

Grade 4 Program: *Nutrition Pathfinders*
Alignment to National Standards

NATIONAL STANDARDS	Grade 4: <i>Nutrition Pathfinders</i>									
	Lesson 1: Healthy Me!	Lesson 2: Nutrient Power	Lesson 3: Serving Superstars	Lesson 4: Label and Nutrient Trackers	Lesson 5: Dinner Detectives and Smart Snackers	Lesson 6: Fuel Up With Breakfast!	Lesson 7: Healthy Habits-- Putting It Together	Website Interactive Chef for the Day	Website Interactive Mealtime	Website Interactive Snack Shack
HEALTH EDUCATION STANDARDS (GRADES 3-5) <i>Source: National Health Education Standards, Achieving Excellence, Second Edition (2007), Joint Committee on National Health Education Standards</i>										
HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.										
1.5.1. Describe the relationship between healthy behaviors and personal health.	•	•	•	•	•	•	•	•	•	•
1.5.2. Identify examples of emotional, intellectual, physical, and social health.	•	•	•	•	•	•	•	•	•	•
1.5.3. Describe ways in which safe and healthy school and community environments can promote personal health.						•				
1.5.4. Describe ways to prevent common childhood injuries and health problems.	•	•	•	•	•	•	•	•	•	•
HEALTH EDUCATION STANDARD 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.										
2.5.1. Describe how family influences personal health practices and behaviors.			•	•	•	•		•	•	•
2.5.2. Identify the influence of culture on health practices and behaviors.	•	•	•	•	•	•	•	•	•	•
2.5.3. Identify how peers can influence healthy and unhealthy behaviors.		•	•			•	•	•	•	•
2.5.4. Describe how the school and community can support personal health practices and behaviors.				•	•	•				
2.5.5. Explain how media influences thoughts, feelings, and health behaviors.				•				•	•	•
2.5.6. Describe ways technology can influence personal health.								•	•	•

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HEALTH EDUCATION STANDARD 3 – Students will demonstrate the ability to access valid information and products and services to enhance health.										
3.5.2. Locate resources from home, school, and community that provide valid health information.	•	•	•	•	•	•	•	•	•	•
HEALTH EDUCATION STANDARD 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.										
4.5.1. Demonstrate effective verbal and non-verbal communication skills to enhance health.		•	•	•	•	•	•	•	•	•
4.5.2. Demonstrate refusal skills that avoid or reduce health risks.								•	•	•
HEALTH EDUCATION STANDARD 5 – Students will demonstrate the ability to use decision-making skills to enhance health.										
5.5.1. Identify health-related situations that might require a thoughtful decision.	•	•	•	•	•	•	•	•	•	•
5.5.2. Analyze when assistance is needed when making a health- related decision.			•	•	•	•	•	•	•	•
5.5.3. List healthy options to health-related issues or problems.	•	•	•	•	•	•	•	•	•	•
5.5.4. Predict the potential outcomes of each option when making a health-related decision.	•	•	•	•	•	•	•	•	•	•
5.5.5. Choose a healthy option when making a decision.		•	•	•	•	•	•	•	•	•
5.5.6. Describe the outcomes of a health-related decision.	•	•	•	•	•	•	•	•	•	•
HEALTH EDUCATION STANDARD 6 – Students will demonstrate the ability to use goal-setting skills to enhance health.										
6.5.1. Set a personal health goal and track progress toward its achievement.					•		•			
6.5.2. Identify resources to assist in achieving a personal health goal.	•	•	•	•	•	•	•			

