

Grade 5 Program: *Nutrition Pathfinders*
Alignment to National Standards

NATIONAL STANDARDS	Grade 5: <i>Nutrition Pathfinders</i>									
	Lesson 1: Fuel Up, Be Fit!	Lesson 2: Balance Brigade	Lesson 3: Serving Signs	Lesson 4: Food and Physical-Activity Forecasters Day #1-- My Balanced Day	Lesson 5: Food and Physical-Activity Forecasters Day #2-- Fast-Food Finders	Lesson 6: Food and Physical-Activity Forecasters Day #3— Anatomy of an Advertisement	Lesson 7: My Plan!	Website Interactive Chef for the Day	Website Interactive Mealtime	Website Interactive Snack Shack
HEALTH EDUCATION STANDARDS (GRADES 3-5) Source: <i>National Health Education Standards, Achieving Excellence</i> , Second Edition (2007), Joint Committee on National Health Education Standards										
HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.										
1.5.1. Describe the relationship between healthy behaviors and personal health.	•	•	•	•	•	•	•	•	•	•
1.5.2. Identify examples of emotional, intellectual, physical, and social health.	•	•	•	•	•	•		•	•	•
1.5.3. Describe ways in which safe and healthy school and community environments can promote personal health.						•				
1.5.4. Describe ways to prevent common childhood injuries and health problems.	•	•	•	•	•	•	•	•	•	•
HEALTH EDUCATION STANDARD 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.										
2.5.1. Describe how family influences personal health practices and behaviors.		•		•	•	•		•	•	•
2.5.2. Identify the influence of culture on health practices and behaviors.	•	•	•	•	•	•	•	•	•	•
2.5.3. Identify how peers can influence healthy and unhealthy behaviors.					•			•	•	•
2.5.4. Describe how the school and community can support personal health practices and behaviors.					•					
2.5.5. Explain how media influences thoughts, feelings, and health behaviors.					•	•		•	•	•
2.5.6. Describe ways technology can influence personal health.	•			•		•	•	•	•	•

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

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

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<ul style="list-style-type: none"> ▪ Consciously chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis. 	•			•	•	•	•			
<ul style="list-style-type: none"> ▪ Monitors a physical activity log (e.g., Activitygram) for a two- or three-day period documenting activity data (e.g., step count, time). 				•	•	•	•			
Standard 4 – Achieves and maintains a health-enhancing level of physical fitness.										
<ul style="list-style-type: none"> ▪ Participates in selected activities that develop and maintain each component of physical fitness. 	•			•	•	•	•			
<ul style="list-style-type: none"> ▪ Engages in appropriate physical activity that results in the development of cardiorespiratory endurance. 	•			•	•	•	•			
Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.										
<ul style="list-style-type: none"> ▪ Recognizes and appreciates similar and different activity choices of peers. 	•			•						
Standard 6 – Values physical activity for health enjoyment, challenge, self-expression, and/or social interaction.										
<ul style="list-style-type: none"> ▪ Defends the benefits of physical activity. 	•			•			•	•	•	•
SCIENCE EDUCATION STANDARDS (5-8)										
Source: <i>National Science Education Standards</i> (1996), National Research Council										
Content Standard B: Physical Science										
<ul style="list-style-type: none"> ▪ Properties of objects and materials <ul style="list-style-type: none"> ○ Substances often are placed in categories or groups if they react in similar ways 	•	•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> ▪ Transfer of energy 										

