

Nutrition Pathfinders – Lesson 1: Fuel Up, Be Fit!

Alignment to California Content Standards & Nutrition Competencies

Nutrition Pathfinders supports teaching and learning related to standards across the curriculum in order to help children learn how to make responsible food and physical-activity choices on a daily basis. The following alignment is based on the integrated skills and understandings in the core lesson and related program resources. Additional standards supported by the extension activities are followed with this symbol: (E).

CALIFORNIA CONTENT STANDARDS AND NUTRITION COMPETENCIES, GRADE 5 LESSON 1: FUEL UP, BE FIT!

HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS (2008) GRADE 5

Growth, Development, and Sexual Health

Standard 1: Essential Concepts

1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).

Standard 7: Practicing Health-Enhancing Behaviors

7.1.G Engage in behaviors that promote healthy growth and development during puberty.

Personal and Community Health

Standard 2: Analyzing Influences

2.1.P Identify internal and external influences that affect personal health practices.

Standard 3: Accessing Valid Information

3.1.P Identify sources of valid information about personal health products and services.

Standard 5: Decision Making

5.1.P Use a decision-making process to determine personal choices that promote personal, environmental, and community health.

CALIFORNIA NUTRITION EDUCATION COMPETENCIES (2010)—GRADES 5-6

* This is also a grade 5 Nutrition and Physical Activity standard listed in California's Health Education Content Standards (2008).

Knowledge Level

Nutrition Education Competency 1:

Students will know the relationships among nutrition, physiology, and enhancing health.

- a. Know the six nutrient groups and their functions.**
 - Classify food products of plant and animal sources by the major nutrients they provide.
- b. Know nutrition and health guidelines.**
 - Describe the food groups, including recommended portions to eat from each food group. * (1.1.N)
 - Describe examples of how different cultures may meet dietary guidelines using a variety of foods.
- c. Know factors affecting energy balance.**
 - Define a calorie and describe how it is used by the body.
 - Explain how energy is obtained and expended during physical activity.
- e. Identify the physiological processes in digestion, absorption, and metabolism of nutrients.**
 - Explain the relationship between the intake of nutrients and metabolism. * (1.3.N)

- Describe the physiological reasons for the differences in the nutritional needs for each life stage.
- f. Explain the influence of nutrition and physical activity on health.**
 - Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines. * (1.8.N)
 - Explain how good health is influenced by healthy eating and being physically active. * (1.9.N)
 - Identify physical, academic, mental, and social benefits of regular physical activity. * (1.11.N)

Skill Levels

Nutrition Education Competency 2:

Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.

- Describe internal and external influences that affect food choices and physical activity. * (2.1.N)
- Recognize that family and cultural influences affect food choices. * (2.2.N)

Nutrition Education Competency 3:

Students will demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.

- Locate age-appropriate guidelines for eating and physical activity. * (3.1.N)

Nutrition Education Competency 5:

Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

- Use a decision-making process to identify healthy foods for meals and snacks. * (5.1.N)
- Use a decision-making process to determine activities that increase physical fitness.* (5.2.N)
- Compare personal eating and physical activity patterns with current age-appropriate guidelines. * (5.3.N)

Nutrition Education Competency 6:

Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.

- Monitor personal progress toward a nutritional goal. * (6.1.N)

Nutrition Education Competency 7:

Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.

- Demonstrate the ability to balance food intake and physical activity. * (7.3.N)

PHYSICAL EDUCATION MODEL CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS, (2005) GRADE 5

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.

Aerobic Capacity

4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.

Body Composition

4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.

Nutrition Pathfinders – Lesson 1: Fuel Up, Be Fit!

California’s Common Core Content Standards, Grade 5

- includes College and Career Readiness (CRR) Anchor Standards

CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010) GRADE 5

Reading Standards for Informational Text

Key Ideas and Details

R.CCR Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 on page 22 for additional expectations.)

Integration of Knowledge and Ideas

R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

R.CCR Anchor Standard 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Research to Build and Present Knowledge

W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Range of Writing

W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Presentation of Knowledge and Ideas

SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards

Conventions of Standard English

L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - c. Use verb tense to convey various times, sequences, states, and conditions.

L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.

L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Nutrition Pathfinders – Lesson 2: Balance Brigade

Alignment to California Content Standards & Nutrition Competencies

Nutrition Pathfinders supports teaching and learning related to standards across the curriculum in order to help children learn how to make responsible food and physical-activity choices on a daily basis. The following alignment is based on the integrated skills and understandings in the core lesson and related program resources. Additional standards supported by the extension activities are followed with this symbol: (E).

