

Take A Look !!!



Aligned to Newly Adopted
California Health Education Content Standards

Scope and Sequence: Nutrition Pathfinders —Student Workbook Activities

CALIFORNIA EDUCATION STANDARDS (GRADES 3-5)		Activity 1: Meet Our Team	Activity 2: Create an Ad	Activity 3: Breakfast Bonanza	Activity 4: My Food Record	Activity 5: Playing Around
Health Education Content Standards for California Public Schools						
Grade 3: Mental, Emotional, and Social Health						
Standard 1: Essential Concepts	3.1.M.1 Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).	•				
Standard 8: Health Promotion	3.8.M.15 Demonstrate the ability to support and respect people with differences.	•				
Grade 3: Personal and Community Health						
Standard 6: Goal Setting	3.6.P.12 Set a short-term goal for positive health practices.	•		•	•	•
Grade 4: Nutrition and Physical Activity						
Standard 1: Essential Concepts	4.1.N.1 Identify and define key nutrients and their functions.			•	•	
	4.1.N.2 Recall the recommended number of servings and serving sizes for different food groups.				•	
	4.1.N.3 Describe the relationship between food intake, physical activity, and good health.	•		•	•	•

	4.1.N.7 Describe the benefits of moderate and vigorous physical activity.					•
	4.1.N.8 Identify ways to increase and monitor physical activity.					•
Standard 2: Analyzing Influences	4.2.N.9 Identify internal and external influences that affect food choices.		•	•	•	
	4.2.N.11 Identify internal and external influences that affect physical activity.					•
Standard 5: Decision Making	4.5.N.15 Describe how to use a decision-making process to select nutritious foods and beverages.			•	•	
	4.5.N.16 Describe how to use a decision-making process to select healthy options for physical activity.					•
Standard 6: Goal Setting	4.6.N.17 Make a plan to choose healthy foods and beverages.			•	•	
	4.6.N.18 Make a plan to choose physical activities at school and home.					•
Standard 7: Practicing Health-Enhancing Behaviors	4.7.N.19 Practice how to take personal responsibility for eating healthful foods.		•	•	•	
	4.7.N.22 Practice how to take personal responsibility for engaging in physical activity.					•
Grade 5: Nutrition and Physical Activity						
Standard 1: Essential Concepts	5.1.N.1 Describe the food groups, including recommended portions to eat from each food group.			•	•	
	5.1.N.8 Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.			•	•	
	5.1.N.9 Explain how good health is influenced by healthy eating and being physically active.	•		•	•	•
	5.1.N.11 Identify physical, academic, mental, and social benefits of regular physical activity.					•

Standard 2: Analyzing Influences	5.2.N.12 Describe internal and external influences that affect food choices and physical activity.		•	•	•	•
	5.2.N.14 Examine the influence of advertising and marketing techniques on food and beverage choices.		•			
Standard 5: Decision Making	5.5.N.18 Use a decision-making process to identify healthy foods for meals and snacks.			•	•	
	5.5.N.19 Use a decision-making process to determine activities that increase physical fitness.					•
Standard 6: Goal Setting	5.6.N.21 Monitor personal progress toward a nutritional goal.			•	•	
	5.6.N.22 Monitor personal progress toward a physical activity goal.					•
Standard 7: Practicing Health-Enhancing Behaviors	5.7.N.23 Identify ways to choose healthy snacks based on current research-based guidelines.				•	
	5.7.N.25 Demonstrate the ability to balance food intake and physical activity.			•	•	•
	5.7.N.26 Demonstrate the ability to assess personal physical activity levels.					•
Grade 5: Personal and Community Health						
Standard 2: Analyzing Influences	5.2.P.7 Identify internal and external influences that affect personal health practices.		•	•	•	•
Standard 7: Practicing Health-Enhancing Behaviors	5.7.P.16 Demonstrate personal responsibility for health habits.	•	•	•	•	•

Scope and Sequence: Nutrition Pathfinders—Camp Eatawella CD Activities

CALIFORNIA EDUCATION STANDARDS (GRADES 3-5)		Meet Cabin Mates	Shop for and Eat Snacks	Meal Activities (Breakfast, Lunch, Dinner)	Free Time Activities	Journal
Health Education Content Standards for California Public Schools						
Grade 3: Mental, Emotional and Social Health						
Standard 1: Essential Concepts	3.1.M.1 Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).	•	•		•	•
Standard 8: Health Promotion	3.8.M.15 Demonstrate the ability to support and respect people with differences.	•	•		•	•
Grade 3: Personal and Community Health						
Standard 6: Goal Setting	3.6.P.12 Set a short-term goal for positive health practices.		•	•	•	•
Grade 4: Nutrition and Physical Activity						
Standard 1: Essential Concepts	4.1.N.1 Identify and define key nutrients and their functions.		•	•		
	4.1.N.3 Describe the relationship between food intake, physical activity and good health.		•	•	•	•
	4.1.N.7 Describe the benefits of moderate and vigorous physical activity.				•	•
	4.1.N.8 Identify ways to increase and monitor physical activity.				•	
Standard 2: Analyzing Influences	4.2.N.9 Identify internal and external influences that affect food choices.	•	•	•		•
	4.2.N.11 Identify internal and external influences that affect physical activity.	•			•	•
Standard 5: Decision Making	4.5.N.15 Describe how to use a decision-making process to select nutritious foods and beverages.		•	•		•
	4.5.N.16 Describe how to use a decision-making process to select healthy options for physical activity.				•	
Standard 6: Goal Setting	4.6.N.17 Make a plan to choose healthy foods and beverages.		•	•		•
Standard 7: Practicing Health-Enhancing Behaviors	4.7.N.19 Practice how to take personal responsibility for eating healthful foods.		•	•		
	4.7.N.22 Practice how to take personal responsibility for engaging in physical activity.				•	
Standard 8:	4.8.N.23 Support others in making positive food		•	•	•	

Health Promotion	and physical activity choices.					
Grade 5: Nutrition and Physical Activity						
Standard 1: Essential Concepts	5.1.N.1 Describe the food groups, including recommended portions to eat from each food group.		•	•		•
	5.1.N.5 Describe safe food handling and preparation practices.		•	•		
	5.1.N.9 Explain how good health is influenced by healthy eating and being physically active.		•	•	•	•
Standard 2: Analyzing Influences	5.2.N.12 Describe internal and external influences that affect food choices and physical activity.		•	•	•	•
Standard 3: Accessing Valid Information	5.3.N.16 Interpret information provided on food labels.		•	•		
Standard 5: Decision Making	5.5.N.18 Use a decision-making process to identify healthy foods for meals and snacks.		•	•		•
	5.5.N.19 Use a decision-making process to determine activities that increase physical fitness.				•	•
Standard 6: Goal Setting	5.6.N.21 Monitor personal progress toward a nutritional goal.		•	•		•
	5.6.N.22 Monitor personal progress toward a physical activity goal.				•	•
Standard 7: Practicing Health-Enhancing Behaviors	5.7.N.23 Identify ways to choose healthy snacks based on current research-based guidelines.		•			
Grade 5: Personal and Community Health						
Standard 1: Essential Concepts	5.1.P.1 Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, tooth brushing and tooth flossing).		•	•		
Standard 2: Analyzing Influences	5.2.P.7 Identify internal and external influences that affect personal health practices.	•	•	•	•	•
Standard 7: Practicing Health-Enhancing Behaviors	5.7.P.16 Demonstrate personal responsibility for health habits.	•	•	•	•	•