

Nourishment: Feeding Our Mind and Body with What It Needs to Stay Healthy and Flourish  
Theme 3: Curriculum Map – Grades K–2

NOTE: Codes in RED (e.g., K2.3.1) in the Learning Outcomes, Garden Activities, and Classroom Extensions columns refer to curriculum resources found in the Appendix documents.

Strand	Topic	K–2 Learning Outcomes	Garden Activities	Classroom Extensions	Common Core ELA	Common Core Math	NGSS / HCPS III Science	HCPS III NHES Health
Food Culture	Relationships to food via stories and memories from multiple perspectives	Recognize that different individuals, families, and communities eat different foods.	Keep a food journal for one day. Draw or write. K2.3.1  Make stone soup in fall or winter or a friendship fruit salad in spring as a class. K2.3.2  Share your favorite food stories or memories.  Invite community members and parents to share their food stories.	Keep a food journal for one day.  Read or tell the story of Stone Soup.  Students retell, share, write, or draw a favorite food memory.  Connect favorite foods to Holidays	K.W.2 K.SL.4  1.W.2 1.SL.4  2.W.2 2.SL.4		SC.K.1.3  SC.1.1.2  SC.2.1.2	NHES K-2 1.2.1 2.2.1 7.2.1  HE.K-2.1.4
	Food traditions and celebrations, how they affect food choices and community food systems	Identify family and cultural food traditions in your local community.	Conduct a family food interview and share with classmates. Ask questions like, “What kind of foods does your family eat daily?” K2.3.3  Invite family or community members to share traditions and sample foods.	Students record food interview in drawings or words from memory. Share with a partner.  Read <i>Eating the Alphabet -Fruits &amp; Vegetables from A to Z</i> by Lois Ehlert  Family members may want to share a favorite recipe. Practice recipe reading and measurement.	K.SL.1 K.SL.6  1.SL.1 1.SL.4  2.SL.1 2.SL.4	K.MD.1	SC.K.1.2  SC.1.1.1  SC.2.1.2	NHES K-2 2.2.1 4.2.2 8.2.1  HE.K-2.1.4

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	Food is place based, and different regions around the world have distinct culinary attributes	<p>Name foods that grow in your regional area.</p> <p>Categorize locally grown foods into groups based on attributes i.e. fruits/vegetables.</p>	<p>Conduct a garden walk to identify food plants.</p> <p>Sort and classify garden plants into food groups and identify their origin.</p> <p>Create a word bank of foods grown in your area.</p> <p>Create a word bank of distinctly cultural foods eaten by your families.</p> <p>Grow at least one food from each culture represented. Taste test.</p>	<p>Students create a card game to sort fruits and vegetables. Each student draws a different fruit or vegetable. Sort and classify.</p> <p>Keep Word Banks in your classroom and integrate vocabulary.</p> <p>Create a class mural showing different cultures and respective foods represented in your community</p>	<p>K.W.7 K.W.8</p> <p>1.W.7 1.W.8 2.W.7 2.W.8</p>	<p>K.MD.3</p> <p>1.MD.4</p> <p>2.MD.10</p>	<p>2-PS1-1</p> <p>SC.K.1.1 SC.K.6.1 SC.1.1.2 SC.2.3.1</p>	<p>NHES K-2</p> <p>2.2.1 3.2.1</p>
	Relationships between food and physical/mental wellness, as well as disease prevention	<p>Know that healthy foods create healthy bodies.</p> <p>Understand the differences between whole vs. processed foods (e.g., apple vs. apple pie and apple vs. cookie).</p> <p>Recognize the differences between refined and natural sugars.</p> <p>Eat close to the source.</p>	<p>Grow, create and sample a healthy snack from the garden.</p> <p>Begin reading nutrition labels. <b>K2.3.4</b></p> <p>Visit a farmers' market or produce section at a local grocery store.</p> <p>Grow herbs for tea, seasoning, or first-aid.</p> <p>Discuss “close to the source,” and identify locally grown foods. Kōkua Hawai'i Foods Lesson <b>K2.3.5</b></p> <p>Investigate the 'Āina Food Guide. <b>K2.3.6</b></p>	<p>Children write or draw the steps of creating the healthy garden snack.</p> <p>Read and discuss simple nutrition labels.</p> <p>Post the 'Āina Food Guide Poster in your classroom. Use it as a prompt for asking about foods the children ate for breakfast or lunch.</p> <p>Invite other teachers to come to your classroom for herbal tea prepared by the students.</p>	<p>K.RL.10 K.RI.4</p> <p>1.RI.4 1.RI.10</p> <p>2.RI.4 2.RI.6</p>		<p>SC.K.1.2</p>	<p>NHES K-2</p> <p>1.2.1 1.2.3 2.2.2 2.2.3 7.2.1</p> <p>HE.K-2.1.6 HE.K-2.1.3</p>