CALIFORNIA CONTENT STANDARDS AND NUTRITION COMPETENCIES, GRADE 5 LESSON 2: Balance Brigade

HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS (2008) GRADE 5

Growth, Development, and Sexual Health

Standard 7: Practicing Health-Enhancing Behaviors

7.1.G Engage in behaviors that promote healthy growth and development during puberty.

Personal and Community Health

Standard 1: Essential Concepts

1.1.P Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, and tooth brushing and tooth flossing).

Standard 3: Accessing Valid Information

3.1.P Identify sources of valid information about personal health products and services.

Standard 5: Decision Making

5.1.P Use a decision-making process to determine personal choices that promote personal, environmental, and community health.

Standard 7: Practicing Health-Enhancing Behaviors

7.2.P Demonstrate personal responsibility for health habits.

CALIFORNIA NUTRITION EDUCATION COMPETENCIES (2010)—GRADES 5-6

* THIS IS ALSO A GRADE 5 NUTRITION AND PHYSICAL ACTIVITY STANDARD LISTED IN CALIFORNIA'S HEALTH EDUCATION CONTENT STANDARDS (2008).

KNOWLEDGE LEVEL

Nutrition Education Competency 1:

Students will know the relationships among nutrition, physiology, and enhancing health.

- a. **Know the six nutrient groups and their functions.**
 - Classify food products of plant and animal sources by the major nutrients they provide.
- b. **Know nutrition and health guidelines.**
 - Describe the food groups, including recommended portions to eat from each food group. * (1.1.N)
 - Differentiate between more-nutritious and less-nutritious beverages and snacks. * (1.6.N)
 - Explain the concept of eating in moderation. * (1.7.N)
 - Describe examples of how different cultures may meet dietary guidelines using a variety of foods.
- c. **Know factors affecting energy balance.**
 - Define a calorie and describe how it is used by the body.
 - Explain how energy is obtained and expended during physical activity.
- e. **Identify the physiological processes in digestion, absorption, and metabolism of nutrients.**

- Explain the relationship between the intake of nutrients and metabolism. * (1.3.N)
- Describe the physiological reasons for the differences in the nutritional needs for each life stage.

f. Explain the influence of nutrition and physical activity on health.

- Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines. * (1.8.N)
- Explain how good health is influenced by healthy eating and being physically active. * (1.9.N)
- Identify physical, academic, mental, and social benefits of regular physical activity. * (E) (1.11.N)

SKILL LEVELS

Nutrition Education Competency 2:

Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.

- Describe internal and external influences that affect food choices and physical activity. * (2.1.N)
- Recognize that family and cultural influences affect food choices. * (2.2.N)
- Describe the influence of advertising and marketing techniques on food and beverage choices. * (E) (2.3.N)
- Identify how heredity may influence body size and shape. (E)

Nutrition Education Competency 3:

Students will demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.

- Locate age-appropriate guidelines for eating and physical activity. * (3.1.N)

Nutrition Education Competency 5:

Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

- Use a decision-making process to identify healthy foods for meals and snacks. * (5.1.N)
- Compare personal eating and physical activity patterns with current age-appropriate guidelines. * (5.3.N)

Nutrition Education Competency 6:

Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.

- Monitor personal progress toward a nutritional goal. * (6.1.N)

Nutrition Education Competency 8:

Students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.

- Encourage and promote healthy eating and increased physical activity opportunities at school and in the community. * (8.1.N)

PHYSICAL EDUCATION MODEL CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS, (2005) GRADE 5

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

FITNESS CONCEPTS

3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.

4.2 Explain why dehydration impairs temperature regulation and physical and mental performance.

Body Composition

4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.

NUTRITION PATHFINDERS – LESSON 2: Balance Brigade
CALIFORNIA’S COMMON CORE CONTENT STANDARDS, GRADE 5
• INCLUDES COLLEGE AND CAREER READINESS (CRR) ANCHOR STANDARDS

**CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR
ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE,
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Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

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- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
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Writing Standards

Text Types and Purposes

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8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Range of Writing

W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Speaking and Listening Standards

Comprehension and Collaboration

SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Presentation of Knowledge and Ideas

SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards

Conventions of Standard English

L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- c. Use verb tense to convey various times, sequences, states, and conditions.

L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.

L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.

- b. Recognize and explain the meaning of common idioms, adages, and proverbs.

- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010) Grade 5

Number and Operations—Fractions (5.NF)

Use equivalent fractions as a strategy to add and subtract fractions. (E)

2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$. (E)

Nutrition Pathfinders – Lesson 3: Serving Signs

Alignment to California Content Standards & Nutrition Competencies

Nutrition Pathfinders supports teaching and learning related to standards across the curriculum in order to help children learn how to make responsible food and physical-activity choices on a daily basis. The following alignment is based on the integrated skills and understandings in the core lesson and related program resources. Additional standards supported by the extension activities are followed with this symbol: (E).

