

## Happy Healthy Me. . . Curriculum

Correlation to Program Quality Standards and Standards Based on Exemplary Practice  
for Center-based Programs and Family Child Care Home Networks - Desired Results  
California Department of Educational Child Development Division

### Lesson 1 - MyPyramid

#### II. Teaching and Learning

II – C3: The program's approach to child development and education is developmentally, linguistically, culturally appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Environment provides optimal; child initiated learning during free choice time.							X	
b. Program includes books and pictures, blocks, sand and water, nature and science, math and numbers, art, music and movement.	X	X	X	X		X	X	
c. Opportunities for children to work individually and in small groups.		X	X	X			X	
II – C5: The program encourages respect for the feelings and rights of others, supporting and respecting the gender, ethnicity, home language, culture, and family composition of each child in ways that support the child's health and well being.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities to explore concepts related to understanding more about themselves, their family, others and the world.	X	X	X				X	X
b. Communicate regularly with parents.								X
II – C6: The program supports social and emotional development by building trust; fostering independence; encouraging self-control by setting clear, consistent limits and having realistic expectations.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children develop age appropriate self-control and problem solving by guiding them and by modeling how to solve problems and resolve differences.		X	X	X			X	
b. Programs recognize that eating, toileting, and dressing are important opportunities for skill building and encourage development of self-skills such as brushing teeth, washing hands, wiping spills, and setting the table.					X			
c. Programs use books, stories, puppets, and other experiences to reinforce positive social behaviors.	X					X	X	

## II. Teaching and Learning

II – C8: The program helps children develop emotional security and facilitate social relationships.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Program helps children show respect for each other, cooperate and work together.		X	X				X	
b. Children are guided and supported to form and maintain satisfying relationships with others.							X	
c. Opportunities are provided for children to perform small tasks and chores together.		X	X		X			
II – C9: The program provides for the development of each child’s cognitive and language skills by supporting each child’s learning, using various strategies including experimentation, inquiry, observation, play and exploration.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to observe the environment and the natural world and attach meaning to those observations.		X	X		X		X	
b. Encourage children to make generalizations based on observation and make predictions based on them.	X	X	X					
c. Opportunities for children to combine activities and materials in new ways.		X	X	X			X	
d. Opportunities to repeat task or activities that build on understanding of a concept or skill.		X	X	X		X		
e. Activities and projects are extended through conversation, posing open-ended questions, and documentation.	X	X	X				X	
II – C10: The program provides for the development of each child’s cognitive and language skills by ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialog.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to act out familiar plays, stories or songs. Provide materials and props that stimulate creative dramatic play.	X			X		X	X	
b. Encourage individual expression in use of art, dramatic play and musical materials.							X	

## II. Teaching and Learning

II - C11: The program provides for the development of each child's cognitive and language skills by promoting interaction and language use among children and between children and adults.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children are frequently read to and exposed to singing, finger plays, acting out simple stories, or telling stories with a flannel board.	X					X	X	
b. Stimulate problem-solving through well-timed open-ended sentences.	X	X	X					
c. Children are encouraged to use language skills in conversations to express themselves.	X	X	X					
II - C12: The program provides for the development of each child's cognitive and language skills by supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Programs support language and literacy through phonological awareness, alphabet knowledge, concept of print, vocabulary, comprehension of a story that is read, and emergent writing.	X	X	X			X	X	
b. Programs provide language and print rich environments.	X	X	X			X		
c. Programs provide a language arts curriculum.								
d. Adults read stories out loud and expressively and wonder aloud with the children about what might happen next or how one of the characters might be feeling.	X							
e. Children are provided opportunities to explore and interact and reflect on their experience by writing, drawing, or talking about what they did.	X	X	X				X	

## II. Teaching and Learning

<p>II – C13: the program promotes each child’s physical development by providing sufficient time, indoor and outdoor space, equipment, materials and guidelines for active play and movement that support the development of gross motor skills. The program promotes each child’s physical development by providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s development level.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
<p>a. Children practice fine motor skills like; grasping objects, pulling toys towards them and learning to pick up finger foods.</p>				X	X			
<p>b. Children use finger paints, paint brushes, large crayons, chalk and puzzles.</p>			X				X	
<p>f. Child practice writing, lacing beads, weaving, pouring, zipping, molding, cutting, and threading.</p>				X	X		X	
<p>II – C14 The program maintains healthy and safe practices. The program includes a nutritional component that ensures that children will have nutritious meals and snacks during the time that they are in the program. Health and nutrition education is integrated into the program activities.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
<p>a. (i) The program provides books, pictures, videos, and special guests to provide information related to health and nutrition.</p>	X	X	X	X	X	X	X	X
<p>(ii) The program includes props and opportunities for learning through dramatic play.</p>				X			X	
<p>(iii) The program provides experiences in food preparation and sampling of a variety of nutritious foods.</p>					X			
<p>b. The program serves healthy food that is high in nutrients, low in fat, sugar and salt. Drinking water is available at all times.</p>					X			
<p>c. The program promotes effective dental hygiene.</p>								
<p>d. Adults and child wash hands frequently, particularly after using the toilet or before and after preparing food.</p>					X			

## Happy Healthy Me . . . Curriculum

Correlation to Program Quality Standards and Standards Based on Exemplary Practice  
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### Lesson 2 - Grain Group

