

Grade 3 Program: *Shaping Up My Choices*

Alignment to National Education Standards & 21st Century Skills

Shaping Up My Choices supports teaching and learning related to standards across the curriculum in order to help students make healthy nutrition and physical activity choices. The following alignment identifies the cross-curricular knowledge and skills integrated into the core lessons and activities. Additional standards supported by the extension activities are indicated by an “E.”

NATIONAL EDUCATION STANDARDS & 21 ST CENTURY SKILLS	Lesson 1: Food Group Fun	Lesson 2: Food Group Find	Lesson 3: Nutrient Power	Lesson 4: Sizing Up Your Servings	Lesson 5: Breakfast Blast	Lesson 6: Snack Time	Lesson 7: Get Ready, Get Set, Get Moving	Lesson 8: Label Language	Lesson 9: Test Your Beverage Choices	Lesson 10: Lunchtime Launch
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.						E				
Health Education Standard 3 – Students will demonstrate the ability to access valid information and products and services to enhance health.										
3.5.2 Locate resources from home, school, and community that provide valid health information.	•	•	•	•	•	•	•	•	•	•
Health Education Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.										
4.5.1 Demonstrate effective verbal and non-verbal communication skills to enhance health.	•	•	•	•	•	•	•	•	•	•

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4.5.4 Demonstrate how to ask for assistance to enhance personal health.	•	•		•	•	•	•	•	•	•
Health Education Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health.										
5.5.1 Identify health-related situations that might require a thoughtful decision.	•	•	•		•	•	•	•	•	•
5.5.2 Analyze when assistance is needed when making a health-related decision.	•	•		•	•	•	•	•	•	•
5.5.3 List healthy options to health-related issues or problems.	•	•	•		•	•	•	•	•	•
5.5.4 Predict the potential outcomes of each option when making a health-related decision.	•	•	•		•	•	•	•	•	•
5.5.5 Choose a healthy option when making a decision.	•	•	•		•	•	•	•	•	•
5.5.6 Describe the outcomes of a health-related decision.	•	•	•		•	•	•	•	•	•
Health Education Standard 6 – Students will demonstrate the ability to use goal-setting skills to enhance health.										
6.5.1 Set a personal health goal and track progress toward its achievement.		•			•	•	•	•	•	•
6.5.2 Identify resources to assist in achieving a personal health goal.	•	•		•	•	•	•	•	•	•
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.										

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<ul style="list-style-type: none"> ▪ 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.										
<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. 	•						•			
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. ▪ 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. 	E				E		•			E
SCIENCE EDUCATION STANDARDS (K-4) Source: <i>National Science Education Standards</i> (1996), National Research Council										
Content Standard B: Physical Science										
<ul style="list-style-type: none"> ▪ Properties of objects and materials <ul style="list-style-type: none"> ○ Objects have many observable properties, including size, weight, shape, color, temperature, and the ability to react with other substances. ○ Materials can exist in different states—solid, liquid, and gas. 	•			•						
Content Standard C: Life Science										
<ul style="list-style-type: none"> ▪ The characteristics of organisms <ul style="list-style-type: none"> ○ Organisms have basic needs. 	•	•	•	•	•	•	•	•	•	•

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<ul style="list-style-type: none"> o Each plant or animal has different structures that serve different functions in growth, survival, and reproduction. o The behavior of individual organisms is influenced by internal cues (such as hunger) and by external cues (such as a change in the environment) 	•	•	•	•	E	•	•		•	E										
Content Standard F: Science in Personal and Social Perspectives																				
<ul style="list-style-type: none"> ▪ Personal health <ul style="list-style-type: none"> o Individuals have some responsibility for their own health. o Nutrition is essential to health. 											•	•	•	•	•	•	•	•	•	•
SOCIAL STUDIES STANDARDS (EARLY GRADES)																				
Source: <i>Expectations of Excellence — Curriculum Standards for Social Studies</i> (1994), National Council for the Social Studies																				
I. Culture																				
a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns	•	•	•	•	•	•		•	•	•										
II. Time, Continuity, and Change																				
b. demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships										E										
IV. Individual Development and Identity																				
d. show how learning and physical development affect behavior	•	•	•	•	•	•	•	•	•	•										
e. identify and describe ways family, groups, and community influence the individual's daily life and personal choices	•	•		•	•	•	•	•	•	•										
f. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions							•													