CALIFORNIA CONTENT STANDARDS AND NUTRITION COMPETENCIES, GRADE 5 LESSON 3: Serving Signs

HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS (2008) GRADE 5

Growth, Development, and Sexual Health

Standard 7: Practicing Health-Enhancing Behaviors

7.1.G Engage in behaviors that promote healthy growth and development during puberty.

Personal and Community Health

Standard 1: Essential Concepts

1.1.P Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, and tooth brushing and tooth flossing).

Standard 2: Analyzing Influences

2.1.P Identify internal and external influences that affect personal health practices.

Standard 3: Accessing Valid Information

3.1.P Identify sources of valid information about personal health products and services.

Standard 5: Decision Making

5.1.P Use a decision-making process to determine personal choices that promote personal, environmental, and community health.

Standard 7: Practicing Health-Enhancing Behaviors

7.2.P Demonstrate personal responsibility for health habits.

CALIFORNIA NUTRITION EDUCATION COMPETENCIES (2010)—GRADES 5-6

* THIS IS ALSO A GRADE 5 NUTRITION AND PHYSICAL ACTIVITY STANDARD LISTED IN CALIFORNIA'S HEALTH EDUCATION CONTENT STANDARDS (2008).

KNOWLEDGE LEVEL

Nutrition Education Competency 1:

Students will know the relationships among nutrition, physiology, and enhancing health.

- a. **Know the six nutrient groups and their functions.**
 - Classify food products of plant and animal sources by the major nutrients they provide.
- b. **Know nutrition and health guidelines.**
 - Describe the food groups, including recommended portions to eat from each food group. * (1.1.N)
 - Explain why some food groups have a greater number of recommended portions than other food groups. * (1.4.N)
 - Differentiate between more-nutritious and less-nutritious beverages and snacks. * (1.6.N)
 - Describe examples of how different cultures may meet dietary guidelines using a variety of foods.

- c. **Know factors affecting energy balance.**
 - Define a calorie and describe how it is used by the body.
 - Explain how energy is obtained and expended during physical activity.
- e. **Identify the physiological processes in digestion, absorption, and metabolism of nutrients.**
 - Explain the relationship between the intake of nutrients and metabolism. * (1.3.N)
 - Describe the physiological reasons for the differences in the nutritional needs for each life stage.
- f. **Explain the influence of nutrition and physical activity on health.**
 - Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines. * (1.8.N)
 - Explain how good health is influenced by healthy eating and being physically active. * (1.9.N)

SKILL LEVELS

Nutrition Education Competency 2:

Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.

- Describe internal and external influences that affect food choices and physical activity. * (2.1.N)
- Recognize that family and cultural influences affect food choices. * (2.2.N)

Nutrition Education Competency 3:

Students will demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.

- Locate age-appropriate guidelines for eating and physical activity. * (3.1.N)

Nutrition Education Competency 5:

Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

- Use a decision-making process to identify healthy foods for meals and snacks. * (5.1.N)
- Compare personal eating and physical activity patterns with current age-appropriate guidelines. * (5.3.N)

Nutrition Education Competency 7:

Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.

- Identify ways to choose healthy snacks based on current research-based guidelines. * (7.1.N)

PHYSICAL EDUCATION MODEL CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS, (2005) GRADE 5

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Body Composition

4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.

NUTRITION PATHFINDERS – LESSON 3: Serving Signs
 CALIFORNIA'S COMMON CORE CONTENT STANDARDS, GRADE 5
 • INCLUDES COLLEGE AND CAREER READINESS (CRR) ANCHOR STANDARDS

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010) GRADE 5

Reading Standards for Informational Text

Key Ideas and Details

R.CCR Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 on page 22 for additional expectations.)

Integration of Knowledge and Ideas

R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

R.CCR Anchor Standard 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

b. Provide logically ordered reasons that are supported by facts and details.

Production and Distribution of Writing

W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Research to Build and Present Knowledge

W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Presentation of Knowledge and Ideas

SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards

Conventions of Standard English

L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Use verb tense to convey various times, sequences, states, and conditions.

L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.

L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010) GRADE 5

Number and Operations—Fractions (5.NF)

Use equivalent fractions as a strategy to add and subtract fractions.

2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Measurement and Data (5.MD)

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
 - c. Recognize volume as additive. Find volumes of solid figures composed of two nonoverlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Nutrition Pathfinders – Lesson 4: Food and Physical-Activity Forecasters Day #1 – My Balanced Day

Alignment to California Content Standards & Nutrition Competencies

Nutrition Pathfinders supports teaching and learning related to standards across the curriculum in order to help children learn how to make responsible food and physical-activity choices on a daily basis. The following alignment is based on the integrated skills and understandings in the core lesson and related program resources. Additional standards supported by the extension activities are followed with this symbol: (E).