#### II. Teaching and Learning

	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
II – C3: The program's approach to child development and education is developmentally, linguistically, culturally appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles.								
a. Environment provides optimal; child initiated learning during free choice time.							X	
b. Program includes books and pictures, blocks, sand and water, nature and science, math and numbers, art, music and movement.	X	X	X	X		X		
c. Opportunities for children to work individually and in small groups.			X	X			X	
II – C5: The program encourages respect for the feelings and rights of others, supporting and respecting the gender, ethnicity, home language, culture, and family composition of each child in ways that support the child's health and well being.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities to explore concepts related to understanding more about themselves, their family, others and the world.	X	X	X					X
b. Communicate regularly with parents.								X
II – C6: The program supports social and emotional development by building trust; fostering independence; encouraging self-control by setting clear, consistent limits and having realistic expectations.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children develop age appropriate self-control and problem solving by guiding them and by modeling how to solve problems and resolve differences.			X	X			X	
b. Programs recognize that eating, toileting, and dressing are important opportunities for skill building and encourage development of self-skills such as brushing teeth, washing hands, wiping spills, and setting the table.					X			
c. Programs use books, stories, puppets, and other experiences to reinforce positive social behaviors.	X					X		

## II. Teaching and Learning

II – C8: The program helps children develop emotional security and facilitate social relationships.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Program helps children show respect for each other, cooperate and work together.			X	X			X	
b. Children are guided and supported to form and maintain satisfying relationships with others.								
c. Opportunities are provided for children to perform small tasks and chores together.				X	X		X	
II – C9: The program provides for the development of each child’s cognitive and language skills by supporting each child’s learning, using various strategies including experimentation, inquiry, observation, play and exploration.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to observe the environment and the natural world and attach meaning to those observations.		X	X	X			X	
b. Encourage children to make generalizations based on observation and make predictions based on them.	X	X	X				X	
c. Opportunities for children to combine activities and materials in new ways.			X	X			X	
d. Opportunities to repeat task or activities that build on understanding of a concept or skill.		X	X	X				
e. Activities and projects are extended through conversation, posing open-ended questions, and documentation.	X	X	X			X		
II – C10: The program provides for the development of each child’s cognitive and language skills by ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialog.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to act out familiar plays, stories or songs. Provide materials and props that stimulate creative dramatic play.	X			X		X	X	
b. Encourage individual expression in use of art, dramatic play and musical materials.						X	X	

## II. Teaching and Learning

II - C11: The program provides for the development of each child's cognitive and language skills by promoting interaction and language use among children and between children and adults.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children are frequently read to and exposed to singing, finger plays, acting out simple stories, or telling stories with a flannel board.	X					X		
b. Stimulate problem-solving through well-timed open-ended sentences.	X	X	X					
c. Children are encouraged to use language skills in conversations to express themselves.	X	X	X				X	
II - C12: The program provides for the development of each child's cognitive and language skills by supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Programs support language and literacy through phonological awareness, alphabet knowledge, concept of print, vocabulary, comprehension of a story that is read, and emergent writing.	X	X	X					
b. Programs provide language and print rich environments.	X	X	X				X	
c. Programs provide a language arts curriculum.								
d. Adults read stories out loud and expressively and wonder aloud with the children about what might happen next or how one of the characters might be feeling.	X							
e. Children are provided opportunities to explore and interact and reflect on their experience by writing, drawing, or talking about what they did.	X	X	X			X	X	

## II. Teaching and Learning

<p>II – C13: the program promotes each child’s physical development by providing sufficient time, indoor and outdoor space, equipment, materials and guidelines for active play and movement that support the development of gross motor skills. The program promotes each child’s physical development by providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s development level.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
<p>a. Children practice fine motor skills like; grasping objects, pulling toys towards them and learning to pick up finger foods.</p>			X	X			X	
<p>b. Children use finger paints, paint brushes, large crayons, chalk and puzzles.</p>							X	
<p>f. Child practice writing, lacing beads, weaving, pouring, zipping, molding, cutting, and threading.</p>			X		X		X	
<p>II – C14 The program maintains healthy and safe practices. The program includes a nutritional component that ensures that children will have nutritious meals and snacks during the time that they are in the program. Health and nutrition education is integrated into the program activities.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
<p>a. (i) The program provides books, pictures, videos, and special guests to provide information related to health and nutrition.</p>	X	X	X	X	X		X	X
<p>(ii) The program includes props and opportunities for learning through dramatic play.</p>				X		X		
<p>(iii) The program provides experiences in food preparation and sampling of a variety of nutritious foods.</p>					X		X	
<p>b. The program serves healthy food that is high in nutrients, low in fat, sugar and salt. Drinking water is available at all times.</p>					X			
<p>c. The program promotes effective dental hygiene.</p>								
<p>d. Adults and child wash hands frequently, particularly after using the toilet or before and after preparing food.</p>					X			



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### Lesson 3 - Vegetable Group

