

Nutrition Competency I:
Students will know and understand the relationship between the human body, nutrition and energy balance.

Grade Four	Grade Five	Grade Six
(A) Know the six nutrient groups and their functions:		
<p>Report on at least one key nutrient provided by each food group.</p> <p>Define a calorie and examine how the body uses calories.</p> <p>Classify food products made from plant and animal sources (such as wheat, beef, milk, and soybeans) by the major nutrients they provide.</p>	<p>Report on at least one key nutrient provided by each food group.</p> <p>Define a calorie and examine how the body uses calories.</p> <p>Classify food products made from plant and animal sources (such as wheat, beef, milk, and soybeans) by the major nutrients they provide.</p>	<p>Report on at least one key nutrient provided by each food group.</p> <p>Define a calorie and examine how the body uses calories.</p> <p>Classify food products made from plant and animal sources (such as wheat, beef, milk, and soybeans) by the major nutrients they provide.</p>
(B) Describe how nutritional needs vary throughout the life cycle:		
<p>Name 5 life stages and illustrate the key nutritional needs at each life stage.</p>	<p>Name 5 life stages and illustrate the key nutritional needs at each life stage.</p>	<p>Name 5 life stages and illustrate the key nutritional needs at each life stage.</p>
(C) Know the physiology of the human body as it relates to nutrition and physical activity:		
<p>Illustrate the pathway of food during the process of digestion.</p> <p>Investigate physiological reasons for the differences in the nutritional needs for each life stage.</p> <p>Explain how energy is obtained and expended during physical activity.</p>	<p>Illustrate the pathway of food during the process of digestion.</p> <p>Investigate physiological reasons for the differences in the nutritional needs for each life stage.</p> <p>Explain how energy is obtained and expended during physical activity.</p>	<p>Illustrate the pathway of food during the process of digestion.</p> <p>Investigate physiological reasons for the differences in the nutritional needs for each life stage.</p> <p>Explain how energy is obtained and expended during physical activity.</p>

Nutrition Competency II:

Students will know current nutrition and physical activity recommendations and how to apply them.

Grade Four	Grade Five	Grade Six
(A) Know nutrition guidelines:		
<ul style="list-style-type: none"> ★ Illustrate appropriate serving sizes for foods in each food group of the current USDA guidance for daily food choices. Use different cultural, ethnic and religious traditions to plan meals. ★ Understand the information from Nutrition Facts labels and a product ingredient list. ★ Compare nutritional values of a variety of similar food items. 	<ul style="list-style-type: none"> ★ Illustrate appropriate serving sizes for foods in each food group of the current USDA guidance for daily food choices. Use different cultural, ethnic and religious traditions to plan meals. ★ Understand the information from Nutrition Facts labels and a product ingredient list. ★ Compare nutritional values of a variety of similar food items. 	<ul style="list-style-type: none"> ★ Illustrate appropriate serving sizes for foods in each food group of the current USDA guidance for daily food choices. Use different cultural, ethnic and religious traditions to plan meals. ★ Understand the information from Nutrition Facts labels and a product ingredient list. ★ Compare nutritional values of a variety of similar food items.
(B) Assess personal dietary needs:		
<p>Describe internal cues to hunger and learn to recognize hunger and the feeling of fullness. Demonstrate two ways to change food choices to meet current USDA guidance for daily food choices.</p> <ul style="list-style-type: none"> ★ Keep a record of food consumed (types and amounts) and compare that to the current USDA Guidance for daily food choices recommendations. ★ Demonstrate the ability to moderate personal daily intake of foods recommended for consumption in small amounts (such as sweets and oils). 	<p>Describe internal cues to hunger and learn to recognize hunger and the feeling of fullness. Demonstrate two ways to change food choices to meet current USDA guidance for daily food choices.</p> <ul style="list-style-type: none"> ★ Keep a record of food consumed (types and amounts) and compare that to the current USDA Guidance for daily food choices recommendations. ★ Demonstrate the ability to moderate personal daily intake of foods recommended for consumption in small amounts (such as sweets and oils). 	<p>Describe internal cues to hunger and learn to recognize hunger and the feeling of fullness. Demonstrate two ways to change food choices to meet current USDA guidance for daily food choices.</p> <ul style="list-style-type: none"> ★ Keep a record of food consumed (types and amounts) and compare that to the current USDA Guidance for daily food choices recommendations. ★ Demonstrate the ability to moderate personal daily intake of foods recommended for consumption in small amounts (such as sweets and oils).