CALIFORNIA CONTENT STANDARDS AND NUTRITION COMPETENCIES, GRADE 5

LESSON 4: Food and Physical Activity Forecasters Day #1 – My Balanced Day

HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS (2008) GRADE 5

Growth, Development, and Sexual Health

Standard 1: Essential Concepts

1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).

Standard 7: Practicing Health-Enhancing Behaviors

7.1.G Engage in behaviors that promote healthy growth and development during puberty.

Personal and Community Health

Standard 1: Essential Concepts

1.1.P Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, and tooth brushing and tooth flossing).

Standard 2: Analyzing Influences

2.1.P Identify internal and external influences that affect personal health practices.

Standard 3: Accessing Valid Information

3.1.P Identify sources of valid information about personal health products and services.

Standard 5: Decision Making

5.1.P Use a decision-making process to determine personal choices that promote personal, environmental, and community health.

Standard 6: Goal Setting

6.2.P Monitor progress toward a personal health goal.

Standard 7: Practicing Health-Enhancing Behaviors

7.2.P Demonstrate personal responsibility for health habits.

CALIFORNIA NUTRITION EDUCATION COMPETENCIES (2010)—GRADES 5-6

* THIS IS ALSO A GRADE 5 NUTRITION AND PHYSICAL ACTIVITY STANDARD LISTED IN CALIFORNIA'S HEALTH EDUCATION CONTENT STANDARDS (2008).

KNOWLEDGE LEVEL

Nutrition Education Competency 1:

Students will know the relationships among nutrition, physiology, and enhancing health.

- a. Know the six nutrient groups and their functions.**
 - Classify food products of plant and animal sources by the major nutrients they provide.
- b. Know nutrition and health guidelines.**

- Describe the food groups, including recommended portions to eat from each food group. * (1.1.N)
 - Explain why some food groups have a greater number of recommended portions than other food groups. * (1.4.N)
 - Differentiate between more-nutritious and less-nutritious beverages and snacks. * (1.6.N)
 - Explain the concept of eating in moderation. * (1.7.N)
 - Describe examples of how different cultures may meet dietary guidelines using a variety of foods.
- c. Know factors affecting energy balance.**
- Define a calorie and describe how it is used by the body.
 - Explain how energy is obtained and expended during physical activity.
- e. Identify the physiological processes in digestion, absorption, and metabolism of nutrients.**
- Explain the relationship between the intake of nutrients and metabolism. * (1.3.N)
 - Describe the physiological reasons for the differences in the nutritional needs for each life stage.
- f. Explain the influence of nutrition and physical activity on health.**
- Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines. * (1.8.N)
 - Explain how good health is influenced by healthy eating and being physically active. * (1.9.N)
 - Identify physical, academic, mental, and social benefits of regular physical activity. * (1.11.N)

SKILL LEVELS

Nutrition Education Competency 2:

Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.

- Describe internal and external influences that affect food choices and physical activity. * (2.1.N)
- Recognize that family and cultural influences affect food choices. * (2.2.N)
- Describe the influence of advertising and marketing techniques on food and beverage choices. (E) (2.3.N)

Nutrition Education Competency 3:

Students will demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.

- Locate age-appropriate guidelines for eating and physical activity. * (3.1.N)

Nutrition Education Competency 5:

Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

- Use a decision-making process to identify healthy foods for meals and snacks. * (5.1.N)
- Use a decision-making process to determine activities that increase physical fitness. * (5.2.N)
- Compare personal eating and physical activity patterns with current age-appropriate guidelines. * (5.3.N)

Nutrition Education Competency 6:

Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.

- Monitor personal progress toward a nutritional goal. * (6.1.N)
- Monitor personal progress toward a physical activity goal. * (6.2.N)

Nutrition Education Competency 7:

Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.

- Identify ways to choose healthy snacks based on current research-based guidelines. * (7.1.N)
- Demonstrate the ability to balance food intake and physical activity. * (7.3.N)
- Demonstrate the ability to assess personal physical activity. * (7.4.N)

Nutrition Education Competency 8:

Students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.

- Encourage and promote healthy eating and increased physical activity opportunities at school and in the community. * (8.1.N)

PHYSICAL EDUCATION MODEL CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS, (2005) GRADE 5

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.

Aerobic Capacity

4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.

