

To develop the Benefits of Practicing Cooking in Early Childhood infographic, the Colorado Academic Standards were considered. It was important to include language representative of the academic development of students in the creation of the infographic. Including children in cooking meals can promote interpersonal and academic success. The following is a list of skills that children could have academically developed, that can be further enhanced with assisting in the cooking or baking of meals and snacks.

### **Comprehensive Health**

- Pre-K:
  - Distinguish between healthy and unhealthy foods.
  - Develop self-management skills and personal hygiene skills to promote healthy habits.
  - Children develop healthy relations and interactions with adults and peers.
  - Children develop self-concept and self-efficacy skills.
  - Children develop self-regulation skills.
  - Children develop a healthy range of emotional expressions and learn positive alternatives to aggressive or isolating behaviors.
  - Identify ways to be safe while at play.
  - Identify the importance of respecting the personal space and boundaries of self and others.
- Kindergarten:
  - Identify the major food groups and the benefits of eating a variety of foods.
  - Explain how personal hygiene and cleanliness affect wellness.
  - Recognize the relationship between emotions and actions.
  - Explain the importance of respecting the personal space and boundaries of self and others.
  - Demonstrate effective communication skills in unsafe situations.
- 1<sup>st</sup> Grade:
  - Identify a variety of food from the different food groups that are vital to promote good health.
  - Demonstrate health-enhancing behaviors to prevent injury or illness.
  - Demonstrate how to express emotions in healthy ways.
  - Identify parents, guardians, and other trusted adults as resources for information about health.
  - Demonstrate strategies to avoid hazards in the home and community.
- 2<sup>nd</sup> Grade:
  - Identify eating and drinking behaviors that contribute to maintaining good health.
  - Utilize knowledge and skills to develop a positive self-concept
  - Utilize knowledge and skills to develop an awareness of others and maintain health relationships.
  - Identify safe and proper use of household products.
  - Demonstrate interpersonal skills to prevent injury or to ask for help in an emergency or unsafe situation.
- 3<sup>rd</sup> Grade
  - Demonstrate the ability to make and communicate appropriate food choices

- Utilize knowledge and skills to treat self and others with care and respect.
- Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others.
- Identify ways to prevent injuries at home, in school, and in the community.
- 4<sup>th</sup> Grade
  - Describe the connection between food intake and physical health.
  - Explain how the dimensions of wellness are interrelated and impact personal health.
  - Identify positive behaviors that support healthy relationships.
- 5<sup>th</sup> Grade
  - Demonstrate the ability to make good decisions about healthy eating behaviors
  - Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness.
  - Demonstrate basic first aid and safety procedures.

### **Physical Education**

- Pre-K
  - Understand basic safety rules and principles.
- Kindergarten
  - Demonstrate respect for self, other, and equipment.
  - Demonstrate ability to follow directions.
  - Apply safe practices, rules, and procedures.
- 1<sup>st</sup> Grade:
  - Demonstrate basic locomotor and non-locomotor skills and rhythmic and cross-lateral movements.
  - Work independently and with others to complete work.
  - Follow the rules of an activity.
  - Develop movement control for safe participation.
- 2<sup>nd</sup> Grade
  - Demonstrate the element of movement in combination with a variety of locomotor skills.
  - Use feedback to improve performance.
  - Identify healthy habits for personal wellness.
  - Demonstrate positive and helpful behavior and words towards others.
- 3<sup>rd</sup> Grade
  - Perform cross lateral and rhythmic exercises that make a brain-body connection.
- 4<sup>th</sup> Grade:
  - Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills.
- 5<sup>th</sup> Grade:
  - Understand why feedback can improve performance.
  - Work cooperatively and productively in a group.
  - Implement safety procedures in the utilization of space and equipment.

## Mathematics

- Pre-K:
  - Understand the relationship between numbers and quantities (P.CC.C)
  - Understanding patterns (P.OA.B)
  - Measure objects by their various attributes using standard and nonstandard measurement and use differences in attributes to make comparisons (P.MD.A.)
  - Identify, describe, compare, and compose shapes (P.G.A)
- Kindergarten:
  - Count to determine the number of objects (K.CC.B)
  - Model and describe addition as putting together and adding to, and subtraction as taking apart and taking from, using objects or drawings (K.OA.A.)
  - Describe and compare measurable attributes (K.MD.A)
  - Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) (K.G.A.)
- 1<sup>st</sup> Grade:
  - Extend the counting sequence (1.NBT.A).
  - Represent and solve problems involving addition and subtraction (1.OA.A.).
  - Tell and write time. (1.MD.B.)
  - Reason with shapes and their attributes (1.G.A)
- 2<sup>nd</sup> Grade:
  - Understand place value (2.NBT.A.)
  - Represent and solve problems involving addition and subtraction (2.OA.A.)
  - Measure and estimate lengths in standard units (2.MD.A).
  - Work with time and money (2MD.C).
  - Reason with shapes and their attributes. (2.G.A.)
- 3<sup>rd</sup> Grade:
  - Develop understanding of fractions as numbers (3.NF.A).
  - Represent and solve problems involving multiplication and division (3.OA.A.)
  - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects (3.MD.A.)
  - Represent and Interpret data (3.MD.B)
  - Reason with shapes and their attributes (3.G.A)
- 4<sup>th</sup> Grade:
  - Extend fraction equivalence and ordering. (4.NF.A)
  - Build fractions from unit fractions (4.NF.B)
  - Use decimal notation for fractions and compare decimal fractions (4.NF.C.)
  - Generate and analyze patterns. (4.OA.C)
  - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit (4.MD.A.)
- 5<sup>th</sup> Grade:
  - Use equivalent fractions as a strategy to add and subtract fractions (5.NF.A.)
  - Write and interpret numerical expressions (5.OA.A).
  - Analyze patterns and relationships (5.OA.B.)

- Convert like measurement units with a given measurement system. (5.MD.A.)
- Understand concepts of volume and relate volume to multiplication and division (5.MD.C).

### **Reading, Writing, and Communicating**

- **Preschool:**
  - Children comprehend and understand the English language.
  - Children use language to convey thoughts and feelings.
- **Kindergarten**
  - Develop oral communication through language rich environment.
  - Develop basic reading skills through the use of foundational skills.
- **1<sup>st</sup> Grade:**
  - Communicate using verbal and nonverbal language to express and receive information.
  - Use multiple strategies to develop and expand oral communication.
  - Apply foundational reading strategies to fluently read and comprehend literary texts.
  - Recount real or imagined sequenced events that include details and a sense of closure.
- **2<sup>nd</sup> Grade**
  - Engage in dialogue and learn new information through active listening.
  - Deliver presentations while maintaining focus on topic and be prepared to discuss.
  - Apply specific skills to comprehend and fluently read literary skills.
- **3<sup>rd</sup> Grade:**
  - Participate in group activities.
  - Communicate using appropriate language in informal and formal situations.
- **4<sup>th</sup> Grade:**
  - Pose thoughtful questions after actively listening to others.
  - Create a plan to effectively present information both informally and formally.
- **5<sup>th</sup> Grade:**
  - Collaborate in discussions that serve various purposes and address various situations.