

Human Kinetics  
 Eat Well and Keep Moving  
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 Grades 4 and 5

Lesson Number	Curriculum Area	Standard #	Standard Statement
1	Social Studies	4.15	Describe the diverse nature of the American people by identifying the distinctive contributions to American culture by people from other cultures.
		4.16	Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese).
2	Health	Nutrition: 3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
		3.4	Identify heredity, diet, and physical activity as key factors in body shape and size.
3	Health	Physical Activity and Fitness: 2.1  2.2  2.4  2.5  2.6  2.7	Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
			Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.
			Identify physical and psychological changes that result from participation in a variety of physical activities.
			Explain the benefits of physical fitness to good health and increased active lifestyle.
			Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).
			Demonstrate responsible personal and social conduct used in physical activity settings.

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4	Health	Nutrition: 3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
		3.7	Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.
	Math	Number and Operations—Fractions, 4NF: 1	Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the numbers and sizes of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
		2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
		Measurement and Data, 4.MD: 1	Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.		
5	English/Language Arts	Writing, Grade 4: .2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	Health	Nutrition: 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.

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5	Health	Nutrition: 3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
		3.7	Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.
	Math	Number and Operations— Fractions: 2	Extend understanding of fraction equivalence and ordering. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
		3	Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$ .
	Measurement and Data: 4MD.1	Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	
6	Health	Nutrition: 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
		3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
	Math	Number and Operations— Fractions (4.NF): 2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
3		Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$ .	

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6	Math	Measurement and Data (4.MD): 1	Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz.; l, ml; hr., min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
7	English/Language Arts	Writing, Grade 4: 4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
		5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
	Health	Nutrition: 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
		3.7	Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.
	Math	Measurement and Data (4.MD): 1	Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
2		Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	
3		Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.	

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8	Health	Nutrition: 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
		3.7	Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.
	Math	Measurement and Data (4M.D.): 1	Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
		2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
		3	Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.
9	Health	Physical Activity and Fitness: 2.1	Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
		Physical Activity and Fitness: 2.2	Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.
		2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.
		Nutrition: 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.

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9	Health	Nutrition: 3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
10	Math	Measurement and Data (4MD): 1	Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
	English/Language Arts	Reading Informational Text (Grade 4)	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
11	Health	Nutrition: 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
		3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
		3.7	Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.
	English/Language Arts	Writing: Grade 4	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
12	English/Language Arts	Speaking and Listening, Grade 4 . 1A-D	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions and explain their own ideas and understanding in light of the discussion d. Review the key ideas expressed.

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13	Math	Measurement and Data(4.MD): 2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
	Health	Nutrition, 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
		3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
		3.4	Identify heredity, diet, and physical activity as key factors in body shape and size.
		3.7	Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.
14	Health	Physical Activity and Fitness: 2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.
		2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
		2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).
	Math	Measurement and Data (4.MD): 1	Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

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14	Math	Measurement and Data (4.MD): 2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
		3	Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.
	Social Studies	4.9	On a map of North America, locate the current boundaries of the United States. Locate the New England, Middle Atlantic, Atlantic Coast/Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific states and the Commonwealth of Puerto Rico.
		4.10	Identify the states, state capitals, and major cities in each region
		4.11	Describe the climate, major physical features, and major natural resources in each region.
15	Health	Nutrition: 3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
16	Health	Nutrition: 3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
	Math	Measurement and Data (5.MD): 1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.
Number and Operations—Fractions (5.NF): 5		Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1.	



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16	Math	Number and Operations—Fractions (5.NF): 6	Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
17	Health	Physical Activity and Fitness: 2.1	Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
		2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
		2.7	Demonstrate responsible personal and social conduct used in physical activity settings.
18	Math	Measurements and Data (5.MD): 1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.
	Health	Nutrition: 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
		3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
19	Math	Measurements and Data (5.MD): 4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
	Health	Nutrition: 3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
		3.7	Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.

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19	English/Language Arts	Reading—Literature (grade 5): 4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
20	Math	Measurement and Data: 4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
		5	<p>Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.</p> <p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>b. Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.</p>
	Health	Nutrition: 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
		3.2	Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.
3.7	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.		
21	English/Language Arts	Writing: (Grade 5): 4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
		5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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21	English/Language Arts	Writing: (Grade 5): 6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
22	Health	Physical Activity and Fitness: 2.4  2.5	Identify physical and psychological changes that result from participation in a variety of physical activities.  Explain the benefits of physical fitness to good health and increased active lifestyle.
	English/Language Arts	Nutrition: 3.1  3.2  Reading—Informational Text (grade 5): 4  5	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.  Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
23	English/Language Arts	Reading—Informational Text (grade 5): 4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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23	Math	Measurement and Data (5.MD): 5	<p>Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.</p> <p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>b. Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.</p>
24	Math	Number and Operations—Fractions (5.NF): 1	<p>Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>.</p>
		2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
		3	Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
	Health	Nutrition: 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
		3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.