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<ul style="list-style-type: none"> ○ Energy is a property of many substances and is associated with heat, light, electricity, mechanical motion, sound, nuclei, and the nature of a chemical. 	•	•	•	•	•	•	•	•	•	•
Content Standard C: Life Science										
<ul style="list-style-type: none"> ▪ Structure and function in living systems 										
<ul style="list-style-type: none"> ○ Living systems at all levels of organization demonstrate the complementary nature of structure and function. 	•	•	•	•	•	•				
<ul style="list-style-type: none"> ○ All organisms are composed of cells--the fundamental unit of life. 							•	•	•	•
<ul style="list-style-type: none"> ○ Specialized cells perform specialized functions in multicellular organisms. 	•	•	•	•		•	•	•	•	•
<ul style="list-style-type: none"> ○ The human organism has systems for digestion, respiration, circulation, excretion, movement, control, and coordination, and for protection. 	•	•	•	•		•	•	•	•	•
<ul style="list-style-type: none"> ▪ Regulation and behavior 										
<ul style="list-style-type: none"> ○ All organisms must be able to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment. 	•	•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> ○ Behavior is one kind of response an organism can make to an internal or environmental stimulus. 	•		•		•	•	•			
Content Standard F: Science in Personal and Social Perspectives										
<ul style="list-style-type: none"> ▪ Personal health 										
<ul style="list-style-type: none"> ○ Regular exercise is important to the maintenance and improvement of health. 	•			•	•	•	•	•	•	•
<ul style="list-style-type: none"> ○ Food provides energy and nutrients for growth and development. 	•	•	•	•	•	•	•	•	•	•

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SOCIAL STUDIES STANDARDS (MIDDLE GRADES)										
Source: <i>National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment</i> (2010), National Council for the Social Studies										
I. Culture										
Knowledge										
“Culture” refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people	•	•	•	•	•	•	•	•	•	•
How culture influences the ways in which human groups solve the problems of daily living	•	•	•	•	•	•	•	•	•	•
How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study	•	•	•	•	•	•	•	•	•	•
IV. Individual Development and Identity										
Knowledge										
The study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time.	•	•	•	•	•	•	•	•	•	•
Concepts such as: development, change, personality, learning, individual, family, groups, motivation, and perception	•	•	•	•	•	•	•	•	•	•
That individuals’ choices influence identity and development	•	•	•	•	•	•	•	•	•	•
V. Individuals, Groups, and Institutions										
Knowledge										
This theme helps us know how individuals are members of groups and institutions, and influence and shape those groups and institutions.		•		•	•	•	•	•	•	•
VI. Power, Authority, and Governance										
Knowledge										
Fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity)	•	•	•	•	•	•	•	•	•	•
The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security	•	•	•	•	•	•	•	•	•	•
VII. Production, Distribution, and Consumption										
Knowledge										

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How choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative		•	•	•	•	•	•	•	•	•
How markets bring buyers and sellers together to exchange goods and services								•	•	•
VIII. Science, Technology, and Society										
Knowledge										
Society often turns to science and technology to solve problems	•	•	•	•	•	•	•	•	•	•
Our lives today are media and technology dependent						•		•	•	•
Science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present	•			•		•	•	•	•	•
X. Civic Ideals and Practices										
Knowledge										
Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent	•	•	•	•	•	•	•	•	•	•
Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues and collaborating with others to take civic action)	•	•	•	•	•	•	•	•	•	•
The common good, and the rule of law	•	•	•	•	•	•	•	•	•	•
Educational Technology Standards for Students Source: <i>National Educational Technology Standards for Students</i> (2007), International Society for Technology in Education										
3. Research and Information Fluency										

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Students apply digital tools to gather, evaluate, and use information. Students:										
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.						•		•	•	•
4. Critical Thinking, Problem Solving, and Decision Making										
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.										
a. identify and define authentic problems and significant questions for investigation.								•	•	•
b. plan and manage activities to develop a solution or complete a project.								•	•	•
c. collect and analyze data to identify solutions and/or make informed decisions.								•	•	•
d. use multiple processes and diverse perspectives to explore alternative solutions.								•	•	•
5. Digital Citizenship										
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.										
a. advocate and practice safe, legal, and responsible use of information and technology.								•	•	•
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.								•	•	•
6. Technology Operations and Concepts										
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:										
a. understand and use technology systems								•	•	•

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b. select and use applications effectively and productively.								•	•	•
21ST CENTURY SKILLS Source: <i>P21 Framework Definitions</i> (12/09), Partnership for 21 st Century Skills										
CORE SUBJECTS AND 21ST CENTURY THEMES										
Global Awareness										
<ul style="list-style-type: none"> ▪ Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts 	•	•	•	•	•	•	•			
Health Literacy										
<ul style="list-style-type: none"> ▪ Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing 	•	•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> ▪ Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction 	•	•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> ▪ Using available information to make appropriate health-related decisions 	•	•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> ▪ Establishing and monitoring personal and family health goals 	•	•		•	•	•	•			
<ul style="list-style-type: none"> ▪ Understanding national and international public health and safety issues 	•			•	•	•		•	•	•
LEARNING AND INNOVATION SKILLS										
Critical Thinking and Problem Solving										
<i>Reason Effectively</i>										
<ul style="list-style-type: none"> ▪ Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation 	•	•	•	•	•	•	•	•	•	•

