

Scope and Sequence

Nutrition Pathfinders – Camp Eatawella CD Activities

Each of the main *Camp Eatawella* CD activities are aligned to California and National Education Standards (Grades 4 and 5).

CALIFORNIA COMPETENCY AND EDUCATION STANDARDS (GRADES 4 AND 5)	Meet Your Camp Mates	Shop For and Eat Snacks	Meal Activities (Breakfast, Lunch, Dinner)	Free Time Activities	Journal
CALIFORNIA NUTRITION EDUCATION COMPETENCIES (GRADES 3-4 AND 5-6) AND CALIFORNIA HEALTH EDUCATION STANDARDS (GRADES 4 AND 5)					
*This is a Grade 4 or 5 Nutrition and Physical Activity Standard listed in California's Health Education Content Standards (2008).					
Nutrition Education Competency 1: Students will know the relationships among nutrition, physiology, and enhancing health.					
a. Know the six nutrient groups and their functions.					
– Identify and define key nutrients and their functions.* (Grade 4- 1.1.N)		.	.		
– Classify food products of plant and animal sources by the major nutrients they provide. (Grades 5-6)		.	.		
b. Know nutrition and health guidelines.					
– State the recommended number of servings and serving sizes for different food groups.* (Grade 4- 1.2.N)		.	.		
– Identify at least one key nutrient provided by recommended food groups. (Grades 3-4)		.	.		
– List recommendations for maintaining a healthy body and positive self-esteem. (Grades 3-4)
– Explain the importance of drinking plenty of water, especially during vigorous physical activity.* (Grade 4- 1.6.N)				.	
– Describe the food groups, including recommended portions to eat from each food group.* (Grade 5- 1.1.N)		.	.		.
– Differentiate between more-nutritious and less-nutritious beverages and snacks.* (Grade 5- 1.6.N)		.	.		
– Explain the concept of eating in moderation.* (Grade 5- 1.7.N)		.			
c. Know factors affecting energy balance.					
– Describe the benefits of moderate and vigorous physical activity.* (Grade 4- 1.7.N)				.	.
– Define a Calorie and describe how it is used by the body. (Grades 5-6)			.		
– Explain how energy is obtained and expended during physical activity. (Grades 5-6)		.	.		
f. Explain the influence of nutrition and physical activity on health.					
– Describe the relationship between food intake, physical activity, and good health.* (Grade 4- 1.3.N)	
– Name and explain benefits of eating fruits and vegetables. (Grades 3-4)		.	.		
– Identify the benefits of eating whole grains. (Grades 3-4)		.	.		

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*This is a Grade 4 or 5 Nutrition and Physical Activity Standard listed in California's Health Education Content Standards (2008).					
- Name and explain two disadvantages of beverages high in sugar. (Grades 3-4)		.	.		
- Explain how good health is influenced by healthy eating and being physically active.* (Grade 5- 1.9.N)
- Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.* (Grade 5- 1.8.N)	.	.	.		
g. Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.					
- Identify how to keep food safe through proper food preparation and storage.* (Grade 4- 1.4.N)		.	.		
- Identify a variety of ways to include fruits, vegetables, and whole grains in daily meals and snacks. (Grades 3-4)		.	.		
- Describe safe food handling and preparation practices.* (Grade 5- 1.5.N)		.	.		
Nutrition Education Competency 2: Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.					
- Identify internal and external influences that affect food choices.* (Grade 4- 2.1.N)
- Analyze advertising and marketing techniques used for food and beverages.* (Grade 4- 2.2.N)		.	.		
- Describe the effects of peer influence and social environments on food choices. (Grades 3-4)		.	.		
- Describe internal and external influences that affect food choices and physical activity.* (Grade 5- 2.1.N)	
- Recognize that family and cultural influences affect food choices.* (Grade 5- 2.2.N)		.	.		
- Describe the influence of advertising and marketing techniques on food and beverage choices.* (Grade 5- 2.3.N)		.	.		
Nutrition Education Competency 4: Students will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.					
- Demonstrate effective communication skills to ask for healthy food choices.* (Grade 4- 4.1.N)		.			

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*This is a Grade 4 or 5 Nutrition and Physical Activity Standard listed in California's Health Education Content Standards (2008).					
– Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.* (Grade 5- 4.1.N)				.	
Nutrition Education Competency 5: Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.					
– Describe how to use a decision-making process to select nutritious foods and beverages.* (Grade 4- 5.1.N)		.	.		.
– Compare nutritional values of a variety of similar food items. (Grades 3-4)		.	.		
– Describe how to use a decision-making process to select healthy options for physical activity.* (Grade 4- 5.2.N)				.	
– Use a decision-making process to identify healthy foods for meals and snacks.* (Grade 5- 5.1.N)		.	.		
– Use a decision-making process to determine activities that increase physical fitness.* (Grade 5- 5.2.N)				.	.
Nutrition Education Competency 6: Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.					
– Make a plan to choose healthy foods and beverages.* (Grade 4- 6.1.N)		.	.		.
– Monitor personal progress toward a nutritional goal.* (Grade 5- 6.1.N)		.	.		.
Nutrition Education Competency 7: Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.					
– Practice how to take personal responsibility for eating healthy foods.* (Grade 4- 7.1.N)		.	.		.
– Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages.* (Grade 4- 7.2.N)		.	.		
– Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet.* (Grade 4- 7.3.N)		.	.		.
– Identify ways to choose healthy snacks based on current research-based guidelines.* (Grade 5- 7.1.N)		.			
– Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.* (Grade 5- 7.2.N)		.	.		