#### II. Teaching and Learning

	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
II – C3: The program's approach to child development and education is developmentally, linguistically, culturally appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles.								
a. Environment provides optimal; child initiated learning during free choice time.								
b. Program includes books and pictures, blocks, sand and water, nature and science, math and numbers, art, music and movement.	X	X	X	X		X	X	
c. Opportunities for children to work individually and in small groups.		X	X				X	
II – C5: The program encourages respect for the feelings and rights of others, supporting and respecting the gender, ethnicity, home language, culture, and family composition of each child in ways that support the child's health and well being.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities to explore concepts related to understanding more about themselves, their family, others and the world.	X	X	X				X	X
b. Communicate regularly with parents.								X
II – C6: The program supports social and emotional development by building trust; fostering independence; encouraging self-control by setting clear, consistent limits and having realistic expectations.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children develop age appropriate self-control and problem solving by guiding them and by modeling how to solve problems and resolve differences.		X	X					
b. Programs recognize that eating, toileting, and dressing are important opportunities for skill building and encourage development of self-skills such as brushing teeth, washing hands, wiping spills, and setting the table.					X			
c. Programs use books, stories, puppets, and other experiences to reinforce positive social behaviors.	X	X	X					

## II. Teaching and Learning

II – C8: The program helps children develop emotional security and facilitate social relationships.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Program helps children show respect for each other, cooperate and work together.		X	X					
b. Children are guided and supported to form and maintain satisfying relationships with others.	X							
c. Opportunities are provided for children to perform small tasks and chores together.		X		X	X		X	
II – C9: The program provides for the development of each child’s cognitive and language skills by supporting each child’s learning, using various strategies including experimentation, inquiry, observation, play and exploration.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to observe the environment and the natural world and attach meaning to those observations.		X	X				X	
b. Encourage children to make generalizations based on observation and make predictions based on them.	X	X	X					
c. Opportunities for children to combine activities and materials in new ways.		X	X	X			X	
d. Opportunities to repeat task or activities that build on understanding of a concept or skill.		X	X			X		
e. Activities and projects are extended through conversation, posing open-ended questions, and documentation.	X	X	X			X		
II – C10: The program provides for the development of each child’s cognitive and language skills by ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialog.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to act out familiar plays, stories or songs. Provide materials and props that stimulate creative dramatic play.	X					X		
b. Encourage individual expression in use of art, dramatic play and musical materials.				X			X	

## II. Teaching and Learning

II - C11: The program provides for the development of each child's cognitive and language skills by promoting interaction and language use among children and between children and adults.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children are frequently read to and exposed to singing, finger plays, acting out simple stories, or telling stories with a flannel board.	X					X		
b. Stimulate problem-solving through well-timed open-ended sentences.	X	X	X					
c. Children are encouraged to use language skills in conversations to express themselves.	X	X	X				X	
II - C12: The program provides for the development of each child's cognitive and language skills by supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Programs support language and literacy through phonological awareness, alphabet knowledge, concept of print, vocabulary, comprehension of a story that is read, and emergent writing.	X	X	X					
b. Programs provide language and print rich environments.	X	X	X				X	
c. Programs provide a language arts curriculum.								
d. Adults read stories out loud and expressively and wonder aloud with the children about what might happen next or how one of the characters might be feeling.	X							
e. Children are provided opportunities to explore and interact and reflect on their experience by writing, drawing, or talking about what they did.	X	X	X				X	

## II. Teaching and Learning

<p>II – C13: the program promotes each child’s physical development by providing sufficient time, indoor and outdoor space, equipment, materials and guidelines for active play and movement that support the development of gross motor skills. The program promotes each child’s physical development by providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s development level.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
<p>a. Children practice fine motor skills like; grasping objects, pulling toys towards them and learning to pick up finger foods.</p>		X	X	X				
<p>b. Children use finger paints, paint brushes, large crayons, chalk and puzzles.</p>		X					X	
<p>f. Child practice writing, lacing beads, weaving, pouring, zipping, molding, cutting, and threading.</p>			X	X	X			
<p>II – C14 The program maintains healthy and safe practices. The program includes a nutritional component that ensures that children will have nutritious meals and snacks during the time that they are in the program. Health and nutrition education is integrated into the program activities.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
<p>a. (i) The program provides books, pictures, videos, and special guests to provide information related to health and nutrition.</p>	X	X	X	X		X	X	X
<p>(ii) The program includes props and opportunities for learning through dramatic play.</p>				X				
<p>(iii) The program provides experiences in food preparation and sampling of a variety of nutritious foods.</p>					X			
<p>b. The program serves healthy food that is high in nutrients, low in fat, sugar and salt. Drinking water is available at all times.</p>					X			
<p>c. The program promotes effective dental hygiene.</p>								
<p>d. Adults and child wash hands frequently, particularly after using the toilet or before and after preparing food.</p>					X			

## Happy Healthy Me. . . Curriculum

Correlation to Program Quality Standards and Standards Based on Exemplary Practice  
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### Lesson 4 - Fruit Group

#### II. Teaching and Learning

II – C3: The program's approach to child development and education is developmentally, linguistically, culturally appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Environment provides optimal; child initiated learning during free choice time.							X	
b. Program includes books and pictures, blocks, sand and water, nature and science, math and numbers, art, music and movement.	X	X	X	X		X	X	
c. Opportunities for children to work individually and in small groups.		X	X	X			X	
II – C5: The program encourages respect for the feelings and rights of others, supporting and respecting the gender, ethnicity, home language, culture, and family composition of each child in ways that support the child's health and well being.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities to explore concepts related to understanding more about themselves, their family, others and the world.	X	X	X				X	X
b. Communicate regularly with parents.								X
II – C6: The program supports social and emotional development by building trust; fostering independence; encouraging self-control by setting clear, consistent limits and having realistic expectations.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children develop age appropriate self-control and problem solving by guiding them and by modeling how to solve problems and resolve differences.		X	X	X			X	
b. Programs recognize that eating, toileting, and dressing are important opportunities for skill building and encourage development of self-skills such as brushing teeth, washing hands, wiping spills, and setting the table.					X			
c. Programs use books, stories, puppets, and other experiences to reinforce positive social behaviors.	X					X		