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24	Health	Nutrition: 3.3	Recognize hunger and satiety cues and how to make food decisions based upon these cues.
		3.4	Identify heredity, diet, and physical activity as key factors in body shape and size
		3.7	Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.
	English/Language Arts	Writing (grade 5): 3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
25	Math	Number and Operations in Base Ten (5.NBT): 1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
	Health	Nutrition 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
		3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
		3.3	Recognize hunger and satiety cues and how to make food decisions based upon these cues.
26	Math	Number and Operations in Base Ten (5.NBT): 1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
		6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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26	Math	Number and Operations in Base Ten (5.NBT): 7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
	Health	Nutrition: 3.1  3.2	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.  Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
27	Social Studies/ Geography (grade 6)	Africa: A3. b, d	Explain how the following five factors have influenced settlement and the economies of major African regions and countries: climate, major natural resources.
		Western Asia: WA3. b, d	Explain how the following five factors have influenced settlement and the economies of major Middle Eastern countries: climate, major natural resources.
		Central and South Asia: CSA3. b, d	Explain how the following five factors have influenced settlement and the economies of major Central and South Asian countries: climate, major natural resources.
		Southeast Asia and Oceania: SEAO3. b, d	Explain how the following five factors have influenced settlement and the economies of major countries of Southeast Asia and Oceania: climate, major natural resources.
		North and East Asia: NEA3. b, d	Explain how the following five factors have influenced settlement and the economies of major East Asian countries: climate, major natural resources.
		Europe: E3. b, d	Explain how the following five factors have influenced settlement and the economies of major European countries: climate, major natural resources.

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27	Social Studies/ Geography (grade 6)	South America: SAM3. b, d	Explain how the following five factors have influenced settlement and the economies of major South American countries: climate, major natural resources.
28	Health	Physical Activity and Fitness: 2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.
		2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
		2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).
	Social Studies	Growth and Development: 1.2	Identify behaviors and environmental factors that influence functioning of body systems.
		5.10	On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.
	Math	Number and Operations in Base Ten (5.NBT): 1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
2		Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	
29	Health	Physical Activity and Fitness: 2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.

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29	Health	Physical Activity and Fitness: 2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
		2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).
		2.7	Demonstrate responsible personal and social conduct used in physical activity settings.
30	Health	Nutrition: 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
		3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
		3.3	Recognize hunger and satiety cues and how to make food decisions based upon these cues.
		3.7	Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.
31	Health	Physical Activity and Fitness: 2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.
		2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
		2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).
		2.7	Demonstrate responsible personal and social conduct used in physical activity settings.



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32	Math	Operations and Algebraic Thinking (5.OA): 1  2  3	<p>Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p> <p>Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.</p>
33	Health	Physical Activity and Fitness: 2.1  2.2  2.3  2.4  2.5  2.6  2.7	<p>Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.</p> <p>Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.</p> <p>Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.</p> <p>Identify physical and psychological changes that result from participation in a variety of physical activities.</p> <p>Explain the benefits of physical fitness to good health and increased active lifestyle.</p> <p>Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).</p> <p>Demonstrate responsible personal and social conduct used in physical activity settings.</p>

Lesson Number	Curriculum Area	Standard #	Standard Statement
34	Health	Physical Activity and Fitness: 2.1  2.2  2.3  Nutrition: 3.1  3.2  3.3  3.4	<p>Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.</p> <p>Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.</p> <p>Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.</p> <p>Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.</p> <p>Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.</p> <p>Recognize hunger and satiety cues and how to make food decisions based upon these cues.</p> <p>Identify heredity, diet, and physical activity as key factors in body shape and size.</p>
35	Health	Physical Activity and Fitness: 2.1  2.2  2.3  Nutrition: 3.1	<p>Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.</p> <p>Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.</p> <p>Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.</p> <p>Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.</p>

Lesson Number	Curriculum Area	Standard #	Standard Statement
35	Health	Nutrition: 3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
		3.3	Recognize hunger and satiety cues and how to make food decisions based upon these cues.
36	Health	Physical Activity and Fitness: 2.1	Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
		2.2	Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.
		2.3	Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.
		Nutrition: 3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
		3.3	Recognize hunger and satiety cues and how to make food decisions based upon these cues.
37	Health	Physical Activity and Fitness: 2.1	Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
		2.2	Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.
		2.3	Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.
		Nutrition: 3.1	Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.