Body Composition

4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

5.2 Work toward a long-term physical activity goal and record data on one's progress.

NUTRITION PATHFINDERS – LESSON 4: Food and Physical-Activity Forecasters Day #1 – My Balanced Day

CALIFORNIA'S COMMON CORE CONTENT STANDARDS, GRADE 5

- **INCLUDES COLLEGE AND CAREER READINESS (CRR) ANCHOR STANDARDS**

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010) GRADE 5

Reading Standards for Informational Text

Key Ideas and Details

R.CCR Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 on page 22 for additional expectations.)

Integration of Knowledge and Ideas

R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

R.CCR Anchor Standard 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

b. Provide logically ordered reasons that are supported by facts and details.

Production and Distribution of Writing

W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Research to Build and Present Knowledge

W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Presentation of Knowledge and Ideas

SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards

Conventions of Standard English

L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - c. Use verb tense to convey various times, sequences, states, and conditions.

L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.

L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010) GRADE 5

Number and Operations—Fractions (5.NF)

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Measurement and Data (5.MD)

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
 - c. Recognize volume as additive. Find volumes of solid figures composed of two nonoverlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

NUMBER AND OPERATIONS in Base Ten (5.NBT)

Understand the place value system (E)

4. Use place value understanding to round decimals to any place. Perform operations with multi-digit whole numbers with decimals to hundredths. (E)
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (E)

Nutrition Pathfinders – Lesson 5: Food and Physical-Activity Forecasters Day #2 – Fast-Food Finders

Alignment to California Content Standards & Nutrition Competencies

Nutrition Pathfinders supports teaching and learning related to standards across the curriculum in order to help children learn how to make responsible food and physical-activity choices on a daily basis. The following alignment is based on the integrated skills and understandings in the core lesson and related program resources. Additional standards supported by the extension activities are followed with this symbol: (E).

CALIFORNIA CONTENT STANDARDS AND NUTRITION COMPETENCIES, GRADE 5 LESSON 5: Food and Physical-Activity Forecasters Day #2 – Fast-Food Finders

HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS (2008) GRADE 5

Growth, Development, and Sexual Health

Standard 1: Essential Concepts

1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).

Standard 7: Practicing Health-Enhancing Behaviors

7.1.G Engage in behaviors that promote healthy growth and development during puberty.

Personal and Community Health

Standard 1: Essential Concepts

1.1.P Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, and tooth brushing and tooth flossing).

Standard 2: Analyzing Influences

2.1.P Identify internal and external influences that affect personal health practices.

Standard 3: Accessing Valid Information

3.1.P Identify sources of valid information about personal health products and services.

Standard 5: Decision Making

5.1.P Use a decision-making process to determine personal choices that promote personal, environmental, and community health.

Standard 6: Goal Setting

6.2.P Monitor progress toward a personal health goal.

Standard 7: Practicing Health-Enhancing Behaviors

7.2.P Demonstrate personal responsibility for health habits.

CALIFORNIA NUTRITION EDUCATION COMPETENCIES (2010)—GRADES 5-6

* THIS IS ALSO A GRADE 5 NUTRITION AND PHYSICAL ACTIVITY STANDARD LISTED IN CALIFORNIA'S HEALTH EDUCATION CONTENT STANDARDS (2008).

KNOWLEDGE LEVEL

Nutrition Education Competency 1:

Students will know the relationships among nutrition, physiology, and enhancing health.

- a. **Know the six nutrient groups and their functions.**
 - Classify food products of plant and animal sources by the major nutrients they provide.
- b. **Know nutrition and health guidelines.**

- Describe the food groups, including recommended portions to eat from each food group. * (1.1.N)
- Explain why some food groups have a greater number of recommended portions than other food groups. * (1.4.N)
- Differentiate between more-nutritious and less-nutritious beverages and snacks. * (1.6.N)
- Explain the concept of eating in moderation. * (1.7.N)
- Describe examples of how different cultures may meet dietary guidelines using a variety of foods.
- c. Know factors affecting energy balance.**
 - Define a calorie and describe how it is used by the body.
 - Explain how energy is obtained and expended during physical activity.
- e. Identify the physiological processes in digestion, absorption, and metabolism of nutrients.**
 - Explain the relationship between the intake of nutrients and metabolism. * (1.3.N)
 - Describe the physiological reasons for the differences in the nutritional needs for each life stage.
- f. Explain the influence of nutrition and physical activity on health.**
 - Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines. * (1.8.N)
 - Explain how good health is influenced by healthy eating and being physically active. * (1.9.N)
 - Identify physical, academic, mental, and social benefits of regular physical activity. * (1.11.N)

SKILL LEVELS

Nutrition Education Competency 2:

Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.

