

Connecticut > Administrative and Teacher Competencies > Technology (2005)				
Lesson	Title	State ID	Grade Descr	State Text
Connecticut > Curriculum Framework Companion > Mathematics (2005)				
Lesson	Title	State ID	Grade Descr	State Text
15	Keeping the Balance	4	Grade 4	Identify the appropriate operation and write a word problem to match a given addition, subtraction, multiplication or division number sentence and write the matching number sentence to solve a word problem.
17	Hunting for Hidden Fat	2	Grade 4	Construct and interpret broken line graphs, line plots, bar graphs, picture graphs, glyphs and simple circle graphs.
17	Hunting for Hidden Fat	1	Grade 5	Construct and interpret broken line graphs, line plots, bar graphs, picture graphs, simple circle graphs, and stem and leaf plots and evaluate how well each kind of display represents the features of the data.
21	Freeze My TV	2	Grade 4	Construct and interpret broken line graphs, line plots, bar graphs, picture graphs, glyphs and simple circle graphs.
21	Freeze My TV	1	Grade 5	Construct and interpret broken line graphs, line plots, bar graphs, picture graphs, simple circle graphs, and stem and leaf plots and evaluate how well each kind of display represents the features of the data.
24	Breakfast Bonanza	2	Grade 4	Construct and interpret broken line graphs, line plots, bar graphs, picture graphs, glyphs and simple circle graphs.
24	Breakfast Bonanza	1	Grade 5	Construct and interpret broken line graphs, line plots, bar graphs, picture graphs, simple circle graphs, and stem and leaf plots and evaluate how well each kind of display represents the features of the data.

27	Freeze My TV	1	Grade 4	Explore a variety of ways to collect, organize, record, analyze and interpret data and identify patterns and trends.
27	Freeze My TV	2	Grade 4	Construct and interpret broken line graphs, line plots, bar graphs, picture graphs, glyphs and simple circle graphs.
27	Freeze My TV	1	Grade 4	Use the range, mode, median and mean to describe features of a data set.
27	Freeze My TV	3	Grade 5	Analyze patterns and data to make generalizations and predictions.
27	Freeze My TV	1	Grade 5	Construct and interpret broken line graphs, line plots, bar graphs, picture graphs, simple circle graphs, and stem and leaf plots and evaluate how well each kind of display represents the features of the data.
27	Freeze My TV	1	Grade 5	Design and conduct surveys and samplings to collect data that represent a general population.
28	Get 3 At School and 5+ A Day	1	Grade 4	Explore a variety of ways to collect, organize, record, analyze and interpret data and identify patterns and trends.
28	Get 3 At School and 5+ A Day	1	Grade 5	Construct and interpret broken line graphs, line plots, bar graphs, picture graphs, simple circle graphs, and stem and leaf plots and evaluate how well each kind of display represents the features of the data.
4	Balancing Act	2	Grade 4	Construct and interpret broken line graphs, line plots, bar graphs, picture graphs, glyphs and simple circle graphs.
4	Balancing Act	1	Grade 5	Construct and interpret broken line graphs, line plots, bar graphs, picture graphs, simple circle graphs, and stem and leaf plots and evaluate how well each kind of display represents the features of the data.
Connecticut > Curriculum Frameworks > Healthy and Balanced Living (2006)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	E.1.2	Grade 4	Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body

1	Healthy Living	E.1.5	Grade 4	Examine how physical, social and emotional environments influence personal health
10	Chain Five	E.1.7	Grade 4	Explain how childhood injuries can be prevented or treated
10	Chain Five	E.1.8	Grade 4	Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems
10	Chain Five	E.1.9	Grade 4	Define the terms communicable (infectious) and non-communicable (non-infectious) diseases and identify ways to help prevent disease (e.g. HIV/AIDS, diabetes, cancer, heart disease)
10	Chain Five	E.3.5	Grade 4	Develop and practice safety techniques to avoid and reduce injury and disease
13	Fitness Walking	E.1.1	Grade 4	Describe relationships between personal health behaviors and individual well-being
13	Fitness Walking	E.1.8	Grade 4	Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems
13	Fitness Walking	E.3.1	Grade 4	Identify responsible health behaviors
13	Fitness Walking	E.3.4	Grade 4	Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions
13	Fitness Walking	E.4.2	Grade 4	Explain how media and technology influence personal and health behaviors
13	Fitness Walking	E.6.3	Grade 4	Predict outcomes of positive health decisions
13	Fitness Walking	E.8.4	Grade 4	Describe ways to encourage and support others in making positive health choices
16	The Safe Workout: A Review	E.5.7	Grade 4	Demonstrate avoidance and refusal skills to enhance health
19	Snack Decisions	E.4.2	Grade 4	Explain how media and technology influence personal and health behaviors
19	Snack Decisions	E.4.4	Grade 4	Identify and explain how the media may influence messages one may receive about body image
20	Snacking and Inactivity	E.1.2	Grade 4	Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body
20	Snacking and Inactivity	E.1.5	Grade 4	Examine how physical, social and emotional environments influence personal health
20	Snacking and Inactivity	E. 1.10	Grade 4	Describe the physical and emotional changes that occur during puberty
21	Freeze My TV	E.1.1	Grade 4	Describe relationships between personal health behaviors and individual well-being

