

## Kindergarten Program: *Building a healthy me!*

### Alignment to California Nutrition Education Competencies, Kindergarten (Draft 2010)

*Building a healthy me!* supports teaching and learning related to *California Nutrition Education Competencies* (Kindergarten). The following alignment is based on the information, resources, instruction, and student activities in the program.

CALIFORNIA NUTRITION EDUCATION COMPETENCIES (Kindergarten)	<b>Kindergarten: <i>Building a Healthy Me!</i></b>					
	Lesson 1: Piecing the Pyramid	Lesson 2: All Foods Fit	Lesson 3: Off to a Good Start	Lesson 4: Professor Clue...in search of combination food	Lesson 5: Kinder Cooks	Lesson 6: Smart Shoppers
<small>*This is a Kindergarten competency listed in California's Health Education Content Standards (2008).</small>						
<b><i>Nutrition Education Competency 1:</i></b> <b>Students will know the relationships among nutrition, physiology, and enhancing health.</b>						
<b>a. Know the six nutrient groups and their functions.</b>						
– Identify the variety of foods of plant origin.		•	•	•	•	•
– Classify plant foods, such as fruits, vegetables, and grains.	•	•	•	•	•	•
– Identify the variety of foods of animal origin, such as eggs, fish, poultry		•	•	•	•	•
<b>b. Know nutrition and health guidelines.</b>						
– Name a variety of healthy foods and explain why they are necessary for energy and good health.*	•	•	•	•	•	•
– Identify a variety of healthy snacks.*		•			•	
<b>c. Know factors affecting energy balance.</b>						
– Identify why we need active play and other physical activity.	•					
– Identify a form of physical activity that children enjoy at school and at home.	•					
<b>e. Identify the physiological processes in digestion, absorption, and metabolism of nutrients.</b>						
– Describe foods using senses: taste, touch, sight, smell, and sound.						•
<b>f. Explain the influence of nutrition and physical activity on health.</b>						
– Recognize that eating healthy foods, such as vegetables and fruits, is beneficial for the body.	•	•	•	•		•
– Recognize the importance of a healthy breakfast.*			•			
– Describe the benefits of being physically active.*	•		•			

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<b>g. Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.</b>						
– Describe how to wash hands before handling food.					•	
– Identify one way of safely preparing foods for eating.					•	
– Name one way to store food that helps to keep it safe and fresh					•	
<b><i>Nutrition Education Competency 2:</i></b> <b>Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.</b>						
– Identify one influence on food choices.			•			•
– Identify one practice that makes mealtime enjoyable.			•		•	
– Recognize that not all products advertised or sold are good for them.*						•
<b><i>Nutrition Education Competency 5:</i></b> <b>Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.</b>						
– Describe ways to participate regularly in active play and enjoyable physical activities.*	•					
– Name or show foods that are favorites to eat.			•	•		•
<b><i>Nutrition Education Competency 7:</i></b> <b>Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.</b>						
– Select nutritious snacks.*		•			•	
– Plan a nutritious breakfast.*			•			
– Choose healthy foods in a variety of settings.*		•	•	•	•	•
– Demonstrate hand washing before handling or eating foods.					•	

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<b><i>Nutrition Education Competency 8:</i></b> <b>Students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.</b>						
– Prepare a healthy snack.					•	