

Source: <http://www.cde.ca.gov/ls/nu/he/nerg.asp>.

1. Overarching Nutrition Competency: Essential Nutrition Concepts

All students will know the relationships among nutrition, physiology, and health.

1a. Know the six nutrient groups and the functions.

Kindergarten	Grades 1–2	Grades 3–4	Grades 5–6
<p>Identify the variety of foods of plant origin.</p> <p>Classify plant foods, such as fruits, vegetables, and grains.</p> <p>Identify the variety of foods of animal origin, such as eggs, fish, poultry, beef, and milk.</p>	<p>Describe the main functions of fat, carbohydrate, protein, vitamins, minerals, and water.</p>	<p>▲Identify and define key nutrients and their functions. (1.1.N)</p>	<p>Classify food products—of plant and animal sources—by the major nutrients they provide.</p>

▲ = Health education content standard in the Nutrition and Physical Activity content area; the specific standard is indicated in parentheses.

1b. Know nutrition and health guidelines.

Kindergarten	Grades 1–2	Grades 3–4	Grades 5–6
<p>▲Name a variety of healthy foods and explain why they are necessary for energy and good health. (1.1.N)</p> <p>▲Identify a variety of healthy snacks. (1.2.N)</p> <p>Describe tools used to measure servings of food.</p>	<p>▲Classify various foods into appropriate food groups. (1.1.N)</p> <p>▲Identify the number of servings of food from each food group that a child needs daily. (1.2.N)</p> <p>Identify actions key to feeling healthy and maintaining a healthy body.</p> <p>▲Describe the benefits of drinking water in amounts consistent with current research-based health guidelines. (1.5.N)</p> <p>▲Identify a variety of healthy snacks. (1.7.N)</p> <p>Identify physical activities that students can enjoy and sustain for 30 minutes every day.</p>	<p>▲State the recommended number of servings and serving sizes for different food groups. (1.2.N)</p> <p>Identify at least one key nutrient provided by recommended food groups.</p> <p>▲Explain the importance of drinking plenty of water, especially during vigorous physical activity. (1.6.N)</p> <p>List recommendations for maintaining a healthy body and self-esteem.</p>	<p>▲Describe the food groups, including recommended portions to eat from each food group. (1.1.N)</p> <p>▲Identify key components of the “Nutrition Facts” label. (1.2.N)</p> <p>▲Explain why some food groups have a greater number of recommended portions than other food groups. (1.4.N)</p> <p>▲Differentiate between more-nutritious and less-nutritious beverages and snacks. (1.6.N)</p> <p>▲Explain the concept of eating in moderation. (1.7.N)</p> <p>Describe examples of how different cultures may meet dietary guidelines using a variety of foods.</p>

1c. Know factors affecting energy balance.

Kindergarten	Grades 1–2	Grades 3–4	Grades 5–6
<p>Recognize that we need food to provide energy.</p> <p>▲Describe the benefits of active play and other physical activity. (1.3.N)</p> <p>Identify a form of physical activity that children enjoy at school and at home.</p>	<p>Describe how energy is obtained and expended during the day.</p> <p>Describe a variety of physical activities that will help keep children physically fit.</p> <p>▲Identify opportunities outside of school for regular participation in physical activity. (1.8.N)</p>	<p>Explain reasons for the differences in the amount of food required by individuals.</p> <p>▲Describe the benefits of moderate and vigorous physical activity. (1.7.N)</p>	<p>Define a calorie and describe how it is used by the body.</p> <p>Explain how energy is obtained and expended during physical activity.</p>

1d. Describe how nutritional needs vary throughout the life cycle.

Kindergarten	Grades 1–2	Grades 3–4	Grades 5–6
<p>Identify one reason people of different ages need different foods.</p>	<p>Describe some of the different food needs people have at different ages.</p>	<p>Describe generally the amounts and types of food people need at different ages.</p>	<p>Name five life stages and examples of special nutritional needs at each life stage.</p> <p>Explain the unique nutritional needs of preadolescents and compare these needs with other life stages.</p>

1e. Identify the physiological processes in digestion, absorption, and metabolism of nutrients.

Kindergarten	Grades 1–2	Grades 3–4	Grades 5–6
<p>Describe foods by using senses: taste, touch, sight, smell, and sound.</p>	<p>Explain that food is used and stored by our bodies to help us have energy for growing, learning, and activity.</p>	<p>Illustrate the pathway of food during the process of digestion.</p>	<p>▲ Explain the relationship between the intake of nutrients and metabolism. (1.3.N)</p> <p>Examine the pathway of food and its conversion to energy during the process of digestion.</p> <p>Describe the physiological reasons for differences in nutritional needs at each life stage.</p>

1f. Explain the influence of nutrition and physical activity on health.