21	Freeze My TV	E.1.8	Grade 4	Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems
21	Freeze My TV	E.3.1	Grade 4	Identify responsible health behaviors
21	Freeze My TV	E.3.4	Grade 4	Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions
21	Freeze My TV	E.4.2	Grade 4	Explain how media and technology influence personal and health behaviors
21	Freeze My TV	E.6.3	Grade 4	Predict outcomes of positive health decisions
21	Freeze My TV	E.8.4	Grade 4	Describe ways to encourage and support others in making positive health choices
23	Veggiemania	E.1.1	Grade 4	Describe relationships between personal health behaviors and individual well-being
23	Veggiemania	E.1.8	Grade 4	Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems
23	Veggiemania	E.3.1	Grade 4	Identify responsible health behaviors
23	Veggiemania	E.3.4	Grade 4	Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions
23	Veggiemania	E.6.3	Grade 4	Predict outcomes of positive health decisions
23	Veggiemania	E.8.4	Grade 4	Describe ways to encourage and support others in making positive health choices
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	E.4.1	Grade 4	Describe how family and culture influence personal health behaviors
26	Fitness Walking	E.1.1	Grade 4	Describe relationships between personal health behaviors and individual well-being
26	Fitness Walking	E.1.8	Grade 4	Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems
26	Fitness Walking	E.3.1	Grade 4	Identify responsible health behaviors
26	Fitness Walking	E.3.4	Grade 4	Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions
26	Fitness Walking	E.4.2	Grade 4	Explain how media and technology influence personal and health behaviors

26	Fitness Walking	E.6.3	Grade 4	Predict outcomes of positive health decisions
26	Fitness Walking	E.8.4	Grade 4	Describe ways to encourage and support others in making positive health choices
27	Freeze My TV	E.1.1	Grade 4	Describe relationships between personal health behaviors and individual well-being
27	Freeze My TV	E.1.8	Grade 4	Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems
27	Freeze My TV	E.3.1	Grade 4	Identify responsible health behaviors
27	Freeze My TV	E.3.4	Grade 4	Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions
27	Freeze My TV	E.4.2	Grade 4	Explain how media and technology influence personal and health behaviors
27	Freeze My TV	E.6.3	Grade 4	Predict outcomes of positive health decisions
27	Freeze My TV	E.8.4	Grade 4	Describe ways to encourage and support others in making positive health choices
29	Class Walking Clubs	E.1.1	Grade 4	Describe relationships between personal health behaviors and individual well-being
29	Class Walking Clubs	E.1.8	Grade 4	Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems
29	Class Walking Clubs	E.3.1	Grade 4	Identify responsible health behaviors
29	Class Walking Clubs	E.3.4	Grade 4	Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions
29	Class Walking Clubs	E.4.2	Grade 4	Explain how media and technology influence personal and health behaviors
29	Class Walking Clubs	E.6.3	Grade 4	Predict outcomes of positive health decisions
29	Class Walking Clubs	E.8.4	Grade 4	Describe ways to encourage and support others in making positive health choices
3	The Safe Workout: An Introduction	E.1.1	Grade 4	Describe relationships between personal health behaviors and individual well-being
3	The Safe Workout: An Introduction	E.1.8	Grade 4	Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems
3	The Safe Workout: An	E.5.7	Grade 4	Demonstrate avoidance and refusal skills to enhance health