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HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.										
7.5.1. Identify responsible personal health behaviors.	•	•	•	•	•	•	•	•	•	•
7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	•	•	•	•	•	•	•	•	•	•
7.5.3. Demonstrate a variety of behaviors to avoid or reduce health risks.	•	•	•	•	•	•	•	•	•	•
HEALTH EDUCATION STANDARD 8 – Students will demonstrate the ability to advocate for personal, family and community health.										
8.5.1. Express opinions and give accurate information about health issues.	•	•	•	•		•	•			
8.5.2. Encourage others to make positive health choices.		•	•	•	•	•				
PHYSICAL EDUCATION STANDARDS (GRADES 3-5) Source: <i>Moving into the Future, National Standards for Physical Education</i> , Second Edition (2004), National Association for Sport and Physical Education										
Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.										
▪ Describes how heart rate is used to monitor exercise intensity.	•									
▪ Identifies physical and psychological benefits that result from long-term participation in physical activity.	•	•				•	•	•	•	•
Standard 3 – Participates regularly in physical activity.										
▪ Consciously chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.		•			•	•	•			

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<ul style="list-style-type: none"> ▪ Monitors a physical activity log (e.g., Activitygram) for a two- or three-day period documenting activity data (e.g., step count, time). 						•	•			
Standard 4 – Achieves and maintains a health-enhancing level of physical fitness.										
<ul style="list-style-type: none"> ▪ Participates in selected activities that develop and maintain each component of physical fitness. 	•	•			•	•	•			
<ul style="list-style-type: none"> ▪ Engages in appropriate physical activity that results in the development of cardiorespiratory endurance. 	•	•			•	•	•			
Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.										
<ul style="list-style-type: none"> ▪ Recognizes and appreciates similar and different activity choices of peers. 	•	•			•	•	•			
Standard 6 – Values physical activity for health enjoyment, challenge, self-expression, and/or social interaction.										
<ul style="list-style-type: none"> ▪ Identifies positive feelings associated with participation in physical activities. 						•	•			
<ul style="list-style-type: none"> ▪ Defends the benefits of physical activity. 	•	•				•	•	•	•	•
SCIENCE EDUCATION STANDARDS (K-4) Source: <i>National Science Education Standards</i> (1996), National Research Council										
Content Standard B: Physical Science										
<ul style="list-style-type: none"> ▪ Properties of objects and materials <ul style="list-style-type: none"> ○ Objects have many observable properties, including size, weight, shape, color, temperature, and the ability to react with other substances. 	•	•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> ○ Materials can exist in different states—solid, liquid, and gas. 	•	•	•	•	•	•	•	•	•	•
Content Standard C: Life Science										
<ul style="list-style-type: none"> ▪ The characteristics of organisms <ul style="list-style-type: none"> ○ Organisms have basic needs. 	•	•	•	•	•	•	•	•	•	•

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○ Each plant or animal has different structures that serve different functions in growth, survival, and reproduction.	•	•	•	•	•	•	•	•	•	•
○ The behavior of individual organisms is influenced by internal cues (such as hunger) and by external cues (such as a change in the environment)			•		•	•	•	•	•	•
▪ Life cycles of organisms										
○ Plants and animals closely resemble their parents							•	•	•	•
Content Standard F: Science in Personal and Social Perspectives										
▪ Personal health										
○ Individuals have some responsibility for their own health.	•	•	•	•	•	•	•	•	•	•
○ Nutrition is essential to health.	•	•	•	•	•	•	•	•	•	•
SOCIAL STUDIES STANDARDS (EARLY GRADES) Source: <i>National Curriculum Standards for Social Studies: A Framework for Teaching, Learning and Assessment</i> (2010), National Council for the Social Studies										
I. Culture:										
Knowledge										
“Culture refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people	•	•	•	•	•	•	•	•	•	•
How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living	•	•	•	•	•	•	•	•	•	•
IV. Individual Development and Identity										
Knowledge										
The study of individual development and identity helps us know who we are and how we change	•							•	•	•
Concepts such as: growth, change, learning, self, family, and groups	•	•	•	•	•	•	•	•	•	•