## II. Teaching and Learning

II – C8: The program helps children develop emotional security and facilitate social relationships.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Program helps children show respect for each other, cooperate and work together.	X	X	X				X	
b. Children are guided and supported to form and maintain satisfying relationships with others.								
c. Opportunities are provided for children to perform small tasks and chores together.		X	X		X		X	
II – C9: The program provides for the development of each child’s cognitive and language skills by supporting each child’s learning, using various strategies including experimentation, inquiry, observation, play and exploration.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to observe the environment and the natural world and attach meaning to those observations.	X	X	X				X	
b. Encourage children to make generalizations based on observation and make predictions based on them.	X	X	X				X	
c. Opportunities for children to combine activities and materials in new ways.		X	X	X			X	
d. Opportunities to repeat task or activities that build on understanding of a concept or skill.		X	X	X				
e. Activities and projects are extended through conversation, posing open-ended questions, and documentation.	X	X	X				X	
II – C10: The program provides for the development of each child’s cognitive and language skills by ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialog.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to act out familiar plays, stories or songs. Provide materials and props that stimulate creative dramatic play.	X			X		X		
b. Encourage individual expression in use of art, dramatic play and musical materials.							X	

## II. Teaching and Learning

II - C11: The program provides for the development of each child's cognitive and language skills by promoting interaction and language use among children and between children and adults.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children are frequently read to and exposed to singing, finger plays, acting out simple stories, or telling stories with a flannel board.	X					X		
b. Stimulate problem-solving through well-timed open-ended sentences.	X	X	X					
c. Children are encouraged to use language skills in conversations to express themselves.	X	X	X				X	
II - C12: The program provides for the development of each child's cognitive and language skills by supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Programs support language and literacy through phonological awareness, alphabet knowledge, concept of print, vocabulary, comprehension of a story that is read, and emergent writing.	X							
b. Programs provide language and print rich environments.	X	X	X			X		
c. Programs provide a language arts curriculum.								
d. Adults read stories out loud and expressively and wonder aloud with the children about what might happen next or how one of the characters might be feeling.	X							
e. Children are provided opportunities to explore and interact and reflect on their experience by writing, drawing, or talking about what they did.		X	X				X	

## II. Teaching and Learning

<p>II – C13: the program promotes each child’s physical development by providing sufficient time, indoor and outdoor space, equipment, materials and guidelines for active play and movement that support the development of gross motor skills. The program promotes each child’s physical development by providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s development level.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
<p>a. Children practice fine motor skills like; grasping objects, pulling toys towards them and learning to pick up finger foods.</p>			X		X			
<p>b. Children use finger paints, paint brushes, large crayons, chalk and puzzles.</p>							X	
<p>f. Child practice writing, lacing beads, weaving, pouring, zipping, molding, cutting, and threading.</p>			X		X			
<p>II – C14 The program maintains healthy and safe practices. The program includes a nutritional component that ensures that children will have nutritious meals and snacks during the time that they are in the program. Health and nutrition education is integrated into the program activities.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
<p>a. (i) The program provides books, pictures, videos, and special guests to provide information related to health and nutrition.</p>	X	X	X	X		X	X	X
<p>(ii) The program includes props and opportunities for learning through dramatic play.</p>							X	
<p>(iii) The program provides experiences in food preparation and sampling of a variety of nutritious foods.</p>					X			
<p>b. The program serves healthy food that is high in nutrients, low in fat, sugar and salt. Drinking water is available at all times.</p>					X			
<p>c. The program promotes effective dental hygiene.</p>								
<p>d. Adults and child wash hands frequently, particularly after using the toilet or before and after preparing food.</p>					X			



## Happy Healthy Me. . . Curriculum

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#### Lesson 5 - Milk Group

#### II. Teaching and Learning

II – C3: The program's approach to child development and education is developmentally, linguistically, culturally appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Environment provides optimal; child initiated learning during free choice time.								
b. Program includes books and pictures, blocks, sand and water, nature and science, math and numbers, art, music and movement.	X	X	X	X		X	X	
c. Opportunities for children to work individually and in small groups.		X	X	X			X	
II – C5: The program encourages respect for the feelings and rights of others, supporting and respecting the gender, ethnicity, home language, culture, and family composition of each child in ways that support the child's health and well being.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities to explore concepts related to understanding more about themselves, their family, others and the world.	X	X	X				X	X
b. Communicate regularly with parents.								X
II – C6: The program supports social and emotional development by building trust; fostering independence; encouraging self-control by setting clear, consistent limits and having realistic expectations.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children develop age appropriate self-control and problem solving by guiding them and by modeling how to solve problems and resolve differences.		X	X	X			X	
b. Programs recognize that eating, toileting, and dressing are important opportunities for skill building and encourage development of self-skills such as brushing teeth, washing hands, wiping spills, and setting the table.			X		X			
c. Programs use books, stories, puppets, and other experiences to reinforce positive social behaviors.	X		X				X	

