

Deal Me In: Food and Fitness

Each of the (Grades 3-6) Card Game Activities are aligned to California and National Education Standards.

CALIFORNIA EDUCATION STANDARDS (GRADES 3-6)		Fishing For a Food Group	Sizing It Up	Healthy Hilda Says	Playing Hard or Hardly Playing	Fun-to-Make Recipes
HEALTH FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS						
Expectation 1	Students will demonstrate ways in which they can enhance and maintain their health and well-being.	•	•	•	•	•
Expectation 2	Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.					•
Expectation 4	Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.					•
Expectation 5	Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.	•	•	•	•	•
NUTRITION COMPETENCIES FOR CALIFORNIA STUDENTS						
Competency 2	Understand and practice making healthy food choices including planning and preparing snacks and meals, assessing personal needs, and applying strategies to reach personal nutrition goals.		•	•		•
Competency 4	Demonstrate food handling and personal hygiene to prevent foodborne illness.					•
Competency 8	Explore factors that contribute to achieving and maintaining a healthy body and positive body image, such as physical activity, food choices, genetics, and self-esteem.	•	•	•	•	•
PHYSICAL EDUCATION CONTENT STANDARDS						
Standard 4	Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance. <u>Fitness Concepts</u> 4.4 (4) Identify healthy meal and snack choices that help improve physical performance.			•	•	
Standard 5	Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity. <u>Social Interaction</u> 5.4 (3) Use appropriate movement cues and positive words of encouragement while coaching others in physical activities. 5.5 (3) Demonstrate respect for individual differences in physical activities. 5.5 (5) Contribute ideas and listen to the ideas of others in cooperative problem-solving activities. <u>Group Dynamics</u> 5.6 (3) Work in pairs or small groups to achieve an agreed-upon goal. 5.4 I(6) Identify and agree upon a common goal while participating in a cooperative physical activity. <u>Self Responsibility</u> 5.1 (4) Set a personal fitness goal that is worked on outside of school.			•	•	

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ENGLISH-LANGUAGE ARTS CONTENT STANDARDS						
Listening and Speaking Strategies	1.0 Students listen critically and respond appropriately to oral communication.	•	•	•	•	•
DESIRED RESULTS FOR CHILDREN AND FAMILIES						
Child Desired Result 1	1. Children are personally and socially competent.	•	•	•	•	•
	Indicator 1: Children show self-awareness and a positive self-concept.	•	•	•	•	•
	Indicator 2: Children demonstrate effective social and interpersonal skills.	•	•	•	•	•
	Indicator 3: Children demonstrate effective self-regulation of their behavior.	•	•	•	•	•
	Indicator 5: Children show growing abilities in communication and language.	•	•	•	•	•
Child Desired Result 2	2. Children are effective learners.	•	•	•	•	•
	Indicator 1: Children are interested in learning new things.	•	•	•	•	•
	Indicator 2: Children show cognitive competence and problem-solving skills through play and daily activities.	•	•	•	•	•
	Indicator 3: Children show interest in real-life mathematical concepts.	•	•	•	•	•
	Indicator 4: Children demonstrate emerging literacy skills.	•	•	•	•	•
Child Desired Result 3	3. Children show physical and motor competence.	•	•	•	•	•
	Indicator 1: Children demonstrate an increased proficiency in motor skills.	•	•	•	•	•
Child Desired Result 4	4. Children are safe and healthy.	•	•	•	•	•
	Indicator 1: Children show an emerging awareness and practice of safe and healthy behavior.	•	•	•	•	•

NATIONAL EDUCATION STANDARDS (GRADES 3-6)		Fishing For a Food Group	Sizing It Up	Healthy Hilda Says	Playing Hard or Hardly Playing	Fun-to-Make Recipes
NATIONAL HEALTH EDUCATION STANDARDS						
Standard 1	Students will comprehend concepts related to health promotion and disease prevention.	•	•	•	•	•
Standard 3	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	•	•	•	•	•
Standard 5	Students will demonstrate the ability to use interpersonal communication skills to enhance health.	•	•	•	•	•
Standard 6	Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	•	•	•	•	•
Standard 7	Students will demonstrate the ability to advocate for personal, family, and community health.	•	•	•	•	•

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NATIONAL STANDARDS FOR PHYSICAL EDUCATION						
Standard 1	Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.			•	•	
Standard 3	Participates regularly in physical activity.				•	
Standard 5	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.			•	•	
Standard 6	Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				•	
PRINCIPLES AND STANDARDS FOR SCHOOL MATHEMATICS						
Measurement Standard	Understand measurable attributes of objects and the units, systems, and processes of measurement.		•			•
NATIONAL SCIENCE STANDARDS						
Content Standard F: Science in Personal and Social Perspectives	Personal Health (K-4) <ul style="list-style-type: none"> • Individuals have some responsibility for their own health. Students should engage in personal care—dental hygiene, cleanliness, and exercise—that will maintain and improve health. • Nutrition is essential to health. Students should understand how the body uses food and how various foods contribute to health. Recommendations for good nutrition include eating a variety of foods, eating less sugar, and eating less fat. Personal Health (5-8) <ul style="list-style-type: none"> • Food provides energy and nutrients for growth and development. • Regular exercise is important to the maintenance and improvement of health. 	•	•	•	•	•
NATIONAL STANDARDS FOR THE ENGLISH-LANGUAGE ARTS						
Standard 12	Students use spoken, written, and/or visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	•	•	•	•	•
CURRICULUM STANDARDS FOR SOCIAL STUDIES						
Standard IV: Individual Development & Identity	h. Work independently and cooperatively to accomplish goals.	•	•	•	•	•

