



Scope and Sequence

Nutrition Pathfinders – Camp Eatawella CD Activities



Each of the main *Camp Eatawella* CD activities are aligned to California and National Education Standards (Grades 3 to 5).

CALIFORNIA EDUCATION STANDARDS (GRADES 3 – 5)		Meet Cabin Mates	Shop for and Eat Snacks	Meal Activities (Breakfast, Lunch and Dinner)	Free Time Activities	Journal
HEALTH FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS						
Expectation 1	Students will demonstrate ways in which they can enhance and maintain their health and well-being.		•	•	•	•
Expectation 5	Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.	•	•	•	•	•
Expectation 7	Students will understand and accept individual differences in growth and development.		•	•	•	
Expectation 8	Students will identify information, products, and services that may be helpful or harmful to their health.		•	•	•	
NUTRITION COMPETENCIES FOR CALIFORNIA STUDENTS						
Competency 2	Understand and practice making healthy food choices including planning and preparing snacks and meals, assessing personal needs, and applying strategies to reach personal nutrition goals.		•	•	•	•
Competency 4	Demonstrate food handling and personal hygiene to prevent foodborne illness.		•	•		
Competency 5	Identify and explore factors influencing food intake including family, friends, culture, marketing, emotions, sensory stimuli, and food availability.	•	•	•	•	•
Competency 8	Explore factors that contribute to achieving and maintaining a healthy body and positive body image such as physical activity, food choices, genetics, and self-esteem.	•	•	•	•	•
Competency 9	Identify and know how to access scientifically valid nutrition information and nutrition services.		•	•	•	



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PHYSICAL EDUCATION CONTENT STANDARDS						
Standard 3	<p>Assess and maintain a level of physical fitness to improve health and performance.</p> <p><u>Assessment</u></p> <p>3.8 (Grade 3) Measure and record improvement in individual fitness activities.</p> <p><u>Fitness Concepts</u></p> <p>3.2 (Grade 5) Plan a day of healthy, balanced meals and snacks to enhance performance of physical activity.</p>		•	•	•	•
Standard 4	<p>Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.</p> <p><u>Fitness Concepts</u></p> <p>4.4 (Grade 4) Identify healthy meal and snack choices that help improve physical performance.</p> <p>4.1 (Grade 5) Record and analyze food consumption for one day and make a plan to replace foods and quantities less likely to enhance performance in physical activity with healthier choices.</p>		•	•	•	•
Standard 5	<p>Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.</p> <p><u>Social Interaction</u></p> <p>5.5 (Grade 3) Demonstrate respect for individual differences in physical abilities.</p> <p>5.5 (Grade 4) Include others' in physical activities and respect individual differences in skill and motivation.</p> <p>5.5 (Grade 5) Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.</p> <p><u>Self Responsibility</u></p> <p>5.1 (Grade 4) Set a personal fitness goal that is worked on outside of school.</p> <p>5.2 (Grade 4) Collect and record progress data on a personal fitness goal.</p> <p>5.2 (Grade 5) Work toward a long-term physical activity goal and record progress data.</p>	•			•	•



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ENGLISH—LANGUAGE ARTS CONTENT STANDARDS						
2.0 Reading Comprehension	2.2 Comprehension and Analysis of Grade-Level-Appropriate Text <ul style="list-style-type: none"> Ask questions and support answers by connecting prior knowledge and literal information found in, and inferred from, the text. Use appropriate strategies when reading for different purposes. 	•	•	•	•	•
	2.6 Extract appropriate and significant information from the text, including problems and solutions.	•	•	•	•	•
	2.7 Follow simple multiple-step instructions.	•	•	•	•	•
1.0 Writing Strategies	1.1 Organization and Focus <ul style="list-style-type: none"> Create a single paragraph. Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements. 					•
	1.6 Evaluation and Revision <p>Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>					•
2.0 Writing Applications	2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.					•
1.0 Written and Oral English Language Conventions	1.0 Students write and speak with a command of standard English conventions appropriate to their grade level: <ul style="list-style-type: none"> Sentence Structure Punctuation Spelling Grammar Capitalization 					•
MATHEMATICS CONTENT STANDARDS						
Number Sense	2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.		•			
	2.1 Find the sum or difference of two whole numbers between 0 and 10,000.		•			
Mathematical Reasoning	2.6 Students make precise calculations and check the validity of the results from the context of the problem.		•			



Scope and Sequence

Nutrition Pathfinders – Student Workbook Activities



Each of the Student Workbook activities are aligned to California and National Education Standards (Grades 3 to 5).

