

**Grade 3 Program: *Shaping Up My Choices***  
Alignment to California Health Standards & Nutrition Competencies

*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 students have opportunities to practice and develop through the core lessons and activities. Additional standards supported by the extension activities are indicated by an “E.” The following subjects are presented in an order that reflects the nature of the program.

<b>CALIFORNIA HEALTH STANDARDS &amp; NUTRITION COMPETENCIES</b>	<b>Grade 3: <i>Shaping Up My Choices</i></b>									
	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
<b>HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS (2008)</b>										
<b>GRADE 3</b>										
<b>Growth and Development</b>										
<b>Standard 1: Essential Concepts</b>										
1.3.G Identify major internal and external body parts and their functions.	•	•	•	•	E	•	•		•	E
<b>Standard 2: Analyzing Influences</b>										
2.1.G Explain how individual behaviors and one’s family and school influence growth and development.	•	•	•	•	•	•	•	•	•	•
<b>Standard 5: Decision Making</b>										
5.1.G Examine why a variety of behaviors promote healthy growth and development.	•	•	•	•	•	•	•	•	•	•
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>										
7.1.G Determine behaviors that promote healthy growth and development.	•	•	•	•	•	•	•	•	•	•
<b>Personal and Community Health</b>										
<b>Standard 1: Essential Concepts</b>										
1.3.P Identify positive health practices that reduce illness and disease.	•	•	•	•	•	•	•	•	•	•
<b>Standard 2: Analyzing Influences</b>										
2.1.P Identify how culture, family, friends, and media influence positive health practices.	•	•	•	•	•	•	•	•	•	•
<b>Standard 3: Accessing Valid Information</b>										
3.1.P Recognize individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).	•	•		•	•	•	•	•	•	•
<b>Standard 6: Goal Setting</b>										

**Grade 3 Program: *Shaping Up My Choices***  
Alignment to California Health Standards & Nutrition Competencies

<b>CALIFORNIA HEALTH STANDARDS &amp; NUTRITION COMPETENCIES</b>	<b>Grade 3: <i>Shaping Up My Choices</i></b>									
	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
6.1.P Set a short-term goal for positive health practices.		•			•	•	•	•	•	•
<b>Standard 8: Health Promotion</b>										
8.1.P Support others in making positive health choices.	•	•	•	•	•	•	•	•	•	•
<b>CALIFORNIA NUTRITION EDUCATION COMPETENCIES GRADES 3-4</b>										
*This is a Grade 4 competency listed in California’s Health Education Content Standards (2008).										
<b>Knowledge Level</b>										
<i>Nutrition Education Competency 1:</i>										
<b>Students will know the relationships among nutrition, physiology, and enhancing health.</b>										
<b>a. Know the six nutrient groups and their functions.</b>										
– Identify and define key nutrients and their functions.*			•			•			•	•
<b>b. Know nutrition and health guidelines.</b>										
– State the recommended number of servings and serving sizes for different food groups.*	E			•						E
– Identify at least one key nutrient provided by recommended food groups.	E	•	•			•			•	•
– List recommendations for maintaining a healthy body and positive self-esteem.	•	•	•	•	•	•	•	•	•	•
– Explain the importance of drinking plenty of water, especially during vigorous physical activity.*							E		•	
<b>c. Know factors affecting energy balance.</b>										
– Describe the benefits of moderate and vigorous physical activity.*							•			
<b>f. Explain the influence of nutrition and physical activity on health.</b>										
– Describe the relationship between food intake, physical activity, and good health.*	•	•	•	•	•	•	•	•	•	•
– Name and explain benefits of eating fruits and vegetables.	E		•		•	•			•	•
– Identify the benefits of eating whole grains.	E		•		•	•				•
– Name and explain two disadvantages of beverages high in sugar.						•		•	•	
<b>g. Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.</b>										

**Grade 3 Program: *Shaping Up My Choices***  
Alignment to California Health Standards & Nutrition Competencies

CALIFORNIA HEALTH STANDARDS & NUTRITION COMPETENCIES	Grade 3: <i>Shaping Up My Choices</i>									
	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
– Identify how to keep food safe through proper food preparation and storage.*				E	E					
– Identify a variety of ways to include fruits, vegetables, and whole grains in daily meals and snacks.	E		•		•	•			•	•
<b>Skill Levels</b>										
<b><i>Nutrition Education Competency 2:</i></b> <b>Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.</b>										
– Identify internal and external influences that affect food choices.*	•	•				•		•	•	•
– Analyze advertising and marketing techniques used for food and beverages.*				•		E		•		
– Describe the effects of peer influence and social environments on food choices.				•	•				•	•
<b><i>Nutrition Education Competency 3:</i></b> <b>Students will demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.</b>										
– Identify resources for valid information about safe and healthy foods.*	•	•			•	•		•	•	•
– Use food labels to determine nutrient and sugar content.*								•		
<b><i>Nutrition Education Competency 4:</i></b> <b>Students will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.</b>										
– Demonstrate effective communication skills to ask for healthy food choices.*	•	•		•	•	•		•	•	•
<b><i>Nutrition Education Competency 5:</i></b> <b>Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.</b>										
– Describe how to use a decision-making process to select nutritious foods and beverages.*		•	•		•	•		•	•	•
– Compare nutritional values of a variety of similar food items.								•	•	
– Describe how to use a decision-making process to select healthy options for physical activity.*							•			
<b><i>Nutrition Education Competency 6:</i></b> <b>Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.</b>										

**Grade 3 Program: *Shaping Up My Choices***  
 Alignment to California Health Standards & Nutrition Competencies

CALIFORNIA HEALTH STANDARDS & NUTRITION COMPETENCIES	Grade 3: <i>Shaping Up My Choices</i>									
	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
– Make a plan to choose healthy foods and beverages.*		•			•				•	•
<b><i>Nutrition Education Competency 7:</i></b> <b>Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.</b>										
– Practice how to take personal responsibility for eating healthy foods.*		•	•		•	•		•	•	•
– Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages.*		•			•	•		•	•	•
– Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet.*	•	•	•	•	•	•		•	•	•
– Demonstrate the preparation of a nutritious snack.						•				E
<b><i>Nutrition Education Competency 8:</i></b> <b>Students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.</b>										
– Support others in making positive food and physical activity choices.*		•	•		•	•	•	•	•	•