## II. Teaching and Learning

II – C8: The program helps children develop emotional security and facilitate social relationships.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Program helps children show respect for each other, cooperate and work together.								
b. Children are guided and supported to form and maintain satisfying relationships with others.								
c. Opportunities are provided for children to perform small tasks and chores together.				X	X			
II – C9: The program provides for the development of each child’s cognitive and language skills by supporting each child’s learning, using various strategies including experimentation, inquiry, observation, play and exploration.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to observe the environment and the natural world and attach meaning to those observations.	X	X	X				X	
b. Encourage children to make generalizations based on observation and make predictions based on them.	X	X	X				X	
c. Opportunities for children to combine activities and materials in new ways.		X	X	X			X	
d. Opportunities to repeat task or activities that build on understanding of a concept or skill.		X	X					
e. Activities and projects are extended through conversation, posing open-ended questions, and documentation.	X	X	X				X	
II – C10: The program provides for the development of each child’s cognitive and language skills by ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialog.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to act out familiar plays, stories or songs. Provide materials and props that stimulate creative dramatic play.	X		X			X		
b. Encourage individual expression in use of art, dramatic play and musical materials.						X		

## II. Teaching and Learning

II - C11: The program provides for the development of each child's cognitive and language skills by promoting interaction and language use among children and between children and adults.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children are frequently read to and exposed to singing, finger plays, acting out simple stories, or telling stories with a flannel board.	X					X		
b. Stimulate problem-solving thorough well-timed open-ended sentences.	X	X	X					
c. Children are encouraged to use language skills in conversations to express themselves.	X	X	X			X		
II - C12: The program provides for the development of each child's cognitive and language skills by supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Programs support language and literacy through phonological awareness, alphabet knowledge, concept of print, vocabulary, comprehension of a story that is read, and emergent writing.	X							
b. Programs provide language and print rich environments.	X	X	X					
c. Programs provide a language arts curriculum.								
d. Adults read stories out loud and expressively and wonder aloud with the children about what might happen next or how one of the characters might be feeling.	X							
e. Children are provided opportunities to explore and interact and reflect on their experience by writing, drawing, or talking about what they did.		X	X				X	

## II. Teaching and Learning

<p>II – C13: the program promotes each child’s physical development by providing sufficient time, indoor and outdoor space, equipment, materials and guidelines for active play and movement that support the development of gross motor skills. The program promotes each child’s physical development by providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s development level.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
<p>a. Children practice fine motor skills like; grasping objects, pulling toys towards them and learning to pick up finger foods.</p>		X			X			
<p>b. Children use finger paints, paint brushes, large crayons, chalk and puzzles.</p>							X	
<p>f. Child practice writing, lacing beads, weaving, pouring, zipping, molding, cutting, and threading.</p>				X	X			
<p>II – C14 The program maintains healthy and safe practices. The program includes a nutritional component that ensures that children will have nutritious meals and snacks during the time that they are in the program. Health and nutrition education is integrated into the program activities.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
<p>a. (i) The program provides books, pictures, videos, and special guests to provide information related to health and nutrition.</p>	X	X	X	X		X	X	X
<p>(ii) The program includes props and opportunities for learning through dramatic play.</p>								
<p>(iii) The program provides experiences in food preparation and sampling of a variety of nutritious foods.</p>					X			
<p>b. The program serves healthy food that is high in nutrients, low in fat, sugar and salt. Drinking water is available at all times.</p>					X			
<p>c. The program promotes effective dental hygiene.</p>			X					
<p>d. Adults and child wash hands frequently, particularly after using the toilet or before and after preparing food.</p>					X			

## Happy Healthy Me. . . Curriculum

Correlation to Program Quality Standards and Standards Based on Exemplary Practice  
for Center-based Programs and Family Child Care Home Networks - Desired Results  
California Department of Educational Child Development Division

### Lesson 6 - Meat & Beans Group

#### II. Teaching and Learning

II – C3: The program's approach to child development and education is developmentally, linguistically, culturally appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Environment provides optimal; child initiated learning during free choice time.							X	
b. Program includes books and pictures, blocks, sand and water, nature and science, math and numbers, art, music and movement.	X	X	X	X		X	X	
c. Opportunities for children to work individually and in small groups.		X	X	X			X	
II – C5: The program encourages respect for the feelings and rights of others, supporting and respecting the gender, ethnicity, home language, culture, and family composition of each child in ways that support the child's health and well being.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities to explore concepts related to understanding more about themselves, their family, others and the world.	X	X	X				X	X
b. Communicate regularly with parents.								X
II – C6: The program supports social and emotional development by building trust; fostering independence; encouraging self-control by setting clear, consistent limits and having realistic expectations.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children develop age appropriate self-control and problem solving by guiding them and by modeling how to solve problems and resolve differences.		X	X				X	
b. Programs recognize that eating, toileting, and dressing are important opportunities for skill building and encourage development of self-skills such as brushing teeth, washing hands, wiping spills, and setting the table.					X			
c. Programs use books, stories, puppets, and other experiences to reinforce positive social behaviors.	X	X	X					

## II. Teaching and Learning

II – C8: The program helps children develop emotional security and facilitate social relationships.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Program helps children show respect for each other, cooperate and work together.								
b. Children are guided and supported to form and maintain satisfying relationships with others.								
c. Opportunities are provided for children to perform small tasks and chores together.		X	X				X	
II – C9: The program provides for the development of each child’s cognitive and language skills by supporting each child’s learning, using various strategies including experimentation, inquiry, observation, play and exploration.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to observe the environment and the natural world and attach meaning to those observations.	X	X	X				X	
b. Encourage children to make generalizations based on observation and make predictions based on them.	X	X	X				X	
c. Opportunities for children to combine activities and materials in new ways.		X	X	X			X	
d. Opportunities to repeat task or activities that build on understanding of a concept or skill.	X	X	X	X				
e. Activities and projects are extended through conversation, posing open-ended questions, and documentation.	X	X	X				X	
II – C10: The program provides for the development of each child’s cognitive and language skills by ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialog.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to act out familiar plays, stories or songs. Provide materials and props that stimulate creative dramatic play.	X					X	X	
b. Encourage individual expression in use of art, dramatic play and musical materials.							X	