- Describe internal and external influences that affect food choices and physical activity. * (2.1.N)
- Recognize that family and cultural influences affect food choices. * (2.2.N)
- Describe the influence of advertising and marketing techniques on food and beverage choices. * (2.3.N)

Nutrition Education Competency 3:

Students will demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.

- Locate age-appropriate guidelines for eating and physical activity. * (3.1.N)

Nutrition Education Competency 5:

Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

- Use a decision-making process to identify healthy foods for meals and snacks. * (5.1.N)
- Use a decision-making process to determine activities that increase physical fitness. * (5.2.N)
- Compare personal eating and physical activity patterns with current age-appropriate guidelines. * (5.3.N)

Nutrition Education Competency 6:

Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.

- Monitor personal progress toward a nutritional goal. * (6.1.N)
- Monitor personal progress toward a physical activity goal. * (6.2.N)

Nutrition Education Competency 7:

Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.

- Identify ways to choose healthy snacks based on current research-based guidelines. * (7.1.N)
- Demonstrate the ability to balance food intake and physical activity. * (7.3.N)
- Demonstrate the ability to assess personal physical activity. * (7.4.N)

Nutrition Education Competency 8:

Students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.

- Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.* (8.1.N)

PHYSICAL EDUCATION MODEL CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS, (2005) GRADE 5

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

- 4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.

Aerobic Capacity

- 4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.

Body Composition

- 4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.2 Work toward a long-term physical activity goal and record data on one's progress.

NUTRITION PATHFINDERS – LESSON 5: Food and Physical-Activity Forecasters Day #2 – Fast-Food Finders

CALIFORNIA'S COMMON CORE CONTENT STANDARDS, GRADE 5

- INCLUDES COLLEGE AND CAREER READINESS (CRR) ANCHOR STANDARDS

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010) GRADE 5

Reading Standards for Informational Text

Key Ideas and Details

R.CCR Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 on page 22 for additional expectations.)

Integration of Knowledge and Ideas

R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

R.CCR Anchor Standard 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Research to Build and Present Knowledge

W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Presentation of Knowledge and Ideas

SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards

Conventions of Standard English

L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Use verb tense to convey various times, sequences, states, and conditions.

L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.

L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**K-12 CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS
(2010) GRADE 5**

Number and Operations—Fractions (5.NF)

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Measurement and Data (5.MD)

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

- 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
- 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

Nutrition Pathfinders – Lesson 6: Food and Physical-Activity Forecasters Day #3 and Anatomy of an Advertisement

Alignment to California Content Standards & Nutrition Competencies

Nutrition Pathfinders supports teaching and learning related to standards across the curriculum in order to help children learn how to make responsible food and physical-activity choices on a daily basis. The following alignment is based on the integrated skills and understandings in the core lesson and related program resources. Additional standards supported by the extension activities are followed with this symbol: (E).

CALIFORNIA CONTENT STANDARDS AND NUTRITION COMPETENCIES, GRADE 5 LESSON 6: Food and Physical-Activity Forecasters Day #3 and Anatomy of an Advertisement

HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS (2008) GRADE 5

Growth, Development, and Sexual Health

Standard 1: Essential Concepts

1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).

Standard 7: Practicing Health-Enhancing Behaviors

7.1.G Engage in behaviors that promote healthy growth and development during puberty.

Personal and Community Health

Standard 1: Essential Concepts

1.1.P Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, and tooth brushing and tooth flossing).

Standard 2: Analyzing Influences

2.1.P Identify internal and external influences that affect personal health practices.

Standard 3: Accessing Valid Information

3.1.P Identify sources of valid information about personal health products and services.

Standard 5: Decision Making

5.1.P Use a decision-making process to determine personal choices that promote personal, environmental, and community health.

Standard 6: Goal Setting

6.2.P Monitor progress toward a personal health goal.

Standard 7: Practicing Health-Enhancing Behaviors

7.2.P Demonstrate personal responsibility for health habits.

CALIFORNIA NUTRITION EDUCATION COMPETENCIES (2010)—GRADES 5-6

* THIS IS ALSO A GRADE 5 NUTRITION AND PHYSICAL ACTIVITY STANDARD LISTED IN CALIFORNIA'S HEALTH EDUCATION CONTENT STANDARDS (2008).

KNOWLEDGE LEVEL

Nutrition Education Competency 1:

Students will know the relationships among nutrition, physiology, and enhancing health.

