

Deal Me In: Food and Fitness

Each of the (Grades K-2) Card Game Activities are aligned to California and National Education Standards.

| CALIFORNIA EDUCATION STANDARDS (GRADES K-2) | | Fishing For a Food Group | Breakfast Roll | 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 1 | Demonstrate motor skills and movement patterns needed to perform a variety of physical activities. <u>Movement Concepts</u> 1.4 (K) Create shapes at high, medium, and low levels using hands, arms, torso, feet, and legs in a variety of combinations. | | | • | • | |
| Standard 3 | Assess and maintain a level of physical fitness to improve health and performance. <u>Fitness Concepts</u> 3.1 (K-2) Participate in physical activities that are enjoyable and challenging. | | | • | • | |
| Standard 4 | Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. <u>Fitness Concepts</u> 4.1 (K,1) Identify enjoyable and challenging physical activities that one can do for increasing amounts of time without stopping. 4.3 (K,1) Explain that nutritious food provides energy for alertness and mental concentration. | | • | | • | |

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| Standard 5 | <p>Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.</p> <p><u>Self-Responsibility</u> 5.1 (K,1) Willingly participate in physical activities. 5.2 (2) Accept responsibility for one's own behavior in a group activity.</p> <p><u>Social Interaction</u> 5.4 (2) Encourage others using verbal and on-verbal communication.</p> <p><u>Group Dynamics</u> 5.5 (K) Participate as a leader and a follower during physical activity. 5.7 (2) Participate positively in physical activities that rely on cooperation.</p> | | | • | • | |
| ENGLISH-LANGUAGE ARTS CONTENT STANDARDS | | | | | | |
| Listening and Speaking Strategies | 1.0 (K) Students listen and respond to oral communication. They speak in clear and coherent sentences. | • | • | • | • | • |
| | 1.0 (1,2) Students listen critically and respond appropriately to oral communication. | | | | | |
| | 1.1 (K) Understand and follow one-and two-step oral directions. | • | • | • | • | • |
| | 1.1 (1) Listen attentively. | | | | | |
| | 1.2 (K) Share information and ideas, speaking audibly in complete, coherent sentences. | • | • | • | • | • |
| | 1.2 (1) Ask questions for clarification and understanding. | | | | | |
| MATHEMATICS CONTENT STANDARDS | | | | | | |
| Number Sense | 1.0 (K) Students understand the relationship between numbers and quantities. | | | | | • |
| | 1.0 (1) Students understand and use numbers up to 100. | | | | | • |
| Algebra and Functions | 1.0 (K) Students sort and classify objects. | • | | | | |
| Measurement and Geometry | 1.1 (K) Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more). | | | | | • |

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| 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. | • | • | • | • | • |

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| 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. | | • | | | • |
| 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. | • | • | • | • | • |
| 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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| 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 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. | • | • | • | • | • | • |
| ENGLISH-LANGUAGE ARTS CONTENT STANDARDS | | | | | | | |
| Written and Oral English Language Conventions | 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 (K) Students listen and respond to oral communication. They speak in clear and coherent sentences. | | • | • | • | • | • |
| | 1.0 (1,2) Students listen critically and respond appropriately to oral communication. | | | | | | |
| | 1.1 Understand and follow one-and two-step oral directions. | • | • | • | • | • | • |
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| Child Desired Result 2 | 2. Children are effective learners. | • | • | • | • | • | • |
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| Child Desired Result 4 | 4. Children are safe and healthy. | • | • | • | • | • | • |
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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.
- *Mathematics Content Standards for California Public Schools—Kindergarten through Grade Twelve*, California Department of Education, 1999 (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.