## II. Teaching and Learning

II - C11: The program provides for the development of each child's cognitive and language skills by promoting interaction and language use among children and between children and adults.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children are frequently read to and exposed to singing, finger plays, acting out simple stories, or telling stories with a flannel board.	X					X		
b. Stimulate problem-solving thorough well-timed open-ended sentences.	X	X	X					
c. Children are encouraged to use language skills in conversations to express themselves.	X	X	X				X	
II - C12: The program provides for the development of each child's cognitive and language skills by supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Programs support language and literacy through phonological awareness, alphabet knowledge, concept of print, vocabulary, comprehension of a story that is read, and emergent writing.	X							
b. Programs provide language and print rich environments.	X						X	
c. Programs provide a language arts curriculum.								
d. Adults read stories out loud and expressively and wonder aloud with the children about what might happen next or how one of the characters might be feeling.	X							
e. Children are provided opportunities to explore and interact and reflect on their experience by writing, drawing, or talking about what they did.							X	

## II. Teaching and Learning

<p>II – C13: the program promotes each child’s physical development by providing sufficient time, indoor and outdoor space, equipment, materials and guidelines for active play and movement that support the development of gross motor skills. The program promotes each child’s physical development by providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s development level.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children practice fine motor skills like; grasping objects, pulling toys towards them and learning to pick up finger foods.		X		X			X	
b. Children use finger paints, paint brushes, large crayons, chalk and puzzles.		X					X	
f. Child practice writing, lacing beads, weaving, pouring, zipping, molding, cutting, and threading.		X			X		X	
<p>II – C14 The program maintains healthy and safe practices. The program includes a nutritional component that ensures that children will have nutritious meals and snacks during the time that they are in the program. Health and nutrition education is integrated into the program activities.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. (i) The program provides books, pictures, videos, and special guests to provide information related to health and nutrition.	X	X	X	X		X	X	X
(ii) The program includes props and opportunities for learning through dramatic play.								
(iii) The program provides experiences in food preparation and sampling of a variety of nutritious foods.					X			
b. The program serves healthy food that is high in nutrients, low in fat, sugar and salt. Drinking water is available at all times.					X			
c. The program promotes effective dental hygiene.								
d. Adults and child wash hands frequently, particularly after using the toilet or before and after preparing food.					X			



## Happy Healthy Me. . . Curriculum

### Correlation to Program Quality Standards and Standards Based on Exemplary Practice for Center-based Programs and Family Child Care Home Networks - Desired Results California Department of Educational Child Development Division

#### Lesson 7 - Snacks

#### II. Teaching and Learning

II – C3: The program's approach to child development and education is developmentally, linguistically, culturally appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Environment provides optimal; child initiated learning during free choice time.							X	
b. Program includes books and pictures, blocks, sand and water, nature and science, math and numbers, art, music and movement.	X	X	X	X		X		
c. Opportunities for children to work individually and in small groups.		X	X	X			X	
II – C5: The program encourages respect for the feelings and rights of others, supporting and respecting the gender, ethnicity, home language, culture, and family composition of each child in ways that support the child's health and well being.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities to explore concepts related to understanding more about themselves, their family, others and the world.	X	X	X				X	X
b. Communicate regularly with parents.								X
II – C6: The program supports social and emotional development by building trust; fostering independence; encouraging self-control by setting clear, consistent limits and having realistic expectations.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children develop age appropriate self-control and problem solving by guiding them and by modeling how to solve problems and resolve differences.		X	X	X			X	
b. Programs recognize that eating, toileting, and dressing are important opportunities for skill building and encourage development of self-skills such as brushing teeth, washing hands, wiping spills, and setting the table.					X			
c. Programs use books, stories, puppets, and other experiences to reinforce positive social behaviors.	X							

## II. Teaching and Learning

II – C8: The program helps children develop emotional security and facilitate social relationships.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Program helps children show respect for each other, cooperate and work together.								
b. Children are guided and supported to form and maintain satisfying relationships with others.								
c. Opportunities are provided for children to perform small tasks and chores together.					X			
II – C9: The program provides for the development of each child’s cognitive and language skills by supporting each child’s learning, using various strategies including experimentation, inquiry, observation, play and exploration.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to observe the environment and the natural world and attach meaning to those observations.	X	X	X				X	
b. Encourage children to make generalizations based on observation and make predictions based on them.	X	X	X					
c. Opportunities for children to combine activities and materials in new ways.				X				
d. Opportunities to repeat task or activities that build on understanding of a concept or skill.	X	X	X					
e. Activities and projects are extended through conversation, posing open-ended questions, and documentation.	X	X	X				X	
II – C10: The program provides for the development of each child’s cognitive and language skills by ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialog.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to act out familiar plays, stories or songs. Provide materials and props that stimulate creative dramatic play.	X					X		
b. Encourage individual expression in use of art, dramatic play and musical materials.		X					X	

