

**Selected Essential Academic Learning Requirements (EALRs) that Can Be Met through Farm Field Trips: Science and Health & Fitness** (From the Office of Superintendent of Public Instruction [www.k12.wa.us](http://www.k12.wa.us)).

Compiled by WSU King County Extension ([www.king.wsu.edu](http://www.king.wsu.edu)) as a supplement to the Fact Sheet: How to Make a Local Farm a Classroom for a Day April 2007.

EALR: Science	Grade Level Equivalents	Evidence of Learning
<b>EALR 1 - Systems:</b> The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems.		
<p><b>Component 1.1</b> Properties- Understand how properties are used to identify, describe, and categorize substances, materials and objects and how characteristics are used to categorize living things.</p>	<p><b>1.1.6 Living Systems-</b> Understand characteristics of living organisms.</p> <p>Understand how to distinguish living from nonliving and how to use characteristics to sort common organisms into plant and animal groups.</p> <p>Understand how to classify organisms by their external and internal structures.</p>	<p><b>(K)</b> Identify observable characteristics of living organisms (e.g., spiders have eight legs; birds have feathers; plants have roots, stems, leaves, seeds, flowers).</p> <p><b>(2)</b> Observe and describe characteristics of living organisms (e.g., spiders have eight legs; birds have feathers; plants have roots, stems, leaves, seeds, flowers).</p> <p><b>(4)</b> Describe the characteristics of organisms.</p> <p><b>(4)</b> Describe and sort organisms using multiple characteristics (e.g., anatomy such as fins for swimming or leaves for gathering light, behavior patterns such as burrowing or migration, how plants and animals get food differently).</p> <p><b>(4)</b> Classify and sort common organisms into plant and animal groups.</p> <p><b>(6)</b> Describe how organisms can be classified using similarities and differences in physical and functional characteristics (both internal and external).</p>
<p><b>Component 1.3</b> Changes- Understand how interactions within and among systems cause changes in matter and energy.</p>	<p><b>1.3.10</b> Know that plants and animals need a place to live.</p> <p>Grade 3-5 Living Systems <b>1.3.8</b> Understand that living things need constant energy and matter.</p> <p><b>1.3.10</b> Understand that an organism's ability to survive is influenced by the organism's behavior and the ecosystem in which it lives.</p>	

<b>EALR 3 – Application:</b> The student knows and applies science concepts and skills to develop solutions to human problems in societal contexts.		
<b>Component 3.2</b> Science, Technology and Society: Analyze how science and technology are human endeavors, interrelated to each other, society, the workplace and the environment	<b>3.2.2-3.2.4</b> Understand how humans depend on the natural environment and can cause changes in the environment that can affect humans' ability to survive	<b>(K-2)</b> Understand how humans depend on the natural environment.  <b>(1, 2)</b> Describe what organisms obtain from their environment.  (1-5) Know how knowledge of science, mathematics and technology are used in common occupations. (3,5) Describe the effects conservation has on the environment. (3,5) Describe the effects of humans on the health of an ecosystem and how humans can cause changes in the environment that affect the livability of the environment for humans. (3,5) Describe the limited resources humans depend on and how changes in these resources affect the livability of the environment for humans. (3,4,5) Describe how resources can be conserved through reusing, reducing, and recycling (6) Analyze how human societies' use of natural resources affects the quality of life and the health of ecosystems.

<b>EALR: Health and Fitness</b>	<b>Grade Level Equivalents</b>	<b>Evidence of Learning</b>
<b>EALR 1 –</b> The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.		
<b>Component 1.4:</b> Understand the relationship of nutrition and food nutrients to physical performance and body composition.	<b>1.4.1</b> Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption. <b>1.4.1a.</b> Identify how bodily function and physical performance are affected by food consumption. <b>1.4.1 b.</b> Recognize the benefits of movement, fitness, and nutrition.	<b>(K)</b> Identify the foods that help promote a healthy body. (1) List or describe the six groups on the Food Pyramid, providing examples, and how they support good health.  <b>(2)</b> Describe the number of servings and appropriate servings for each My Pyramid Food Group. Describes how serving size impacts good health.  <b>(3)</b> Match the nutrients to appropriate food groups. Knows that food provides nutritional content and energy.

		(4) List the key nutrients (carbohydrates, proteins, fats) in appropriate food groups.
<b>EALR 2</b> – The student acquires the knowledge and skills necessary to maintain a healthy life: Recognize patterns of growth and development reduce health risks and live safely.		
<b>Component 2.1.</b> Recognize patterns of growth and development.	<b>2.1.1.c.</b> Describe the influence of nutrition on health and development	(3) List nutritional habits affecting overall health, and growth/development  (4,5) Recognize/describe how dietary habits (food selection) affect overall health, and growth/development
<b>EALR 3</b> - The student analyzes and evaluates the impact of real-life influences on health.		
<b>Component 3.1-3.1.1</b> Understand and identify how environmental factors affect one's health (air, water, noise, chemicals)	Not expected	(5) Identify environmental factors that affect health.