	Introduction			
9	Prime-Time Smartness	E.1.8	Grade 4	Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems
9	Prime-Time Smartness	E.3.1	Grade 4	Identify responsible health behaviors
9	Prime-Time Smartness	E.3.4	Grade 4	Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions
9	Prime-Time Smartness	E.4.2	Grade 4	Explain how media and technology influence personal and health behaviors
9	Prime-Time Smartness	E.4.4	Grade 4	Identify and explain how the media may influence messages one may receive about body image
9	Prime-Time Smartness	E.6.3	Grade 4	Predict outcomes of positive health decisions
9	Prime-Time Smartness	E.8.4	Grade 4	Describe ways to encourage and support others in making positive health choices
Connecticut > Curriculum Frameworks > Health Education (1998)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living		Grades: 5-8	identify temporary and long-term health problems associated with poor food choices and eating habits
14	Healthy Living, Healthy Eating		Grades: 5-8	identify temporary and long-term health problems associated with poor food choices and eating habits
19	Snack Decisions		Grades: K-4	select foods that are low in salt, sugar and fat;
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grades: 5-8	identify temporary and long-term health problems associated with poor food choices and eating habits
7	Sugar Water: Think About Your Drink		Grades: 5-8	identify temporary and long-term health problems associated with poor food choices and eating habits

Connecticut > Curriculum Frameworks > English Language Arts (2006)				
Lesson	Title	State ID	Grade Descr	State Text
10	Chain Five	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
10	Chain Five	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
11	Alphabet Fruit (and Vegetables)	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
11	Alphabet Fruit (and Vegetables)	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
13	Fitness Walking	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
13	Fitness Walking	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
14	Healthy Living, Healthy Eating	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
14	Healthy Living, Healthy Eating	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
15	Keeping the Balance	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
15	Keeping the Balance	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
16	The Safe Workout: A Review	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
16	The Safe Workout: A Review	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
17	Hunting for Hidden Fat	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
17	Hunting for Hidden Fat	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.

18	Beverage Buzz: Sack the Sugar	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
18	Beverage Buzz: Sack the Sugar	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
19	Snack Decisions	f	Grade 4	identify and discuss the topic or main idea in texts and begin to understand the theme in texts.
19	Snack Decisions	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
19	Snack Decisions	f	Grade 5	identify and discuss the underlying theme or main idea in texts.
19	Snack Decisions	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
20	Snacking and Inactivity	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
20	Snacking and Inactivity	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
21	Freeze My TV	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
21	Freeze My TV	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
22	Menu Monitoring	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
22	Menu Monitoring	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
23	Veggiemania	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
23	Veggiemania	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
24	Breakfast Bonanza	f	Grade 4	identify and discuss the topic or main idea in texts and begin to understand the theme in texts.
24	Breakfast Bonanza	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
24	Breakfast Bonanza	f	Grade 5	identify and discuss the underlying theme or main idea in texts.
24	Breakfast Bonanza	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
26	Fitness Walking	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
26	Fitness Walking	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
27	Freeze My TV	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
27	Freeze My TV	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.

4	Balancing Act	b	Grade 4	interpret information that is implied in a text.
4	Balancing Act	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
4	Balancing Act	b	Grade 5	interpret information that is implied in a text.
4	Balancing Act	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
6	Snack Attack	b	Grade 4	interpret information that is implied in a text.
6	Snack Attack	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
6	Snack Attack	b	Grade 5	interpret information that is implied in a text.
6	Snack Attack	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
7	Sugar Water: Think About Your Drink	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
7	Sugar Water: Think About Your Drink	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.
9	Prime-Time Smartness	b	Grade 4	interpret information that is implied in a text.
9	Prime-Time Smartness	a	Grade 4	elicit, discuss and respect the opinions of others about written, oral and visual texts.
9	Prime-Time Smartness	b	Grade 5	interpret information that is implied in a text.
9	Prime-Time Smartness	a	Grade 5	respond to the ideas of others and recognize the validity of differing views.