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h. work independently and cooperatively to accomplish goals	•	•	•	•	•	•	•	•	•	•
V. Individuals, Groups, and Institutions										
b. give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture					•				•	
g. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so	•				•		•			•
VII. Production, Distribution, and Consumption										
b. distinguish between needs and wants	•	•	•	•	•	•	•	•	•	•
IX. Global Connections										
a. explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding										E
EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS Source: <i>National Educational Technology Standards for Students (2007)</i> , International Society for Technology in Education										
3. Research and Information Fluency										
Students apply digital tools to gather, evaluate, and use information. Students:										
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media	E				•					E
6. Technology Operations and Concepts										
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:										
b. select and use applications effectively and productively	E				E					E
21ST CENTURY SKILLS Source: <i>P21 Framework Definitions (12/09)</i> , Partnership for 21 st Century Skills										
Core Subjects and 21st Century Themes										
Global Awareness										

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<ul style="list-style-type: none"> Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts 	E	•			•			•		•
<ul style="list-style-type: none"> Understanding other nations and cultures, including the use of non-English languages 	•	•	•		•	•		•		•
Health Literacy										
<ul style="list-style-type: none"> Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing 	•	•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction 	•	•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> Using available information to make appropriate health-related decisions 	•	•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> Establishing and monitoring personal and family health goals 		•			•	•	•	•	•	•
<ul style="list-style-type: none"> Understanding national and international public health and safety issues 		•			•		•	•	•	
Learning and Innovation Skills										
Critical Thinking and Problem Solving										
<i>Reason Effectively</i>										
<ul style="list-style-type: none"> Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation 	•	•	•	•	•	•	•	•	•	•
<i>Use Systems Thinking</i>										
<ul style="list-style-type: none"> Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems 	•	•	•	•	•	•	•	•	•	•
<i>Make Judgments and Decisions</i>										
<ul style="list-style-type: none"> Interpret information and draw conclusions based on the best analysis 	•	•	•	•	•	•	•	•	•	•
<ul style="list-style-type: none"> Reflect critically on learning experiences and processes 	•	•	•	•	•	•	•	•	•	•

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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 ▪ Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions ▪ Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) ▪ Communicate effectively in diverse environments (including multi-lingual) 	•	•	•	•	•	•	•	•	•	•
<i>Collaborate with Others</i>										
<ul style="list-style-type: none"> ▪ Demonstrate ability to work effectively and respectfully with diverse teams 	•	•	•	•	•	•	•	•	•	•
Information, Media and Technology Skills										
Information Literacy										
<i>Access and Evaluate Information</i>										
<ul style="list-style-type: none"> ▪ Access information efficiently (time) and effectively (sources) 	•	•	•	•	•	•	•	•	•	•
<i>Use and Manage Information</i>										
<ul style="list-style-type: none"> ▪ Use information accurately and creatively for the issue or problem at hand 	•	•	•	•	•	•	•	•	•	•
ICT (Information, Communications & Technology) Literacy										
<i>Apply Technology Effectively</i>										
<ul style="list-style-type: none"> ▪ Use technology as a tool to research, organize, evaluate and communicate information 	E	E	E	E	E	E	E	E	E	E
Life and Career Skills										
Initiative and Self-Direction										
<i>Manage Goals and Time</i>										
<ul style="list-style-type: none"> ▪ Set goals with tangible and intangible success criteria ▪ Utilize time and manage workload efficiently 	•	•	•	•	•	•	•	•	•	•
<i>Work Independently</i>										

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<ul style="list-style-type: none"> Monitor, define, prioritize and complete tasks without direct oversight 	•	•	•	•	•	•	•	•	•	•
<i>Be Self-directed Learners</i>										
<ul style="list-style-type: none"> Reflect critically on past experiences in order to inform future progress 	•	•	•	•	•	•	•	•	•	•
Social and Cross-Cultural Skills										
<i>Interact Effectively with Others</i>										
<ul style="list-style-type: none"> Know when it is appropriate to listen and when to speak 	•	•	•	•	•	•	•	•	•	•
<i>Work Effectively in Diverse Teams</i>										
<ul style="list-style-type: none"> Respect cultural differences and work effectively with people from a range of social and cultural backgrounds 		•	•							
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 		•			•				•	