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CALIFORNIA EDUCATION STANDARDS (GRADES 3-6)		Breakfast Balance	The Snack Machine	Food Catcher	Make It Healthier	Food Bingo	Forgetful Fred Makes a Meal
HEALTH FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS							
Expectation 1	Students will demonstrate ways in which they can enhance and maintain their health and well-being.	•	•	•	•	•	•
Expectation 4	Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.	•		•	•		•
NUTRITION COMPETENCIES FOR CALIFORNIA STUDENTS							
Competency 2	Understand and practice making healthy food choices including planning and preparing snacks and meals, assessing personal needs, and applying strategies to reach personal nutrition goals.	•	•	•	•		
Competency 8	Explore factors that contribute to achieving and maintaining a healthy body and positive body image, such as physical activity, food choices, genetics, and self-esteem.	•	•	•	•	•	•
PHYSICAL EDUCATION CONTENT STANDARDS							
Standard 4	Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance. <u>Fitness Concepts</u> 4.4 (4) Identify healthy meal and snack choices that help improve physical performance.	•	•	•	•	•	•
ENGLISH-LANGUAGE ARTS CONTENT STANDARDS							
Written and Oral English Language Conventions	1.0 Students write and speak with a command of standard English conventions appropriate to this grade level: sentence structure, grammar, punctuation, capitalization, and spelling.			•	•	•	•
Listening and Speaking Strategies	1.0 Students listen critically and respond appropriately to oral communication.	•	•	•	•	•	•

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DESIRED RESULTS FOR CHILDREN AND PARENTS							
Child Desired Result 1	1. Children are personally and socially competent.	•	•	•	•	•	•
	Indicator 1: Children show self-awareness and a positive self-concept.	•	•	•	•	•	•
	Indicator 2: Children demonstrate effective social and interpersonal skills.			•		•	•
	Indicator 3: Children demonstrate effective self-regulation of their behavior.			•		•	•
	Indicator 5: Children show growing abilities in communication and language.	•	•	•	•	•	•
Child Desired Result 2	2. Children are effective learners.	•	•	•	•	•	•
	Indicator 1: Children are interested in learning new things.	•	•	•	•	•	•
	Indicator 2: Children show cognitive competence and problem-solving skills through play and daily activities.	•	•	•	•	•	•
	Indicator 4: Children demonstrate emerging literacy skills.	•	•	•	•	•	•
Child Desired Result 3	3. Children show physical and motor competence.			•			
	Indicator 1: Children demonstrate an increased proficiency in motor skills.			•			
Child Desired Result 4	4. Children are safe and healthy.	•	•	•	•	•	•
	Indicator 1: Children show an emerging awareness and practice of safe and healthy behavior.	•	•	•	•	•	•

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Standard 3	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	•	•	•	•		
Standard 5	Students will demonstrate the ability to use interpersonal communication skills to enhance health.			•		•	•
Standard 6	Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	•	•	•	•		
Standard 7	Students will demonstrate the ability to advocate for personal, family, and community health.	•	•	•	•	•	•
NATIONAL SCIENCE EDUCATION STANDARDS							
Content Standard F: Science in Personal and Social Perspectives	Personal Health (K-4) <ul style="list-style-type: none"> • Individuals have some responsibility for their own health. Students should engage in personal care—dental hygiene, cleanliness, and exercise—that will maintain and improve health. • Nutrition is essential to health. Students should understand how the body uses food and how various foods contribute to health. Recommendations for good nutrition include eating a variety of foods, eating less sugar, and eating less fat. Personal Health (5-8) <ul style="list-style-type: none"> • Food provides energy and nutrients for growth and development. • Regular exercise is important to the maintenance and improvement of health. 	•	•	•	•	•	•
NATIONAL STANDARDS FOR THE ENGLISH-LANGUAGE ARTS							
Standard 12	Students use spoken, written, and/or visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	•	•	•	•	•	•
CURRICULUM STANDARDS FOR SOCIAL STUDIES							
Standard IV: Individual Development & Identity	h. Work independently and cooperatively to accomplish goals.	•	•	•	•	•	•

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California Education Standards

- *Health Framework for California Public Schools (Kindergarten through Grade Twelve)*, California Department of Education, 2003.
- *Nutrition Competencies for California's Children (Pre-Kindergarten through Grade 12)*, California Department of Education, Nutrition Services Division, Education and Training Unit, 2001.
- *Physical Education Content Standards for California Public Schools (Kindergarten through Grade Twelve)*, California Department of Education, 2005.
- *English-Language Arts Content Standards for California Public Schools—Kindergarten through Grade Twelve*, California Department of Education, 1998 (Updated 2001).
- *Desired Results for Children and Families*, California Department of Education Child Development Division, 2003.

National Education Standards

- *National Health Education Standards: Achieving Health Literacy*, American Cancer Society, 1998.
- *Moving into the Future: National Standards for Physical Education*, National Association for Sport and Physical Education, 2004.
- *Principles and Standards for School Mathematics*, National Council of Teachers of Mathematics, 2000.
- *National Science Education Standards*, National Academy of Sciences, 1996.
- *Standards for the English-Language Arts*, International Reading Association and the National Council of Teachers of English, 1996.
- *Curriculum Standards for Social Studies*, National Council for the Social Studies, 1994.