Connecticut > Curriculum Frameworks > Information and Technology Literacy (2006)				
Lesson	Title	State ID	Grade Descr	State Text
Connecticut > Curriculum Frameworks > Science (2005)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV	B INQ.2	Grades: 3-5	Seek relevant information in books, magazines and electronic media.
27	Freeze My TV	B INQ.4	Grades: 3-5	Employ simple equipment and measuring tools to gather data and extend the senses.
Connecticut > Curriculum Frameworks > Mathematics (2005)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV	a	Grade 4	Organize and analyze categorical and numerical data.
27	Freeze My TV	a	Grade 4	Describe what is average about the characteristics in a data set.
27	Freeze My TV	a	Grade 5	Differentiate between numerical and categorical data and their appropriate representations.
27	Freeze My TV	a	Grade 5	Examine different data collection methods and their effects.
5	Fast-Food Frenzy	c	Grade 5	Express numbers as equivalent fractions, decimals or percents.
Connecticut > Curriculum Frameworks > Technology				

Education (1998)				
Lesson	Title	State ID	Grade Descr	State Text
Connecticut > Curriculum Frameworks > Social Studies (1998)				
Lesson	Title	State ID	Grade Descr	State Text
Connecticut > CMT and CAPT Documents > Editing and Revising - Part IV, Writing - Part V (2004)				
Lesson	Title	State ID	Grade Descr	State Text
19	Snack Decisions	2	Grade 4	Supporting details
19	Snack Decisions	2	Grade 5	Supporting details
24	Breakfast Bonanza	2	Grade 4	Supporting details
24	Breakfast Bonanza	2	Grade 5	Supporting details
9	Prime-Time Smartness		Grades: 5-6	The student writes a well-developed and fully elaborated response with specific details. This writing is fluent and shows strong organization with effective transitional language.
Connecticut > CMT and CAPT Documents > Reading Comprehension - Part II CMT (2004)				
Lesson	Title			State Text

		State ID	Grade Descr	
19	Snack Decisions	2	Grade 4	identifying or inferring important characters, settings, problems, events, relationships and details;
19	Snack Decisions	2	Grade 5	identifying or inferring important characters, settings, problems, events, relationships and details;
24	Breakfast Bonanza	2	Grade 4	identifying or inferring important characters, settings, problems, events, relationships and details;
24	Breakfast Bonanza	2	Grade 5	identifying or inferring important characters, settings, problems, events, relationships and details;
9	Prime-Time Smartness	2	Grade 4	selecting, synthesizing and/or using relevant information within the text to write a personal response to the text.
9	Prime-Time Smartness	2	Grade 5	selecting, synthesizing and/or using relevant information within the text to write a personal response to the text.
Connecticut > CMT and CAPT Documents > Mathematics (2006)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV	A	Grade 4	Identify correct information from tables, bar graphs, pictographs and charts.
27	Freeze My TV	B	Grade 4	Create bar graphs and pictographs from data in tables and charts.
27	Freeze My TV	A	Grade 5	Identify correct information from tables, bar graphs, pictographs and charts.
27	Freeze My TV	B	Grade 5	Create bar graphs and pictographs from data in tables and charts.
27	Freeze My TV	A	Grade 5	Draw reasonable conclusions from data in tables, bar graphs, pictographs, circle graphs and charts.
4	Balancing Act	A	Grade 5	Draw reasonable conclusions from data in tables, bar graphs, pictographs, circle graphs and charts.

Connecticut > Curriculum Trace Maps > Health Education (2001)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
1	Healthy Living	1.3-4.2	Grades: 3-4	Describe the major nutrient categories (protein, carbohydrates, fat, protein, vitamins, minerals and water) and functions of each in keeping our bodies healthy.
1	Healthy Living	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
1	Healthy Living	1.3-4.6	Grades: 3-4	Identify and understand food preferences and influence on food choices.
1	Healthy Living	1.5-6.2	Grades: 5-6	Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.
1	Healthy Living	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
10	Chain Five	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
10	Chain Five	1.3-4.2	Grades: 3-4	Describe the major nutrient categories (protein, carbohydrates, fat, protein, vitamins, minerals and water) and functions of each in keeping our bodies healthy.
10	Chain Five	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
10	Chain Five	1.5-6.1		

			Grades: 5-6	Explain the different nutritional needs of individuals depending on age, sex, activity and state of health. Use the FGP to assess personal diet for variety, moderation and proportionality. Determine changes needed for a healthier diet. Discuss how nutrition labels are used to identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber.
10	Chain Five	1.5-6.2	Grades: 5-6	Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.
10	Chain Five	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
12	Brilliant Breakfast	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
12	Brilliant Breakfast	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
12	Brilliant Breakfast	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
13	Fitness Walking	3.3-4.7	Grades: 3-4	Describe goal setting and decision making choices for healthy lifestyles.
14	Healthy Living, Healthy Eating	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
14	Healthy Living, Healthy Eating	1.3-4.2	Grades: 3-4	Describe the major nutrient categories (protein, carbohydrates, fat, protein, vitamins, minerals and water) and functions of each in keeping our bodies healthy.
14	Healthy Living, Healthy Eating	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
14	Healthy Living, Healthy Eating	1.5-6.2	Grades: 5-6	Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.