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<i>Use Systems Thinking</i>										
<ul style="list-style-type: none"> ▪ Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems 	•	•	•	•	•	•	•	•	•	•
<i>Make Judgments and Decisions</i>										
<ul style="list-style-type: none"> ▪ Effectively analyze and evaluate evidence, arguments, claims and beliefs 			•	•		•	•	•	•	•
<ul style="list-style-type: none"> ▪ Analyze and evaluate major alternative points of view 						•		•	•	•
<ul style="list-style-type: none"> ▪ Synthesize and make connections between information and arguments 	•		•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> ▪ Interpret information and draw conclusions based on the best analysis 		•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> ▪ Reflect critically on learning experiences and processes 				•	•	•	•			
Communication and Collaboration										
<i>Communicate Clearly</i>										
<ul style="list-style-type: none"> ▪ Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts 	•	•	•	•	•	•	•			
<ul style="list-style-type: none"> ▪ Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions 	•	•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> ▪ Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) 	•	•	•	•	•	•	•			
<i>Collaborate with Others</i>										
<ul style="list-style-type: none"> ▪ Demonstrate ability to work effectively and respectfully with diverse teams 	•	•	•	•	•	•	•			
INFORMATION, MEDIA AND TECHNOLOGY SKILLS										
Information Literacy										
<i>Access and Evaluate Information</i>										

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▪ Access information efficiently (time) and effectively (sources)	•	•	•	•	•	•	•	•	•	•
▪ Evaluate information critically and competently	•	•	•	•	•	•	•	•	•	•
<i>Use and Manage Information</i>										
▪ Use information accurately and creatively for the issue or problem at hand	•	•	•	•	•	•	•	•	•	•
Media Literacy										
<i>Analyze Media</i>										
▪ Understand both how and why media messages are constructed, and for what purposes					•	•		•	•	•
▪ Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors					•	•		•	•	•
ICT (Information, Communications & Technology) LITERACY										
<i>Apply Technology Effectively</i>										
▪ Use technology as a tool to research, organize, evaluate and communicate information						•		•	•	•
LIFE AND CAREER SKILLS										
Initiative and Self-Direction										
<i>Manage Goals and Time</i>										
▪ Set goals with tangible and intangible success criteria	•	•		•	•		•			
<i>Work Independently</i>										
▪ Monitor, define, prioritize and complete tasks without direct oversight	•	•	•	•	•	•	•	•	•	•
<i>Be Self-directed Learners</i>										
▪ Reflect critically on past experiences in order to inform future progress	•			•	•	•	•			

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Social and Cross-Cultural Skills										
<i>Interact Effectively with Others</i>										
<ul style="list-style-type: none"> ▪ Know when it is appropriate to listen and when to speak 	•	•	•	•	•	•	•			
<i>Work Effectively in Diverse Teams</i>										
<ul style="list-style-type: none"> ▪ Respect cultural differences and work effectively with people from a range of social and cultural backgrounds 	•	•	•	•	•	•	•			
Productivity and Accountability										
<i>Manage Projects</i>										
<ul style="list-style-type: none"> ▪ Set and meet goals, even in the face of obstacles and competing pressures 	•	•		•	•		•			
<ul style="list-style-type: none"> ▪ Prioritize, plan and manage work to achieve the intended result 	•	•	•	•	•	•	•	•	•	•
<i>Produce Results</i>										
Leadership and Responsibility										
<i>Guide and Lead Others</i>										
<ul style="list-style-type: none"> ▪ Use interpersonal and problem-solving skills to influence and guide others toward a goal 		•		•	•	•	•	•	•	•
<ul style="list-style-type: none"> ▪ Leverage strengths of others to accomplish a common goal 		•			•		•			
<i>Be Responsible to Others</i>										
<ul style="list-style-type: none"> ▪ Act responsibly with the interests of the larger community in mind 			•	•	•	•				