Nutrition Competency II (continued):

Grade Four	Grade Five	Grade Six
(C) Understand the influence of nutrition on health:		
<p>Investigate personal food choices using knowledge of short- and long-term health benefits and risks and the USDA dietary guidance.</p> <p>Investigate the benefits of a healthful diet for growth, health, learning, and physical and mental performance.</p>	<p>Investigate personal food choices using knowledge of short- and long-term health benefits and risks and the USDA dietary guidance.</p> <p>Investigate the benefits of a healthful diet for growth, health, learning, and physical and mental performance.</p> <p>Define eating disorders.</p>	<p>Investigate personal food choices using knowledge of short- and long-term health benefits and risks and the USDA dietary guidance.</p> <p>Investigate the benefits of a healthful diet for growth, health, learning, and physical and mental performance.</p> <p>Describe the risks associated with eating disorders.</p>
(D) Assess the relationship of physical activity and nutrition to health:		
<p>Describe the relationship between what people eat, their physical activity level, their body weight and their health.</p> <p>Describe the impact of TV, movies, video games and computer use on level of activity.</p> <p>★ Practice age-appropriate physical activity recommendations.</p>	<p>Describe the relationship between what people eat, their physical activity level, their body weight and their health.</p> <p>Describe the impact of TV, movies, video games and computer use on level of activity.</p> <p>★ Practice age-appropriate physical activity recommendations.</p>	<p>Describe the relationship between what people eat, their physical activity level, their body weight and their health.</p> <p>Describe the impact of TV, movies, video games and computer use on level of activity.</p> <p>★ Practice age-appropriate physical activity recommendations.</p>

★ = Nutrition Competency related to *Health Framework* emphasis found in Appendix B

Nutrition Competency II (continued):

Grade Four	Grade Five	Grade Six
(E) Establish personal goals and make healthy food and fitness choices:		
<p>Report on the role of the USDA dietary guidance in making food choices.</p> <p>★ Demonstrate how to plan a nutritionally adequate meal that follows the recommendations of the current USDA guidance for daily food choices.</p> <p>Set personal fitness goals according to age-appropriate physical activity recommendations.</p>	<p>Report on the role of the USDA dietary guidance in making food choices.</p> <p>★ Demonstrate how to plan a nutritionally adequate meal that follows the recommendations of the current USDA guidance for daily food choices.</p> <p>★ Set personal fitness goals for performance on the <i>Fitnessgram</i> ©.</p>	<p>Report on the role of the USDA dietary guidance in making food choices.</p> <p>★ Demonstrate how to plan a nutritionally adequate meal that follows the recommendations of the current USDA guidance for daily food choices.</p> <p>Set personal fitness goals according to age-appropriate physical activity recommendations.</p>

Nutrition Competency III:
Students will identify and explore factors influencing food choices.

Grade Four	Grade Five	Grade Six
(A) Identify influences on food choices:		
<p>Investigate the effect of food marketing and advertising on personal food choices.</p> <p>Describe the effects of cultural, family, peer influence, and social environments on personal food choices.</p> <p>Identify how physical and psychological factors affect taste.</p> <p>Investigate historical reasons from U.S. or a foreign culture for making certain food choices.</p>	<p>Investigate the effect of food marketing and advertising on personal food choices.</p> <p>Describe the effects of cultural, family, peer influence, and social environments on personal food choices.</p> <p>Identify how physical and psychological factors affect taste.</p> <p>Investigate historical reasons from U.S. or a foreign culture for making certain food choices.</p>	<p>Investigate the effect of food marketing and advertising on personal food choices.</p> <p>Describe the effects of cultural, family, peer influence, and social environments on personal food choices.</p> <p>Identify how physical and psychological factors affect taste.</p> <p>Investigate historical reasons from U.S. or a foreign culture for making certain food choices.</p>
(B) Explore factors that contribute to achieving and maintaining a healthy body and positive body image:		
<p>Report on at least two of the effects food choices have on a person's physical fitness.</p> <p>★ List and illustrate practices important to maintaining a healthy body and positive self-esteem.</p> <p>Show how people can have a variety of body types and can still be healthy.</p> <p>★ Engage in enjoyable physical activity totaling 60 minutes every day.</p> <p>★ Demonstrate how to keep track of and report on personal physical activities.</p> <p>Develop a plan for healthy physical activity and eating.</p>	<p>Report on at least two of the effects food choices have on a person's physical fitness.</p> <p>List and illustrate practices important to maintaining a healthy body and positive self-esteem.</p> <p>Show how people can have a variety of body types and can still be healthy.</p> <p>★ Engage in enjoyable physical activity totaling 60 minutes every day.</p> <p>★ Demonstrate how to keep track of and report on personal physical activities.</p> <p>★ Develop a plan for healthy physical activity and eating to achieve a passing score on the 5th grade <i>Fitnessgram</i> ©.</p>	<p>Report on at least two of the effects food choices have on a person's physical fitness.</p> <p>List and illustrate practices important to maintaining a healthy body and positive self-esteem.</p> <p>Show how people can have a variety of body types and can still be healthy.</p> <p>★ Engage in enjoyable physical activity totaling 60 minutes every day.</p> <p>★ Demonstrate how to keep track of and report on personal physical activities.</p> <p>★ Develop a plan for healthy physical activity and eating.</p>

Nutrition Competency IV:
Students will demonstrate proper food handling and storage to maximize the nutritional quality of food and personal hygiene to prevent food borne illness.