Kindergarten	Grades 1–2	Grades 3–4	Grades 5–6	Grades 7–8
<p>▲Describe the benefits of being physically active. (1.3.N)</p> <p>▲Recognize the importance of a healthy breakfast. (1.4.N)</p> <p>Recognize that eating healthy foods, such as vegetables and fruits, is beneficial for the body.</p>	<p>▲Discuss the benefits of eating a nutritious breakfast every day. (1.3.N)</p> <p>▲List the benefits of healthy eating (including beverages and snacks). (1.4.N)</p> <p>▲Explain how both physical activity and eating habits can affect a person’s health. (1.9.N)</p>	<p>▲Describe the relationship between food intake, physical activity, and good health. (1.3.N)</p> <p>▲Identify ways to increase and monitor physical activity. (1.8.N)</p> <p>Name and explain benefits of eating fruits and vegetables.</p> <p>Identify the benefits of eating whole grains.</p> <p>Name and explain two disadvantages of beverages high in sugar.</p>	<p>▲Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines. (1.8.N)</p> <p>▲Explain how good health is influenced by healthy eating and being physically active. (1.9.N)</p> <p>▲Describe how physical activity, rest, and sleep are related. (1.10.N)</p> <p>▲Identify physical, academic, mental, and social benefits of regular physical activity. (1.11.N)</p>	<p>▲Describe the short- and long-term impact of nutritional choices on health. (1.1.N)</p> <p>▲Differentiate between diets that are health-promoting and diets linked to disease. (1.5.N)</p> <p>▲Identify the impact of nutrition on chronic disease. (1.10.N)</p> <p>▲Analyze the cognitive and physical benefits of eating breakfast daily. (1.11.N)</p> <p>▲Explain the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat. (1.15.N)</p>

1g. Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.

Kindergarten	Grades 1–2	Grades 3–4	Grades 5–6
<p>Describe how to wash hands before handling food.</p> <p>Identify one way of safely preparing foods for eating.</p> <p>Name one way to store food that helps to keep it safe and fresh.</p>	<p>▲Describe how to keep food safe from harmful germs. (1.6.N)</p> <p>Identify how to safely use kitchen tools to prepare food.</p> <p>Explain why hand washing is important when preparing and eating food.</p> <p>Identify examples of foods that must be stored at cool temperatures, in the refrigerator or freezer.</p> <p>Describe how food is handled safely on its way from farm to table.</p>	<p>▲Identify how to keep food safe through proper food preparation and storage. (1.4.N)</p> <p>▲Explain how food can contain germs that cause illness. (1.5.N)</p> <p>Explain what food-borne illnesses are and how those illnesses are contracted.</p> <p>Identify a variety of ways to prepare or include fruits, vegetables, and whole grains in daily meals and snacks.</p>	<p>▲Describe safe food handling and preparation practices. (1.5.N)</p> <p>Identify symptoms of food-borne illness.</p> <p>Describe ways to prevent food-borne illness.</p> <p>Identify the food temperature danger zone.</p> <p>Explain how food is transported from farm to table, focusing on maintaining nutritional quality.</p> <p>Identify examples of jobs related to food and nutrition.</p>

1h. Consider the interactions among nutrition science, ecosystems, agriculture, and social systems that affect health, including local, national, and global perspectives.

Kindergarten	Grades 1–2	Grades 3–4	Grades 5–6
<p>Describe what plants and animals need for growth.</p> <p>Identify edible parts of plants and trees.</p>	<p>Identify two ways that geographical factors influence food availability and quality.</p> <p>Identify factors that affect the availability of food, such as economics, location, and culture.</p> <p>Identify foods grown in different regions of California.</p> <p>Name one example of a healthy food item associated with a certain country or cultural group.</p>	<p>Identify foods grown in different regions of the state, the country, and the world and how some of those foods are produced.</p> <p>List examples of foods that are grown in California and in different regions of the United States.</p> <p>Describe the role of food webs within natural systems.</p> <p>Explain the concept of food security.</p> <p>Define nutrition science or explain what the science of nutrition includes.</p>	<p>Describe and illustrate the food cycle.</p> <p>Compare and contrast types of foods produced in specific regions of California and the United States.</p> <p>Describe the relationship between ecosystems and nutrition science.</p> <p>Analyze reasons why an abundance of food crops are grown in California.</p> <p>Recognize different food production systems, such as organic, sustainable, and conventional.</p>