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Food Justice & Security	Social, economic, and environmental impacts of food systems including the energy inputs and outputs	<p>Know that food can be grown in a garden or farm, purchased at a store, harvested from the forest &amp; ocean, and traded with friends/family.</p> <p>Be able to recall the energy inputs needed for the school garden (human energy, sun, and soil inputs).</p> <p>Understand how plants, animals, and people get their energy.</p> <p>Be able to “estimate” weight and use a scale. Weight of garden grown produce can be measured and recorded in a log. Log can be used for data discussion, graphing, or practicing math.</p>	<p>Have students grow a small garden of diverse crops and keep journal (# of hours of student work, counting and weighing harvest, tasting, etc.).</p> <p>Conduct a garden walk to identify food plants.</p> <p>Create signs for the garden.</p> <p>Tour a local farm and interview farmer. Ask questions and gather information.</p> <p>Use garden compost to grow healthy plants.</p> <p>Visit a farmers’ market or food garden in your area.</p>	<p>Ask students to share their garden journals with others.</p> <p>Create signs in more than one language for some of the garden plants with ELL class.</p> <p>Students write or draw a thank you letter to the farm or store they visited and mail the letters.</p> <p>Students write or draw their farm interview and share with class.</p>	<p>K.W.2 K.W.8</p> <p>1.W.2 1.W.8</p> <p>2.W.2 2.W.8</p>	<p>K.CC.1 K.MD.1</p> <p>1.NBT.1 1.MD.4</p> <p>2.NBT.2 2.MD.9</p>	<p>SC.K.1.3 SC.1.1.1</p>	<p>NHES K-2 1.2.1 1.2.2 3.2.1 7.2.1</p> <p>HE.K-2.6.2</p>
	Food systems, justice, security, access, affordability, and distribution	<p>Know what people and animals need to survive.</p> <p>Understand differences in access to foods needed to survive.</p> <p>Know how to access fresh food in your area (e.g., farmers’ market, supermarket, home garden, etc.).</p>	<p>Conduct a Food Drive and/or Grow a Row for the Food Basket</p> <p>Have students identify ways and places to obtain food in their region.</p> <p>Grow a simple food that students can take home to share with their family.</p> <p>Grow, share, or sell at least one food.</p> <p>Take care of a garden pet to learn empathy.</p>	<p>Ask for feedback of how different families prepared the same food taken home.</p> <p>Create a small market with other classes at a school event. Each grade grows one crop.</p> <p>Have an animal in your class that needs to be cared for by the children. Ask your parents to care for the animal during intersessions.</p>	<p>K.W.7 K.W.8</p> <p>1.W.7 1.W.8</p> <p>2.W.7 2.W.8</p>	<p>K.CC.5 K.CC.6</p> <p>1.NBT.4 2.MD.8.</p>	<p>K-LS1-1 K-ESS3-1</p>	<p>NHES K-2 1.2.1 1.2.2 3.2.2 5.2.1</p>

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	Food discards as a valuable resource; landfill systems and redirecting discarded food; best practices.	<p>Understand where food waste goes.</p> <p>Understand how food is stored.</p> <p>Learn to identify when to harvest fruits or vegetables.</p>	<p>Investigate what happens to discarded food at school and at home.</p> <p>Learn how and when to pick a ripe fruit/vegetable to minimize waste.</p> <p>Recycle and/or weigh fresh fruit and veggie scraps from lunch or snack and add to the compost pile in the school garden.</p> <p>Create and maintain a garden worm bin.</p> <p>Create a garden bokashi composting system with two buckets. <b>K2.3.7</b></p>	<p>Feed FFVP discards to Class Worm Bin.</p> <p>Use the weekly USDA FFVP Program to discuss ripeness and taste.</p> <p>Use food waste as a prompt for writing or drawing.</p> <p>Create a classroom bokashi composting system with 2 buckets. <b>K2.3.7</b></p>	<p>K.W.7 K.W.8</p> <p>1.W.7 1.W.8</p> <p>2.W.7 2.W.8</p>	<p>K.MD.1 K.CC.6</p> <p>1.NBT.3</p> <p>2.MD.1</p>	<p><b>K-ESS3-3</b></p> <p>SC.K.1.2 SC.1.2.2 SC.2.1.1</p>	<p>NHES K-2 7.2.1 7.2.2</p>
	The economic value and ecological impact of a crop or product in your region	<p>Understand that one seed can turn into many or one food can be turned into multiple products.</p> <p>The garden can contribute to a family's economic health.</p> <p>Know the agricultural products that are grown in your area.</p>	<p>Student plants one bean seed, nurtures it, harvests single plant and quantifies yield. (journal and math extensions).</p> <p>Grow one crop for a student farmers' market at school. Quantify yield in pounds and dollars earned.</p> <p>Draw the kinds of foods grown in your regional area.</p>	<p>Students create a Word Bank of names of foods grown in their area.</p> <p>Using the Word Bank, create a mural of these crops. Individual students could draw &amp; color them, cut them out and put them into a map of the area.</p> <p>If you plant one seed of lettuce or beans, how many would you get back when it goes to seed? Students count and create a total.</p>	<p>K.W.2 K.W.7</p> <p>1.W.2 1.W.7</p> <p>2.W.2 2.W.7</p>	<p>K.CC.5 K.MD.3</p> <p>1.OA.1 1.MD.4</p> <p>2.OA.1 2.MD.10</p>	<p>K-ESS3-3</p> <p>SC.K.1.3 SC.1.1.1 SC.2.1.2</p>	<p>NHES K-2 1.2.2 2.2.1 7.2.1</p>