Grade Four	Grade Five	Grade Six
<p>Demonstrate personal hygiene strategies that are appropriate when handling and preparing food at school or at home.</p> <p>Identify at least two symptoms of food borne illness and identify two ways to prevent food borne illness.</p> <p>Investigate how food is handled while it is transported from farm to table focusing on maintaining nutritional quality in food.</p>	<p>Demonstrate personal hygiene strategies that are appropriate when handling and preparing food at school or at home.</p> <p>Identify at least two symptoms of food borne illness and identify two ways to prevent food borne illness.</p> <p>Investigate how food is handled while it is transported from farm to table focusing on maintaining nutritional quality in food.</p>	<p>Demonstrate personal hygiene strategies that are appropriate when handling and preparing food at school or at home.</p> <p>Identify at least two symptoms of food borne illness and identify two ways to prevent food borne illness.</p> <p>Investigate how food is handled while it is transported from farm to table focusing on maintaining nutritional quality in food.</p>

Nutrition Competency V:

Students will identify valid nutrition information and advocate for positive health policies and practices.

Grade Four	Grade Five	Grade Six
(A) Access valid nutrition information and nutrition services:		
<p>Learn how to recognize credible nutrition information such as that coming from established nutrition organizations.</p> <p>State the purpose of food advertisements and commercials.</p>	<p>★ Learn how to recognize credible nutrition information such as that coming from established nutrition organizations.</p> <p>State the purpose of food advertisements and commercials.</p>	<p>★ Learn how to recognize credible nutrition information such as that coming from established nutrition organizations.</p> <p>★ State the purpose of food advertisements and commercials.</p>
(B) Advocate for positive health policy and practices:		
<p>Identify barriers to making healthy food choices at home, school and in the community.</p> <p>Identify barriers to being physically active at home, school and in the community.</p>	<p>Identify barriers to making healthy food choices at home, school and in the community.</p> <p>Identify barriers to being physically active at home, school and in the community.</p> <p>★ Use critical thinking skills to develop strategies to reduce or eliminate barriers to making healthy food choices and being physically active.</p>	<p>Identify barriers to making healthy food choices at home, school and in the community.</p> <p>Identify barriers to being physically active at home, school and in the community.</p> <p>★ Use critical thinking skills to develop strategies to reduce or eliminate barriers to making healthy food choices and being physically active.</p>

Nutrition Competency VI:
Students will identify and explore influences of local, national and global factors on the quantity and quality of food.

Grade Four	Grade Five	Grade Six
(A) Identify foods that come from particular regions:		
<p>List ten foods that are grown in California and in each of the different regions in the USA.</p> <p>Give examples of foods from a different country/state/county/community.</p> <p>Identify and give examples of crops grown in specific regions of California and of the USA.</p>	<p>List ten foods that are grown in California and in each of the different regions in the USA.</p> <p>Give examples of foods from a different country/state/county/community.</p> <p>Identify and give examples of crops grown in specific regions of California and of the USA.</p>	<p>List ten foods that are grown in California and in each of the different regions in the USA.</p> <p>Give examples of foods from a different country/state/county/community.</p> <p>Identify and give examples of crops grown in specific regions of California and of the USA.</p>
(B) Understand the factors (local, regional, statewide, national, global) that influence food availability, production and consumption:		
<p>Name and analyze some specific reasons why an abundance of food crops are grown in California.</p> <p>Describe and illustrate the food cycle.</p> <p>Describe and illustrate the food web (producers, consumers and decomposers).</p> <p>Describe and investigate the different food production systems (organic, sustainable and conventional).</p>	<p>Name and analyze some specific reasons why an abundance of food crops are grown in California.</p> <p>Describe and illustrate the food cycle.</p> <p>Describe and illustrate the food web (producers, consumers and decomposers).</p> <p>Describe and investigate the different food production systems (organic, sustainable and conventional).</p>	<p>Name and analyze some specific reasons why an abundance of food crops are grown in California.</p> <p>Describe and illustrate the food cycle.</p> <p>Describe and illustrate the food web (producers, consumers and decomposers).</p> <p>Describe and investigate the different food production systems (organic, sustainable and conventional).</p>

Nutrition Competency VII:
Students will identify and explore the variety of food-related careers.

Grade Four	Grade Five	Grade Six
Identify the role of the cook/chef, nutritionist/dietitian, sanitarian, food service or restaurant/hospitality manager, and research scientist.	Identify the role of the cook/chef, nutritionist/dietitian, sanitarian, food service or restaurant/hospitality manager, and research scientist.	Identify the role of the cook/chef, nutritionist/dietitian, sanitarian, food service or restaurant/hospitality manager, and research scientist.