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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.					
– Support others in making positive food and physical activity choices.* (Grade 8- 8.1.N)		.	.	.	

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Nutrition Pathfinders – Student Workbook Activities

Each of the Student Workbook activities are aligned to California and National Education Standards (Grades 4 and 5).

CALIFORNIA COMPETENCY AND EDUCATION STANDARDS (GRADES 4 AND 5)	Activity 1: Meet Our Team	Activity 2: Create an Ad	Activity 3: Breakfast Bonanza	Activity 4: My Food Record	Activity 5: Playing Around
CALIFORNIA NUTRITION EDUCATION COMPETENCIES (GRADES 3-4 AND 5-6) AND CALIFORNIA HEALTH EDUCATION STANDARDS (GRADE 4 AND 5) *This is a Grade 4 or 5 Nutrition and Physical Activity Standard listed in California's Health Education Content Standards (2008).					
Nutrition Education Competency 1: Students will know the relationships among nutrition, physiology, and enhancing health.					
a. Know the six nutrient groups and their functions.					
– Identify and define key nutrients and their functions.* (Grade 4-1.1.N)			•		
– Classify food products of plant and animal sources by the major nutrients they provide. (Grades 5-6)			•		
b. Know nutrition and health guidelines.					
– State the recommended number of servings and serving sizes for different food groups.* (Grade 4- 1.2.N)				•	
– Identify at least one key nutrient provided by recommended food groups. (Grades 3-4)			•		
– List recommendations for maintaining a healthy body and positive self-esteem. (Grades 3-4)			•	•	•
– Explain the importance of drinking plenty of water, especially during vigorous physical activity.* (Grade 4- 1.6.N)			•	•	
– Describe the food groups, including recommended portions to eat from each food group.* (Grade 5- 1.1.N)			•	•	
c. Know factors affecting energy balance.					
– Describe the benefits of moderate and vigorous physical activity.* (Grade 4- 1.7.N)					•
f. Explain the influence of nutrition and physical activity on health.					
– Describe the relationship between food intake, physical activity, and good health.* (Grade 4- 1.3.N)	•		•	•	•
– Name and explain benefits of eating fruits and vegetables. (Grades 3-4)			•		
– Identify the benefits of eating whole grains. (Grades 3-4)			•		
– Explain how good health is influenced by healthy eating and being physically active.* (Grade 5- 1.9.N)			•	•	
– Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.* (Grade 5- 1.8.N)			•	•	

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– Identify physical, academic, mental, and social benefits of regular physical activity.* (Grade 5- 1.11.N)					•
g. Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.					
– Identify a variety of ways to include fruits, vegetables, and whole grains in daily meals and snacks. (Grades 3-4)				•	
Nutrition Education Competency 2: Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.					
– Identify internal and external influences that affect food choices.* (Grade 4- 2.1.N)		•	•	•	
– Analyze advertising and marketing techniques used for food and beverages.* (Grade 4- 2.2.N)		•			
– Describe the effects of peer influence and social environments on food choices. (Grades 3-4)		•			
– Describe internal and external influences that affect food choices and physical activity.* (Grade 5- 2.1.N)		•	•	•	•
– Recognize that family and cultural influences affect food choices.* (Grade 5- 2.2.N)				•	
– Describe the influence of advertising and marketing techniques on food and beverage choices.* (Grade 5- 2.3.N)		•			
Nutrition Education Competency 5: Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.					
– Describe how to use a decision-making process to select nutritious foods and beverages.* (Grade 4- 5.1.N)			•	•	
– Describe how to use a decision-making process to select healthy options for physical activity.* (Grade 4- 5.2.N)					•
– Use a decision-making process to identify healthy foods for meals and snacks.* (Grade 5- 5.1.N)			•	•	
– Use a decision-making process to determine activities that increase physical fitness.* (Grade 5- 5.2.N)					•
– Compare personal eating and physical activity patterns with current age-appropriate guidelines.* (Grade 5- 5.3.N)				•	

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*This is a Grade 4 or 5 Nutrition and Physical Activity Standard listed in California's Health Education Content Standards (2008).					
Nutrition Education Competency 6: Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.					
– Make a plan to choose healthy foods and beverages.* (Grade 4- 6.1.N)			•	•	
– Monitor personal progress toward a nutritional goal.* (Grade 5- 6.1.N)			•	•	
Nutrition Education Competency 7: Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.					
– Practice how to take personal responsibility for eating healthy foods.* (Grade 4- 7.1.N)		•	•	•	
– Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet.* (Grade 4- 7.3.N)			•	•	
– Identify ways to choose healthy snacks based on current research-based guidelines.* (Grade 5- 7.1.N)				•	
– Demonstrate the ability to balance food intake and physical activity.* (Grade 5- 7.3.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.					
– Support others in making positive food and physical activity choices.* (Grade 8- 8.1.N)			•		
– Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.* (Grade 5- 8.1.N)			•		