## II. Teaching and Learning

II - C11: The program provides for the development of each child's cognitive and language skills by promoting interaction and language use among children and between children and adults.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children are frequently read to and exposed to singing, finger plays, acting out simple stories, or telling stories with a flannel board.	X					X		
b. Stimulate problem-solving through well-timed open-ended sentences.		X	X					
c. Children are encouraged to use language skills in conversations to express themselves.	X	X	X				X	
II - C12: The program provides for the development of each child's cognitive and language skills by supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Programs support language and literacy through phonological awareness, alphabet knowledge, concept of print, vocabulary, comprehension of a story that is read, and emergent writing.	X	X	X					
b. Programs provide language and print rich environments.	X	X	X			X		
c. Programs provide a language arts curriculum.								
d. Adults read stories out loud and expressively and wonder aloud with the children about what might happen next or how one of the characters might be feeling.	X							
e. Children are provided opportunities to explore and interact and reflect on their experience by writing, drawing, or talking about what they did.		X	X				X	

## II. Teaching and Learning

<p>II – C13: the program promotes each child’s physical development by providing sufficient time, indoor and outdoor space, equipment, materials and guidelines for active play and movement that support the development of gross motor skills. The program promotes each child’s physical development by providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s development level.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
<p>a. Children practice fine motor skills like; grasping objects, pulling toys towards them and learning to pick up finger foods.</p>				X	X			
<p>b. Children use finger paints, paint brushes, large crayons, chalk and puzzles.</p>			X					
<p>f. Child practice writing, lacing beads, weaving, pouring, zipping, molding, cutting, and threading.</p>				X	X			
<p>II – C14 The program maintains healthy and safe practices. The program includes a nutritional component that ensures that children will have nutritious meals and snacks during the time that they are in the program. Health and nutrition education is integrated into the program activities.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
<p>a. (i) The program provides books, pictures, videos, and special guests to provide information related to health and nutrition.</p>	X	X	X	X		X	X	X
<p>(ii) The program includes props and opportunities for learning through dramatic play.</p>				X				
<p>(iii) The program provides experiences in food preparation and sampling of a variety of nutritious foods.</p>					X			
<p>b. The program serves healthy food that is high in nutrients, low in fat, sugar and salt. Drinking water is available at all times.</p>					X			
<p>c. The program promotes effective dental hygiene.</p>								
<p>d. Adults and child wash hands frequently, particularly after using the toilet or before and after preparing food.</p>					X			

## Happy Healthy Me . . . Curriculum

Correlation to Program Quality Standards and Standards Based on Exemplary Practice  
for Center-based Programs and Family Child Care Home Networks - Desired Results  
California Department of Educational Child Development Division

### Lesson 8 - Kids on the Move

#### II. Teaching and Learning

II – C3: The program's approach to child development and education is developmentally, linguistically, culturally appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Environment provides optimal; child initiated learning during free choice time.							X	
b. Program includes books and pictures, blocks, sand and water, nature and science, math and numbers, art, music and movement.	X	X	X	X			X	
c. Opportunities for children to work individually and in small groups.		X	X	X			X	
II – C5: The program encourages respect for the feelings and rights of others, supporting and respecting the gender, ethnicity, home language, culture, and family composition of each child in ways that support the child's health and well being.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities to explore concepts related to understanding more about themselves, their family, others and the world.	X	X	X				X	X
b. Communicate regularly with parents.								
II – C6: The program supports social and emotional development by building trust; fostering independence; encouraging self-control by setting clear, consistent limits and having realistic expectations.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children develop age appropriate self-control and problem solving by guiding them and by modeling how to solve problems and resolve differences.			X					
b. Programs recognize that eating, toileting, and dressing are important opportunities for skill building and encourage development of self-skills such as brushing teeth, washing hands, wiping spills, and setting the table.					X			
c. Programs use books, stories, puppets, and other experiences to reinforce positive social behaviors.	X						X	

## II. Teaching and Learning

II – C8: The program helps children develop emotional security and facilitate social relationships.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Program helps children show respect for each other, cooperate and work together.								
b. Children are guided and supported to form and maintain satisfying relationships with others.								
c. Opportunities are provided for children to perform small tasks and chores together.		X	X		X		X	
II – C9: The program provides for the development of each child’s cognitive and language skills by supporting each child’s learning, using various strategies including experimentation, inquiry, observation, play and exploration.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to observe the environment and the natural world and attach meaning to those observations.	X	X	X	X			X	
b. Encourage children to make generalizations based on observation and make predictions based on them.	X	X	X					
c. Opportunities for children to combine activities and materials in new ways.			X	X			X	
d. Opportunities to repeat task or activities that build on understanding of a concept or skill.	X	X	X					
e. Activities and projects are extended through conversation, posing open-ended questions, and documentation.	X	X	X					
II – C10: The program provides for the development of each child’s cognitive and language skills by ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialog.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to act out familiar plays, stories or songs. Provide materials and props that stimulate creative dramatic play.	X			X		X		
b. Encourage individual expression in use of art, dramatic play and musical materials.				X				