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 FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS						
Expectation 1	Students will demonstrate ways in which they can enhance and maintain their health and well-being.	•		•	•	•
Expectation 5	Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.	•	•			
Expectation 8	Students will identify information, products, and services that may be helpful or harmful to his or her health.		•	•	•	
NUTRITION COMPETENCIES FOR CALIFORNIA STUDENTS						
Competency 2	Understand and practice making healthy food choices including planning and preparing snacks and meals, assessing personal needs, and applying strategies to reach personal nutrition goals.			•	•	
Competency 5	Identify and explore factors influencing food intake including family, friends, culture, marketing, emotions, sensory stimuli, and food availability.		•	•	•	
Competency 8	Explore factors that contribute to achieving and maintaining a healthy body and positive body image such as physical activity, food choices, genetics, and self-esteem.	•		•	•	•
Competency 9	Identify and know how to access scientifically valid nutrition information and nutrition services.		•	•	•	



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PHYSICAL EDUCATION CONTENT STANDARDS						
Standard 3	<p>Assess and maintain a level of physical fitness to improve health and performance.</p> <p><u>Assessment</u></p> <p>3.8 (Grade 3) Measure and record improvement in individual fitness activities.</p> <p><u>Fitness Concepts</u></p> <p>3.2 (Grade 5) Plan a day of healthy, balanced meals and snacks to enhance performance of physical activity.</p>				•	•
Standard 4	<p>Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.</p> <p><u>Fitness Concepts</u></p> <p>4.4 (Grade 4) Identify healthy meal and snack choices that help improve physical performance.</p> <p>4.1 (Grade 5) Record and analyze food consumption for one day and make a plan to replace foods and quantities less likely to enhance performance in physical activity with healthier choices.</p>			•	•	•
Standard 5	<p>Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.</p> <p><u>Social Interaction</u></p> <p>5.5 (Grade 3) Demonstrate respect for individual differences in physical abilities.</p> <p>5.5 (Grade 4) Include others' in physical activities and respect individual differences in skill and motivation.</p> <p>5.5 (Grade 5) Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.</p> <p><u>Self Responsibility</u></p> <p>5.1 (Grade 4) Set a personal fitness goal that is worked on outside of school.</p> <p>5.2 (Grade 4) Collect and record progress data on a personal fitness goal.</p> <p>5.2 (Grade 5) Work toward a long-term physical activity goal and record progress data.</p>	•				•

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ENGLISH—LANGUAGE ARTS CONTENT STANDARDS						
2.0 Reading Comprehension	2.2 Comprehension and Analysis of Grade-Level-Appropriate Text • Ask questions and support answers by connecting prior knowledge and literal information found in, and inferred from, the text. • Use appropriate strategies when reading for different purposes.	•	•	•	•	•
	2.7 Follow simple multiple-step instructions.	•	•	•	•	•
1.0 Writing Strategies	1.1 Organization and Focus Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	•	•			
	1.6 Evaluation and Revision Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	•	•		•	•
2.0 Writing Applications	2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	•	•		•	•
	2.4 Write persuasive letters or compositions.		•			
1.0 Written and Oral English Language Conventions	1.0 Students write and speak with a command of standard English conventions appropriate to their grade level: • Sentence Structure • Grammar • Punctuation • Capitalization • Spelling	•	•	•	•	•
1.0 Listening and Speaking Strategies	1.1 Comprehension • Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings. • Ask questions that seek information not already discussed.	•	•	•	•	•
	1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.	•	•			
	1.8, 1.10 Analysis and Evaluation of Oral and Media Communications • Analyze media as sources for information, entertainment, persuasion, interpretation of events and transmission of culture.		•			
2.0 Speaking Applications	2.1 Make brief narrative presentations.	•	•			
SCIENCE CONTENT STANDARDS						
Standard 5 Investigation and Experimentation	b. Record observations and data with pictures, numbers, or written statements.			•	•	•