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Individuals have characteristics that are both distinct from and similar to those of others			•				•	•	•	•
Individuals change over time	•	•	•	•	•	•	•	•	•	•
Physical, intellectual, and emotional growth affect individual identity, growth, and interactions with others								•	•	•
People's interactions with their social and physical surroundings influence individual identity and growth								•	•	•
Individual choices are influenced by personal and social factors	•	•	•	•	•	•	•	•	•	•
V. Individuals, Groups, and Institutions										
Knowledge										
This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced		•		•	•	•		•	•	•
Concepts such as: community, culture, role, competition, cooperation, rules, and norms	•	•	•	•	•	•	•			
Characteristics that distinguish individuals		•	•	•	•	•	•	•	•	•
Individuals, groups, and institutions share common elements and also have unique characteristics		•	•	•	•	•	•	•	•	•
The impact of families, schools, religious institutions, government agencies, financial institutions and civic groups on their lives	•	•	•	•	•	•	•	•	•	•
How the rules and norms of groups to which they belong impact their lives								•	•	•
VII. Production, Distribution, and Consumption										
Knowledge										
Difference between wants and needs	•	•	•	•	•	•	•	•	•	•
What people and communities gain and give up when they make a decision		•	•	•	•	•	•	•	•	•
The characteristics and functions of money and its uses				•						•
The goods and services produced in the market and those produced by the government				•		•				

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VI. Power, Authority, and Governance										
Knowledge										
The ways in which governments meet the needs and wants of citizens	•	•	•	•	•	•	•	•	•	•
VIII. Science, Technology, and Society										
Knowledge										
That media and technology are a part of every aspect of our lives								•	•	•
The way in which scientific findings and various forms of technology influence our daily lives	•	•	•	•	•	•	•	•	•	•
How society often turns to science and technology to solve problems	•	•	•	•	•	•	•	•	•	•
That science and technology can have both positive and negative impacts on individuals, society, and the globe								•	•	•
X. Civic Ideals and Practices										
Knowledge										
The theme of civic ideals and practices helps us know how we can have influence on how people live and act together		•		•	•	•		•	•	•
Concepts and ideals such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities	•	•	•	•	•	•	•	•	•	•
Educational Technology Standards for Students Source: <i>National Educational Technology Standards for Students</i> (2007), International Society for Technology in Education										
3. Research and Information Fluency										
Students apply digital tools to gather, evaluate, and use information. Students:										
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.								•	•	•

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4. Critical Thinking, Problem Solving, and Decision Making										
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.										
a. identify and define authentic problems and significant questions for investigation.								•	•	•
b. plan and manage activities to develop a solution or complete a project.								•	•	•
c. collect and analyze data to identify solutions and/or make informed decisions.								•	•	•
d. use multiple processes and diverse perspectives to explore alternative solutions.								•	•	•
5. Digital Citizenship										
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.										
a. advocate and practice safe, legal, and responsible use of information and technology.								•	•	•
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.								•	•	•
6. Technology Operations and Concepts										
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:										
a. understand and use technology systems								•	•	•
b. select and use applications effectively and productively.								•	•	•
21ST CENTURY SKILLS Source: <i>P21 Framework Definitions</i> (12/09), Partnership for 21 ST Century Skills										
CORE SUBJECTS AND 21ST CENTURY THEMES										
Global Awareness										

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<ul style="list-style-type: none"> ▪ Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts 	•	•	•	•	•	•	•			
Health Literacy										
<ul style="list-style-type: none"> ▪ Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing 	•	•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> ▪ Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction 	•	•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> ▪ Using available information to make appropriate health-related decisions 		•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> ▪ Establishing and monitoring personal and family health goals 					•	•	•			
<ul style="list-style-type: none"> ▪ Understanding national and international public health and safety issues 	•		•		•	•	•	•	•	•
LEARNING AND INNOVATION SKILLS										
Critical Thinking and Problem Solving										
<i>Reason Effectively</i>										
<ul style="list-style-type: none"> ▪ Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation 	•	•	•	•	•	•	•	•	•	•
<i>Use Systems Thinking</i>										
<ul style="list-style-type: none"> ▪ Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems 	•	•	•	•	•	•	•	•	•	•
<i>Make Judgments and Decisions</i>										
<ul style="list-style-type: none"> ▪ Effectively analyze and evaluate evidence, arguments, claims and beliefs 								•	•	•
<ul style="list-style-type: none"> ▪ Analyze and evaluate major alternative points of view 								•	•	•

