

Nutrition Competencies for California Public Schools, (2010 Version)

Grades Three through Six

Specific Nutrition Competency	Grades 3 / 4	Covered? Yes/No	Grades 5 / 6	Covered? Yes/No
1. Essential Nutrition Concepts				
All students will know the relationship among nutrition, physiology and enhancing health.				
A. Know the six nutrient groups and their functions.	▲ Identify and define key nutrients and their functions (1.1.N)		Classify food products of plant and animal sources by the major nutrients they provide	
B. Know nutrition and health guidelines.	<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 recommend 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 positive 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>	
C. Know factors affecting energy balance.	<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>	
D. Describe how nutritional needs vary throughout the life cycle.	Describe generally the amounts and types of food people need at different ages.		<p>Name 5 life stages and list examples of special nutritional needs at each life stage.</p> <p>Explain the unique nutritional needs of pre-adolescents and compare these needs to other life stages.</p>	



▲ = Health Education Standard-Nutrition and Physical Activity Content Area; (number) indicates the Health Education Content Standard number

Excerpt from-Nutrition Competencies for California Public Schools K-12, California Department of Education (2010)

Funded by USDA SNAP, known in California as CalFresh. •California Department of Public Health

Specific Nutrition Competency	Grades 3 / 4	Covered? Yes/No	Grades 5 / 6	Covered? Yes/No
1. Essential Nutrition Concepts All students will know the relationship among nutrition, physiology and enhancing health.				
E. Identify the physiological processes in digestion, absorption, and metabolism of nutrients.	Illustrate the pathway of food during the process of digestion.		▲ Explain the relationship between the intake of nutrients and metabolism. (1.3.N) Examine the pathway of food and its conversion to energy during the process of digestion. Describe the physiological reasons for the differences in the nutritional needs for each life stage.	
F. Explain the influence of nutrition and physical activity on health.	▲ Describe the relationship between food intake, physical activity, and good health. (1.3.N) ▲ Identify ways to increase and monitor physical activity. (1.8.N) Name and explain benefits of eating fruits and vegetables. Identify the benefits of eating whole grains. Name and explain two disadvantages of beverages high in sugar.		▲ Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines. (1.8.N) ▲ Explain how good health is influenced by healthy eating and being physically active. (1.9.N) ▲ Describe how physical activity, rest and sleep are related. (1.10.N) ▲ Identify physical, academic, mental, and social benefits of regular physical activity. (1.11.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. (1.4.N) ▲ Explain how food can contain germs that cause illness. (1.5.N) Explain what foodborne illnesses are and how these illnesses are contracted. Identify a variety of ways to prepare or include fruits, vegetables, and whole grains in daily meals and snacks.		▲ Describe safe food handling and preparation practices. (1.5.N) Identify symptoms of foodborne illness. Describe ways to prevent foodborne illness. Identify the food temperature danger zone. Explain how food is transported from farm to table, focusing on maintaining nutritional quality. Identify examples of jobs related to food and nutrition.	



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1. Essential Nutrition Concepts All students will know the relationship among nutrition, physiology and enhancing health.				
H. Consider the interactions among nutrition science, ecosystems, agriculture, and social systems that affect health, including local, national, and global perspectives.	<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 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>Explain or identify the definition of nutrition science.</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>	
2. Analyzing Nutrition Influences				
All students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.	<p>▲ Identify internal and external influences that affect food choices. (2.1.N)</p> <p>▲ Analyze advertising and marketing techniques used for food and beverages. (2.2.N)</p> <p>Describe the effects of peer influence and social environments on food choices.</p> <p>Identify examples of a food item associated with a neighborhood city, state, or country.</p> <p>▲ Identify internal and external influences that affect physical activity. (2.3.N)</p>		<p>▲ Describe internal and external influences that affect food choices and physical activity. (2.1.N)</p> <p>▲ Recognize that family and cultural influences affect food choices. (2.2.N)</p> <p>Compare food choices from different cultures.</p> <p>Investigate historical reasons for making certain food choices.</p> <p>▲ Describe the influence of advertising and marketing techniques on food and beverage choices. (2.3.N)</p> <p>Identify how heredity may influence body size and shape.</p> <p>Identify how physical and psychological factors affect taste.</p> <p>Analyze how to respect an individual's personal decisions about food choices.</p>	