14	Healthy Living, Healthy Eating	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
15	Keeping the Balance	1.3-4.2	Grades: 3-4	Describe the major nutrient categories (protein, carbohydrates, fat, protein, vitamins, minerals and water) and functions of each in keeping our bodies healthy.
15	Keeping the Balance	1.3-4.7	Grades: 3-4	Demonstrate the ability to locate reliable nutrition and fitness resources from home, school and the community.
15	Keeping the Balance	1.5-6.2	Grades: 5-6	Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.
15	Keeping the Balance	1.5-6-7	Grades: 5-6	Identify and use reliable nutrition and fitness resources (local, state and national). Demonstrate the ability to access information from one or more of these resources. Distinguish between fact, fiction and opinion about nutrition and fitness.
16	The Safe Workout: A Review	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
16	The Safe Workout: A Review	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
16	The Safe Workout: A Review	1.5-6.2	Grades: 5-6	Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.
16	The Safe Workout: A Review	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
17	Hunting for Hidden Fat	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
17	Hunting for Hidden Fat	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.

17	Hunting for Hidden Fat	1.5-6.1	Grades: 5-6	Explain the different nutritional needs of individuals depending on age, sex, activity and state of health. Use the FGP to assess personal diet for variety, moderation and proportionality. Determine changes needed for a healthier diet. Discuss how nutrition labels are used to identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber.
17	Hunting for Hidden Fat	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
18	Beverage Buzz: Sack the Sugar	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
18	Beverage Buzz: Sack the Sugar	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
18	Beverage Buzz: Sack the Sugar	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
19	Snack Decisions	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
19	Snack Decisions	1.3-4.2	Grades: 3-4	Describe the major nutrient categories (protein, carbohydrates, fat, protein, vitamins, minerals and water) and functions of each in keeping our bodies healthy.
19	Snack Decisions	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
19	Snack Decisions	1.5-6.1	Grades: 5-6	Explain the different nutritional needs of individuals depending on age, sex, activity and state of health. Use the FGP to assess personal diet for variety, moderation and proportionality. Determine changes needed for a healthier diet. Discuss how nutrition labels are used to identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber.
19	Snack Decisions	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.

				diverse foods.
2	Carb Smart	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
2	Carb Smart	1.3-4.2	Grades: 3-4	Describe the major nutrient categories (protein, carbohydrates, fat, protein, vitamins, minerals and water) and functions of each in keeping our bodies healthy.
2	Carb Smart	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
2	Carb Smart	1.5-6.2	Grades: 5-6	Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.
2	Carb Smart	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
20	Snacking and Inactivity	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
20	Snacking and Inactivity	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
20	Snacking and Inactivity	1.5-6.2	Grades: 5-6	Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.
20	Snacking and Inactivity	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
22	Menu Monitoring	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.

22	Menu Monitoring	1.3-4.2	Grades: 3-4	Describe the major nutrient categories (protein, carbohydrates, fat, protein, vitamins, minerals and water) and functions of each in keeping our bodies healthy.
22	Menu Monitoring	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
22	Menu Monitoring	1.5-6.2	Grades: 5-6	Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.
22	Menu Monitoring	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
23	Veggiemania	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
23	Veggiemania	1.3-4.2	Grades: 3-4	Describe the major nutrient categories (protein, carbohydrates, fat, protein, vitamins, minerals and water) and functions of each in keeping our bodies healthy.
24	Breakfast Bonanza	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
24	Breakfast Bonanza	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
24	Breakfast Bonanza	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
25	Foods From Around the World; Italy, China,	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.

	Mexico, and Ethiopia			
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	1.5-6-6	Grades: 5-6	Describe what motivates people to adopt particular eating habits (e.g. family, culture, traditions, nutrition value, health, etc.) and identify cues for personal eating behavior (e.g., taste, hunger, stress, mood, self- esteem, etc.) Describe the role/impact of the media and current culture on eating behaviors.
26	Fitness Walking	3.3-4.7	Grades: 3-4	Describe goal setting and decision making choices for healthy lifestyles.
28	Get 3 At School and 5+ A Day	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
28	Get 3 At School and 5+ A Day	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
28	Get 3 At School and 5+ A Day	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
29	Class Walking Clubs	3.3-4.7	Grades: 3-4	Describe goal setting and decision making choices for healthy lifestyles.
3	The Safe Workout: An Introduction	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
3	The Safe Workout: An Introduction	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
3	The Safe Workout: An Introduction	1.5-6.2	Grades: 5-6	Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.