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<ul style="list-style-type: none"> ▪ Synthesize and make connections between information and arguments 		•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> ▪ Interpret information and draw conclusions based on the best analysis 		•		•			•	•	•	•
<i>Solve Problems</i>										
<ul style="list-style-type: none"> ▪ Solve different kinds of non-familiar problems in both conventional and innovative ways. 										
Communication and Collaboration										
<i>Communicate Clearly</i>										
<ul style="list-style-type: none"> ▪ Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts 	•	•	•	•	•	•	•			
<ul style="list-style-type: none"> ▪ Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions 	•	•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> ▪ Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) 	•	•	•	•	•	•	•			
<ul style="list-style-type: none"> ▪ Communicate effectively in diverse environments (including multi-lingual) 	•	•	•	•	•	•	•			
<i>Collaborate with Others</i>										
<ul style="list-style-type: none"> ▪ Demonstrate ability to work effectively and respectfully with diverse teams 	•	•		•		•	•			
INFORMATION, MEDIA AND TECHNOLOGY SKILLS										
Information Literacy										
<i>Access and Evaluate Information</i>										
<ul style="list-style-type: none"> ▪ Access information efficiently (time) and effectively (sources) 	•	•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> ▪ Evaluate information critically and competently 				•	•	•	•	•	•	•
<i>Use and Manage Information</i>										
<ul style="list-style-type: none"> ▪ Use information accurately and creatively for the issue or problem at hand 	•	•	•	•	•	•	•	•	•	•
Media Literacy										
<i>Analyze Media</i>										

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<ul style="list-style-type: none"> Understand both how and why media messages are constructed, and for what purposes 				•				•	•	•
<ul style="list-style-type: none"> Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors 				•				•	•	•
ICT (Information, Communications & Technology) LITERACY										
<i>Apply Technology Effectively</i>										
<ul style="list-style-type: none"> Use technology as a tool to research, organize, evaluate and communicate information 								•	•	•
LIFE AND CAREER SKILLS										
Initiative and Self-Direction										
<i>Manage Goals and Time</i>										
<ul style="list-style-type: none"> Set goals with tangible and intangible success criteria 					•	•	•			
<i>Work Independently</i>										
<ul style="list-style-type: none"> Monitor, define, prioritize and complete tasks without direct oversight 	•	•	•	•	•	•	•	•	•	•
<i>Be Self-directed Learners</i>										
<ul style="list-style-type: none"> Reflect critically on past experiences in order to inform future progress 	•	•	•	•	•	•	•			
Social and Cross-Cultural Skills										
<i>Interact Effectively with Others</i>										
<ul style="list-style-type: none"> Know when it is appropriate to listen and when to speak 	•	•	•	•	•	•	•			
<i>Work Effectively in Diverse Teams</i>										
<ul style="list-style-type: none"> Respect cultural differences and work effectively with people from a range of social and cultural backgrounds 	•	•		•		•	•			
Productivity and Accountability										
<i>Manage Projects</i>										
<ul style="list-style-type: none"> Set and meet goals, even in the face of obstacles and competing pressures 					•	•	•			

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<ul style="list-style-type: none"> ▪ Prioritize, plan and manage work to achieve the intended result 	•	•	•	•	•	•	•	•	•	•
Leadership and Responsibility										
<i>Guide and Lead Others</i>										
<ul style="list-style-type: none"> ▪ Use interpersonal and problem-solving skills to influence and guide others toward a goal 		•		•	•	•	•	•	•	•
<ul style="list-style-type: none"> ▪ Leverage strengths of others to accomplish a common goal 					•	•				
<i>Be Responsible to Others</i>										
<ul style="list-style-type: none"> ▪ Act responsibly with the interests of the larger community in mind 	•	•		•		•	•			