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	Practices that create resilient food systems (e.g., seed saving, encouraging biodiversity, nutrient recycling and water conservation)	<p>Understand, experience, and demonstrate that home gardening, composting, and seed saving leads to greater community food security.</p> <p>Explore other ways to promote community food security.</p>	<p>Conduct a Student Survey at the beginning and end of the year to identify fresh food sources at home or gathered in the environment (e.g., animals, fruit trees, garden).</p> <p>Students grow one crop to seed, save and replant seeds and/or propagate by division. <b>K2.3.8, K2.2.14, K2.2.16</b></p> <p>Students share and take home seeds, cuttings, and slips/hulis to increase food security at home.</p> <p>Students maintain garden compost and greywater systems in the school garden. <b>K2.2.7, K2.3.9</b></p> <p>Introduce the importance of water consumption for humans and plants.</p>	<p>Use the survey data for graphing or practicing arithmetic skills.</p> <p>Learn to fold origami seed packets.</p> <p>Make beautiful seed packets. Write the name of the seed, date, and any instructions on the packet.</p> <p>Students make a goal to grow one kind of food in a pot or in the ground at home. Write a short story or draw a picture of what happened.</p>	<p>K.SL.1 K.SL.2</p> <p>1.SL.1 1.SL.2</p> <p>2.SL.1 2.SL.2</p>	<p>K.OA.1 K.MD.3</p> <p>1.OA.1 1.OA.2</p> <p>2.OA.1 2.OA.3</p>	<p>K-ESS3-3 2-ESS2-1</p> <p>SC.K.1.2 SC.1.1.2 SC.2.8.2</p>	<p>NHES K-2 1.2.1 2.2.1 6.2.1 7.2.1</p> <p>HE.K-2.1.5 HE.K-2.7.1</p>
Food Seasons and Place	Know what grows well in your place and how and when to grow it	Explore which crops grow well and identify corresponding environmental influences in each season (fall, winter, spring).	<p>Propagate, grow, harvest and prepare one food crop in each growing season (fall, winter, spring).</p> <p>Try to grow the same crop in all three seasons and record observations to compare/contrast. Are there differences?</p> <p>Understand what</p>	<p>Ask questions about the seasons such as amount of light, temperature, weather, and rainfall.</p> <p>Use the season as a prompt for writing or discussion; learn seasonal verses and songs, and practice them every day.</p> <p>Use seasonal</p>	<p>K.W.7 K.SL.2</p> <p>1.W.7 1.SL.2</p> <p>2.W.7 2.SL.2</p>	<p>K.MD.2 1.MD.4 2.MD.10</p>	<p>K-LS1-1</p> <p>SC.K.1.2 SC.1.1.2 SC.2.1.2</p>	<p>NHES K-2 1.2.1</p> <p>HE.K-2.1.3</p>