3	The Safe Workout: An Introduction	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
30	Tour de Health	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
30	Tour de Health	1.3-4.2	Grades: 3-4	Describe the major nutrient categories (protein, carbohydrates, fat, protein, vitamins, minerals and water) and functions of each in keeping our bodies healthy.
30	Tour de Health	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
30	Tour de Health	1.3-4.7	Grades: 3-4	Demonstrate the ability to locate reliable nutrition and fitness resources from home, school and the community.
30	Tour de Health	1.5-6.2	Grades: 5-6	Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.
30	Tour de Health	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
30	Tour de Health	1.5-6-7	Grades: 5-6	Identify and use reliable nutrition and fitness resources (local, state and national). Demonstrate the ability to access information from one or more of these resources. Distinguish between fact, fiction and opinion about nutrition and fitness.
4	Balancing Act	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
4	Balancing Act	1.3-4.2	Grades: 3-4	Describe the major nutrient categories (protein, carbohydrates, fat, protein, vitamins, minerals and water) and functions of each in keeping our bodies healthy.
4	Balancing Act	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.

4	Balancing Act	1.5-6.2	Grades: 5-6	Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.
5	Fast-Food Frenzy	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
5	Fast-Food Frenzy	1.3-4.2	Grades: 3-4	Describe the major nutrient categories (protein, carbohydrates, fat, protein, vitamins, minerals and water) and functions of each in keeping our bodies healthy.
5	Fast-Food Frenzy	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
5	Fast-Food Frenzy	1.5-6.1	Grades: 5-6	Explain the different nutritional needs of individuals depending on age, sex, activity and state of health. Use the FGP to assess personal diet for variety, moderation and proportionality. Determine changes needed for a healthier diet. Discuss how nutrition labels are used to identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber.
5	Fast-Food Frenzy	1.5-6.2	Grades: 5-6	Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.
5	Fast-Food Frenzy	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
6	Snack Attack	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
6	Snack Attack	1.3-4.2	Grades: 3-4	Describe the major nutrient categories (protein, carbohydrates, fat, protein, vitamins, minerals and water) and functions of each in keeping our bodies healthy.
6	Snack Attack	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
6	Snack Attack	1.5-6.1	Grades: 5-6	Explain the different nutritional needs of individuals depending on age, sex, activity and state of health. Use the FGP to assess personal diet for variety, moderation and proportionality. Determine changes needed for a healthier diet. Discuss how nutrition labels are used to identify

				foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber.
6	Snack Attack	1.5-6.2	Grades: 5-6	Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.
6	Snack Attack	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
7	Sugar Water: Think About Your Drink	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
7	Sugar Water: Think About Your Drink	1.3-4.2	Grades: 3-4	Describe the major nutrient categories (protein, carbohydrates, fat, protein, vitamins, minerals and water) and functions of each in keeping our bodies healthy.
7	Sugar Water: Think About Your Drink	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
7	Sugar Water: Think About Your Drink	1.5-6.1	Grades: 5-6	Explain the different nutritional needs of individuals depending on age, sex, activity and state of health. Use the FGP to assess personal diet for variety, moderation and proportionality. Determine changes needed for a healthier diet. Discuss how nutrition labels are used to identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber.
7	Sugar Water: Think About Your Drink	1.5-6.2	Grades: 5-6	Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.
7	Sugar Water: Think About Your Drink	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
7	Sugar Water: Think About Your Drink	1.5-6-6	Grades: 5-6	Describe what motivates people to adopt particular eating habits (e.g. family, culture, traditions, nutrition value, health, etc.) and identify cues for personal eating behavior (e.g., taste, hunger, stress, mood, self- esteem, etc.) Describe the role/impact of the media and current culture on eating behaviors.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right	1.3-4.1	Grades: 3-4	Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between nutrient-dense and nutrient-poor food choices. Identify foods that are high and low in fat, saturated fat,

	Kind			cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1.3-4.3	Grades: 3-4	Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1.5-6.2	Grades: 5-6	Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1.5-6.3	Grades: 5-6	Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.