Lesson Number	Curriculum Area	Standard #	Standard Statement
37	Health	3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
		3.3	Recognize hunger and satiety cues and how to make food decisions based upon these cues.
		3.4	Identify heredity, diet, and physical activity as key factors in body shape and size.
38	Health	Physical Activity and Fitness: 2.1	Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
		2.2	Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.
		2.3	Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.
		2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.
		2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
		2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).
		2.7	Demonstrate responsible personal and social conduct used in physical activity settings.
39	Health	Physical Activity and Fitness: 2.1	Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.

Lesson Number	Curriculum Area	Standard #	Standard Statement
39	Health	2.2	Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.
		2.3	Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.
		2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.
		2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
		2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).
		2.7	Demonstrate responsible personal and social conduct used in physical activity settings.
		40	Health
2.2	Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.		
2.3	Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.		
2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.		
2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.		
2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).		

Lesson Number	Curriculum Area	Standard #	Standard Statement
40	Health	2.7	Demonstrate responsible personal and social conduct used in physical activity settings.
41	Health	Physical Activity and Fitness: 2.1  2.2  2.3  2.4  2.5  2.6  2.7	Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.  Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.  Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.  Identify physical and psychological changes that result from participation in a variety of physical activities.  Explain the benefits of physical fitness to good health and increased active lifestyle.  Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).  Demonstrate responsible personal and social conduct used in physical activity settings.
42	Health	Physical Activity and Fitness: 2.1  2.2  2.3	Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.  Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.  Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.

Lesson Number	Curriculum Area	Standard #	Standard Statement
42	Health	2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.
		2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
		2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).
		2.7	Demonstrate responsible personal and social conduct used in physical activity settings.
43	Health	Physical Activity and Fitness: 2.1	Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
		2.2	Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.
		2.3	Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.
		2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.
		2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
		2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).
		2.7	Demonstrate responsible personal and social conduct used in physical activity settings.
44	Health	Physical Activity and Fitness: 2.1	Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.

Lesson Number	Curriculum Area	Standard #	Standard Statement
44	Health	Physical Activity and Fitness: 2.2  2.3  2.4  2.5  2.6  2.7	<p>Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.</p> <p>Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.</p> <p>Identify physical and psychological changes that result from participation in a variety of physical activities.</p> <p>Explain the benefits of physical fitness to good health and increased active lifestyle.</p> <p>Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).</p> <p>Demonstrate responsible personal and social conduct used in physical activity settings.</p>
45	Health	Physical Activity and Fitness: 2.1  2.2  2.3  2.4  2.5  2.6	<p>Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.</p> <p>Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.</p> <p>Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.</p> <p>Identify physical and psychological changes that result from participation in a variety of physical activities.</p> <p>Explain the benefits of physical fitness to good health and increased active lifestyle.</p> <p>Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).</p>



Lesson Number	Curriculum Area	Standard #	Standard Statement
45	Health	Physical Activity and Fitness: 2.7 Nutrition: 3.1  3.2  3.3	<p>Demonstrate responsible personal and social conduct used in physical activity settings.</p> <p>Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.</p> <p>Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.</p> <p>Recognize hunger and satiety cues and how to make food decisions based upon these cues.</p>
46	Health	Physical Activity and Fitness: 2.1  2.2  2.3  2.4  2.5  2.6  2.7  Nutrition: 3.1	<p>Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.</p> <p>Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.</p> <p>Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.</p> <p>Identify physical and psychological changes that result from participation in a variety of physical activities.</p> <p>Explain the benefits of physical fitness to good health and increased active lifestyle.</p> <p>Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).</p> <p>Demonstrate responsible personal and social conduct used in physical activity settings.</p> <p>Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.</p>

Lesson Number	Curriculum Area	Standard #	Standard Statement
46	Health	Nutrition: 3.2	Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
		3.3	Recognize hunger and satiety cues and how to make food decisions based upon these cues.
47	Health	Physical Activity and Fitness: 2.1	Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
		2.2	Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.
		2.3	Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.
		2.4	Identify physical and psychological changes that result from participation in a variety of physical activities.
		2.5	Explain the benefits of physical fitness to good health and increased active lifestyle.
		2.6	Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).
		2.7	Demonstrate responsible personal and social conduct used in physical activity settings.
48	Health	Physical Activity and Fitness: 2.1	Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
		2.2	Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.

Lesson Number	Curriculum Area	Standard #	Standard Statement
48	Health	Physical Activity and Fitness: 2.3  2.4  2.5  2.6  2.7	Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.  Identify physical and psychological changes that result from participation in a variety of physical activities.  Explain the benefits of physical fitness to good health and increased active lifestyle.  Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).  Demonstrate responsible personal and social conduct used in physical activity settings.