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3. Accessing Valid Nutrition Information				
All students will demonstrate the ability to access nutrition information, products, and services to determine the accuracy/validity of nutrition claims.	<ul style="list-style-type: none"> ▲ Identify resources for valid information about safe and healthy foods. (3.1.N) ▲ Use food labels to determine nutrient and sugar content. (3.2.N) 		<ul style="list-style-type: none"> ▲ Locate age-appropriate guidelines for eating and physical activity. (3.1.N) ▲ Interpret information provided on food labels. (3.2.N) 	
4. Interpersonal Communication about Nutrition				
All students will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.	<ul style="list-style-type: none"> ▲ Demonstrate effective communication skills to ask for healthy food choices. (4.1.N) <p>Demonstrate effective ways to say “no” to more food when full or to communicate the reasons for a food preference.</p> <p>Demonstrate the ability to respect differences in body shapes and sizes.</p>		<ul style="list-style-type: none"> ▲ Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity. (4.1.N) 	
5. Decision Making for Nutrition Choices				
All students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.	<ul style="list-style-type: none"> ▲ Describe how to use a decision-making process to select nutritious foods and beverages. (5.1.N) <p>Compare nutritional values of a variety of similar food items.</p> <ul style="list-style-type: none"> ▲ Describe how to use a decision-making process to select healthy options for physical activity. (5.2.N) 		<ul style="list-style-type: none"> ▲ Use a decision-making process to identify healthy food for meals and snacks. (5.1.N) ▲ Use a decision-making process to determine activities that increase physical fitness. (5.2.N) ▲ Compare personal eating and physical activity patterns with current age-appropriate guidelines. (5.3.N) 	
6. Goal Setting for Nutrition				
All students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.	<ul style="list-style-type: none"> ▲ Make a plan to choose healthy foods and beverages. (6.1.N) ▲ Make a plan to choose physical activities at school and home. (6.2.N) 		<ul style="list-style-type: none"> ▲ Monitor personal progress toward a nutritional goal. (6.1.N) ▲ Monitor personal progress toward a physical activity goal. (6.2.N) 	



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7. Practicing Nutrition-Enhancing Behaviors				
<p>All students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.</p>	<p>▲ Practice how to take personal responsibility for eating healthy foods. (7.1.N)</p> <p>▲ Practice how to take personal responsibility for limiting sugar (and salt) consumption in foods, snacks, and beverages. (7.2.N)</p> <p>Demonstrate the preparation of a nutritious snack.</p> <p>▲ Practice how to take personal responsibility for engaging in physical activity. (7.3.N)</p> <p>▲ Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet. (7.4.N)</p>		<p>▲ Identify ways to choose healthy snacks based on current research-based guidelines. (7.1.N)</p> <p>▲ Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices. (7.2.N)</p> <p>▲ Demonstrate the ability to balance food intake and physical activity. (7.3.N)</p> <p>▲ Demonstrate the ability to assess personal physical activity levels. (7.4.N)</p> <p>Practice using the nutrition facts label and product ingredient list on food products and explain how the information provided may help make food choices.</p>	
8. Nutrition Promotion				
<p>All students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.</p>	<p>▲ Support others in making positive food and physical activity choices. (8.1.N)</p> <p>Demonstrate how to offer support to someone who is teased because of weight or body shape.</p>		<p>▲ Encourage and promote healthy eating and increased physical activity opportunities at school and in the community. (8.1.N)</p> <p>Use different cultural traditions to plan meals.</p>	