.1 CC.MATH-PRACTICE.MP.2 CC.MATH-PRACTICE.MP.3 CC.MATH-PRACTICE.MP.4 CC.MATH-PRACTICE.MP.5 CC.MATH-PRACTICE.MP.6</p> <p>ARTS: Anchor Standard 1, 10, 11</p>	<p>IL State Goal: 22, 23, 24 NHES: 4, 5, 6, 8</p>





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