- a. Know the six nutrient groups and their functions.**
 - Classify food products of plant and animal sources by the major nutrients they provide.
- b. Know nutrition and health guidelines.**

- Describe the food groups, including recommended portions to eat from each food group. * (1.1.N)
- Differentiate between more-nutritious and less-nutritious beverages and snacks. * (1.6.N)
- Describe examples of how different cultures may meet dietary guidelines using a variety of foods.
- c. Know factors affecting energy balance.**
 - Explain how energy is obtained and expended during physical activity.
- e. Identify the physiological processes in digestion, absorption, and metabolism of nutrients.**
 - Explain the relationship between the intake of nutrients and metabolism. * (1.3.N)
 - Describe the physiological reasons for the differences in the nutritional needs for each life stage.
- f. Explain the influence of nutrition and physical activity on health.**
 - Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines. * (1.8.N)
 - Explain how good health is influenced by healthy eating and being physically active. * (1.9.N)
 - Identify physical, academic, mental, and social benefits of regular physical activity. * (1.11.N)

SKILL LEVELS

Nutrition Education Competency 2:

Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.

- Describe internal and external influences that affect food choices and physical activity.* (2.1.N)
- Recognize that family and cultural influences affect food choices. * (2.2.N)
- Describe the influence of advertising and marketing techniques on food and beverage choices. * (2.3.N)

Nutrition Education Competency 3:

Students will demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.

- Locate age-appropriate guidelines for eating and physical activity. * (3.1.N)

Nutrition Education Competency 4:

Students will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.

- Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity. * (4.1.N)

Nutrition Education Competency 5:

Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

- Use a decision-making process to identify healthy foods for meals and snacks. * (5.1.N)
- Use a decision-making process to determine activities that increase physical fitness. * (5.2.N)
- Compare personal eating and physical activity patterns with current age-appropriate guidelines. * (5.3.N)

Nutrition Education Competency 6:

Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.

- Monitor personal progress toward a nutritional goal. * (6.1.N)
- Monitor personal progress toward a physical activity goal. * (6.2.N)

Nutrition Education Competency 7:

Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.

- Identify ways to choose healthy snacks based on current research-based guidelines. * (7.1.N)
- Demonstrate the ability to assess personal physical activity. * (7.4.N)

Nutrition Education Competency 8:

Students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.

- Encourage and promote healthy eating and increased physical activity opportunities at school and in the community. * (8.1.N)

PHYSICAL EDUCATION MODEL CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS, (2005) GRADE 5

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.

Aerobic Capacity

4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

5.2 Work toward a long-term physical activity goal and record data on one's progress.

NUTRITION PATHFINDERS – LESSON 6: Food and Physical Activity Forecasters CALIFORNIA'S COMMON CORE CONTENT STANDARDS, GRADE 5

- INCLUDES COLLEGE AND CAREER READINESS (CRR) ANCHOR STANDARDS

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010) GRADE 5

Reading Standards for Informational Text

Key Ideas and Details

R.CCR Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 on page 22 for additional expectations.)

Integration of Knowledge and Ideas

R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

R.CCR Anchor Standard 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

R.CCR Anchor Standard 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- b. Provide logically ordered reasons that are supported by facts and details.

W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Research to Build and Present Knowledge

W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Presentation of Knowledge and Ideas

SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards

Conventions of Standard English

L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - c. Use verb tense to convey various times, sequences, states, and conditions.

L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.

L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS
(2010) GRADE 5**

Number and Operations—Fractions (5.NF)

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Measurement and Data (5.MD)

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
 - c. Recognize volume as additive. Find volumes of solid figures composed of two nonoverlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Nutrition Pathfinders – Lesson 7: My Plan!

Alignment to California Content Standards & Nutrition Competencies

Nutrition Pathfinders supports teaching and learning related to standards across the curriculum in order to help children learn how to make responsible food and physical-activity choices on a daily basis. The following alignment is based on the integrated skills and understandings in the core lesson and related program resources. Additional standards supported by the extension activities are followed with this symbol: (E).

CALIFORNIA CONTENT STANDARDS AND NUTRITION COMPETENCIES, GRADE 5 LESSON 7: My Plan!

HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS (2008) GRADE 5

Growth, Development, and Sexual Health

Standard 1: Essential Concepts

- 1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles. (E)
- 1.9.G Explain that puberty and physical development can vary considerably and still be normal. (E)
- 1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters). (E)

Standard 2: Analyzing Influences

- 2.2.G Describe how heredity influences growth and development. (E)

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.G Engage in behaviors that promote healthy growth and development during puberty.

Personal and Community Health

Standard 1: Essential Concepts

- 1.1.P Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, and tooth brushing and tooth flossing).

Standard 2: Analyzing Influences

- 2.1.P Identify internal and external influences that affect personal health practices.

Standard 3: Accessing Valid Information

- 3.1.P Identify sources of valid information about personal health products and services. (E)

Standard 5: Decision Making

- 5.1.P Use a decision-making process to determine personal choices that promote personal, environmental, and community health.