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Food and Nourishment	Food product information and making healthy choices	We can make healthy food choices.	<p>Students learn the names of garden plants and create signage.</p> <p>Identify differences between whole and processed foods. <b>K2.3.6</b></p> <p>Begin reading and discussing simple food labels.</p>	<p>Students learn names of garden plants and keep them on 3x5 cards to increase vocabulary.</p> <p>Use any opportunity to share a food label with students.</p>	<p>K.W.2 K.L.4</p> <p>1.W.2 1.L.4</p> <p>2.W.2 2.SL.2</p>			<p>NHES K-2 1.2.1 7.2.1 8.2.1</p> <p>HE.K-2.1.3 HE.K-2.1.5</p>
	The benefits of a balanced and diverse diet	<p>The foods we eat provide energy and nutrients that we need to survive and be healthy.</p> <p>Eat a Rainbow, Rethink Your Drink, My Eat Local Hawai'i Plate</p>	<p>Eat a Rainbow- Students identify whole foods that are different colors and discuss their benefits. See What's Under the Rainbow.</p> <p>Grow a rainbow garden; harvest and create a rainbow salad.</p> <p>Grow AINA Food Group gardens (bodybuilding garden, protective garden, etc.) <b>K2.3.7</b></p> <p>Students discuss and then create a healthy snack from selected foods.</p> <p>Diversity in the diet, discuss what that means. Use My Eat Local Hawaiian Plate <b>K2.3.13</b></p> <p>Use a 'sip and swallow' model to</p>	<p>Students gather healthy snack recipes and create a classroom cookbook of healthy snacks that can be easily made at home. Share with families</p> <p>Print and post Kōkua Hawai'i Foundations' 'Āina Nutrition Education Food Guide. Refer to the guide when eating the FFVP snack.</p> <p>Post a copy of My Eat Local Hawaiian Plate. <b>K2.3.13</b></p> <p>Students could have refillable water bottles at their desk.</p>	<p>K.W.2 K.SL.2</p> <p>1.W.2 1.SL.2</p> <p>2.W.2 2.SL.2</p>		<p>K-LS1-1 SC.K.1.2 SC.1.3.1 SC.2.3.1</p>	<p>NHES K-2 1.2.1 6.2.1 7.2.1 8.21 8.2.2</p> <p>HE.K-2.1.3 HE.K-2.1.5</p>

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			show that people, like plants, need water to survive and thrive.					
	The relationships between healthy soil, healthy food, and healthy people	Healthy soils grow healthy plants. Healthy plants make healthy animals and people.	Learn and Sing, “Dirt Made My Lunch” <b>K2.2.7</b>  Use compost to add health to the soil in the garden beds.  Harvest food from the garden, wash and sample.	Practice “Dirt Made My Lunch.”	K.SL.6  1.SL.4  2.SL.4	K.MD.1 K.MD.3  1.OA.3 1.MD.2  2.MD.1 2.MD.4	K-LS1-1 1-LS1-1  SC.1.5.2 SC.2.3.1	NHES K-2 1.2.1 1.2.2 7.2.1  HE.K-2.1.3
	Foods provide different flavors and nutritional attributes	Students will experience new flavors by tasting a variety of familiar and unfamiliar foods.	Taste fresh foods from the garden and describe their flavors in a food journal or discussion.	Encourage students to try new foods. One Bite.  Students can also keep a food journal in their desk. The FFVP program will provide great opportunities for drawing or describing flavors.	K.W.7 K.SL.1  1.W.7 1.SL.1  2.W.7 2.SL.1		SC.K.1.1  SC.1.1.2  SC.2.1.2	NHES K-2 2.2.2 6.2.1 7.2.1 8.2.2
Food Practices and Science	Preservation and processing of food crops	Process garden crops in a variety of ways.	Students grow, process and preserve one garden food (suggestions: grow and dry herbal teas, fruit, and vegetables; freeze vegetables and fruit).  Process garden foods to create products such as pesto, salsa, guacamole, salad dressing, smoothies	Use student-grown herbs to make a tea during the winter months.  STEM: Design a solar dryer, discuss, draw a model, and build best design. Dry herbs for tea, or bananas or other fruit.	K.W.7 K.SL.5  1.W.8 1.SL.5  2.W.8 2.SL.5		K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	HE.K-2.1.3 HE.K-2.1.5



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	Prepare, share and serve healthy, delicious food	Be able to prepare, share and serve healthy, delicious food.	Students make healthy snacks to share such as wraps, summer rolls, smoothies, salad and salad dressing, fruit salad. <b>K2.3.14</b>	Students recall steps taken to create a healthy snack and then write or draw steps in order. Take home and share with family.	K.W.2 K.W.6  1.W.7 1.W.8  2.W.6 2.W.8			NHES K-2 6.2.1 7.2.1 8.2.2 HE.K-2.1.3 HE.K-2.1.5
	Best practices to harvest and prepare foods safely.	Teacher models good food safety procedures for harvesting, washing, cutting and preparing fresh foods.  *Model hand washing <b>K2.1.15</b>	Students have many opportunities to model good food safety practices preparing snacks from the garden.  Model hand washing.  Model best practices for harvesting, washing produce, and cutting produce.	Post the Best Practices in School Gardens Poster in your classroom. Refer to it for good food safety practices. <b>K2.1.15</b>	K.W.2 K.W.7  1.W.2 1.W.7  2.W.2 2.W.7			NHES K-2 1.2.3 7.2.1 7.2.2   HE.K-2.2.4 HE.K-2.1.7