Standard 6: Goal Setting

- 6.2.P Monitor progress toward a personal health goal.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.2.P Demonstrate personal responsibility for health habits.

CALIFORNIA NUTRITION EDUCATION COMPETENCIES (2010)—GRADES 5-6

* THIS IS ALSO A GRADE 5 NUTRITION AND PHYSICAL ACTIVITY STANDARD LISTED IN CALIFORNIA'S HEALTH EDUCATION CONTENT STANDARDS (2008).

KNOWLEDGE LEVEL

Nutrition Education Competency 1:

Students will know the relationships among nutrition, physiology, and enhancing health.

- a. Know the six nutrient groups and their functions.**
 - Classify food products of plant and animal sources by the major nutrients they provide.
- b. Know nutrition and health guidelines.**
 - Describe the food groups, including recommended portions to eat from each food group. * (1.1.N)
 - Explain why some food groups have a greater number of recommended portions than other food groups. * (1.4.N)
 - Differentiate between more-nutritious and less-nutritious beverages and snacks. * (1.6.N)
 - Explain the concept of eating in moderation. * (1.7.N)
 - Describe examples of how different cultures may meet dietary guidelines using a variety of foods.
- c. Know factors affecting energy balance.**
 - Define a calorie and describe how it is used by the body.
- d. Describe how nutritional needs vary throughout the life cycle. (E)**
 - Explain the unique nutritional needs of pre-adolescents and compare these needs to other life stages. (E)
- e. Identify the physiological processes in digestion, absorption, and metabolism of nutrients. (E)**
 - Explain the relationship between the intake of nutrients and metabolism. * (E) (1.3.N)
- f. Explain the influence of nutrition and physical activity on health.**
 - Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines. * (1.8.N)
 - Explain how good health is influenced by healthy eating and being physically active. * (1.9.N)
 - Identify physical, academic, mental, and social benefits of regular physical activity. * (1.11.N)
- g. Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety. (E)**
 - Describe safe food handling and preparation practices. * (E) (1.5.N)

SKILL LEVELS

Nutrition Education Competency 2:

Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.

- Describe internal and external influences that affect food choices and physical activity. * (2.1.N)
- Recognize that family and cultural influences affect food choices. * (2.2.N)

Nutrition Education Competency 3:

Students will demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.

- Locate age-appropriate guidelines for eating and physical activity. * (3.1.N)

Nutrition Education Competency 5:

Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

- Use a decision-making process to identify healthy foods for meals and snacks. * (5.1.N)
- Use a decision-making process to determine activities that increase physical fitness. * (5.2.N)
- Compare personal eating and physical activity patterns with current age-appropriate guidelines. * (5.3.N)

Nutrition Education Competency 6:

Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.

- Monitor personal progress toward a nutritional goal. * (6.1.N)
- Monitor personal progress toward a physical activity goal. * (6.2.N)

Nutrition Education Competency 7:

Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.

- Identify ways to choose healthy snacks based on current research-based guidelines. * (7.1.N)
- Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices. * (E) (7.2.N)
- Demonstrate the ability to assess personal physical activity. * (7.4.N)

Nutrition Education Competency 8:

Students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.

- Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.* (8.1.N)

PHYSICAL EDUCATION MODEL CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS, (2005) GRADE 5

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

- 4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.
- 4.3 Develop and describe three short-term and three long-term fitness goals.

Aerobic Capacity

- 4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.

Body Composition

- 4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.2 Work toward a long-term physical activity goal and record data on one's progress.

NUTRITION PATHFINDERS – LESSON 2: BALANCE BRIGADE
CALIFORNIA'S COMMON CORE CONTENT STANDARDS, GRADE 5
• INCLUDES COLLEGE AND CAREER READINESS (CRR) ANCHOR STANDARDS

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010) GRADE 5

Reading Standards for Informational Text

Key Ideas and Details

R.CCR Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 on page 22 for additional expectations.)

Integration of Knowledge and Ideas

R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

R.CCR Anchor Standard 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - b. Provide logically ordered reasons that are supported by facts and details.

W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Research to Build and Present Knowledge

W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Presentation of Knowledge and Ideas

SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards

Conventions of Standard English

L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - c. Use verb tense to convey various times, sequences, states, and conditions.

L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.

L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS
(2010) GRADE 5**

Operations and Algebraic Thinking (5.OA)

Write and interpret numerical expressions.

2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.

Number and Operations in Base Ten (5.NBT)

Understand the place value system.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.

Number and Operations—Fractions (5.NF)

Use equivalent fractions as a strategy to add and subtract fractions.

2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.

Measurement and Data (5.MD)

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.