## II. Teaching and Learning

II - C11: The program provides for the development of each child's cognitive and language skills by promoting interaction and language use among children and between children and adults.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children are frequently read to and exposed to singing, finger plays, acting out simple stories, or telling stories with a flannel board.	X					X		
b. Stimulate problem-solving through well-timed open-ended sentences.		X	X					
c. Children are encouraged to use language skills in conversations to express themselves.	X	X	X					
II - C12: The program provides for the development of each child's cognitive and language skills by supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Programs support language and literacy through phonological awareness, alphabet knowledge, concept of print, vocabulary, comprehension of a story that is read, and emergent writing.	X	X						
b. Programs provide language and print rich environments.	X	X	X					
c. Programs provide a language arts curriculum.								
d. Adults read stories out loud and expressively and wonder aloud with the children about what might happen next or how one of the characters might be feeling.	X							
e. Children are provided opportunities to explore and interact and reflect on their experience by writing, drawing, or talking about what they did.	X	X	X					

## II. Teaching and Learning

<p>II – C13: the program promotes each child’s physical development by providing sufficient time, indoor and outdoor space, equipment, materials and guidelines for active play and movement that support the development of gross motor skills. The program promotes each child’s physical development by providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s development level.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
<p>a. Children practice fine motor skills like; grasping objects, pulling toys towards them and learning to pick up finger foods.</p>			X	X	X			
<p>b. Children use finger paints, paint brushes, large crayons, chalk and puzzles.</p>								
<p>f. Child practice writing, lacing beads, weaving, pouring, zipping, molding, cutting, and threading.</p>					X		X	
<p>II – C14 The program maintains healthy and safe practices. The program includes a nutritional component that ensures that children will have nutritious meals and snacks during the time that they are in the program. Health and nutrition education is integrated into the program activities.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
<p>a. (i) The program provides books, pictures, videos, and special guests to provide information related to health and nutrition.</p>	X	X	X	X		X	X	X
<p>(ii) The program includes props and opportunities for learning through dramatic play.</p>				X				
<p>(iii) The program provides experiences in food preparation and sampling of a variety of nutritious foods.</p>					X			
<p>b. The program serves healthy food that is high in nutrients, low in fat, sugar and salt. Drinking water is available at all times.</p>					X			
<p>c. The program promotes effective dental hygiene.</p>								
<p>d. Adults and child wash hands frequently, particularly after using the toilet or before and after preparing food.</p>					X			



## Happy Healthy Me . . . Curriculum

Correlation to Program Quality Standards and Standards Based on Exemplary Practice  
for Center-based Programs and Family Child Care Home Networks - Desired Results  
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### Lesson 9 - Wash Your Hands

#### II. Teaching and Learning

	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
II – C3: The program's approach to child development and education is developmentally, linguistically, culturally appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles.								
a. Environment provides optimal; child initiated learning during free choice time.								
b. Program includes books and pictures, blocks, sand and water, nature and science, math and numbers, art, music and movement.	X	X	X	X		X	X	
c. Opportunities for children to work individually and in small groups.		X	X				X	
II – C5: The program encourages respect for the feelings and rights of others, supporting and respecting the gender, ethnicity, home language, culture, and family composition of each child in ways that support the child's health and well being.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities to explore concepts related to understanding more about themselves, their family, others and the world.	X	X	X				X	X
b. Communicate regularly with parents.								
II – C6: The program supports social and emotional development by building trust; fostering independence; encouraging self-control by setting clear, consistent limits and having realistic expectations.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children develop age appropriate self-control and problem solving by guiding them and by modeling how to solve problems and resolve differences.		X	X				X	
b. Programs recognize that eating, toileting, and dressing are important opportunities for skill building and encourage development of self-skills such as brushing teeth, washing hands, wiping spills, and setting the table.		X	X			X	X	
c. Programs use books, stories, puppets, and other experiences to reinforce positive social behaviors.	X					X	X	

## II. Teaching and Learning

II – C8: The program helps children develop emotional security and facilitate social relationships.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Program helps children show respect for each other, cooperate and work together.			X					
b. Children are guided and supported to form and maintain satisfying relationships with others.								
c. Opportunities are provided for children to perform small tasks and chores together.		X	X					
II – C9: The program provides for the development of each child’s cognitive and language skills by supporting each child’s learning, using various strategies including experimentation, inquiry, observation, play and exploration.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to observe the environment and the natural world and attach meaning to those observations.	X	X	X				X	
b. Encourage children to make generalizations based on observation and make predictions based on them.	X	X	X					
c. Opportunities for children to combine activities and materials in new ways.				X			X	
d. Opportunities to repeat task or activities that build on understanding of a concept or skill.	X	X	X			X	X	
e. Activities and projects are extended through conversation, posing open-ended questions, and documentation.	X	X	X					
II – C10: The program provides for the development of each child’s cognitive and language skills by ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialog.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Opportunities for children to act out familiar plays, stories or songs. Provide materials and props that stimulate creative dramatic play.	X			X		X		
b. Encourage individual expression in use of art, dramatic play and musical materials.				X				

## II. Teaching and Learning

II - C11: The program provides for the development of each child's cognitive and language skills by promoting interaction and language use among children and between children and adults.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Children are frequently read to and exposed to singing, finger plays, acting out simple stories, or telling stories with a flannel board.	X					X		
b. Stimulate problem-solving through well-timed open-ended sentences.	X	X	X					
c. Children are encouraged to use language skills in conversations to express themselves.	X	X	X					
II - C12: The program provides for the development of each child's cognitive and language skills by supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
a. Programs support language and literacy through phonological awareness, alphabet knowledge, concept of print, vocabulary, comprehension of a story that is read, and emergent writing.	X	X	X					
b. Programs provide language and print rich environments.	X	X	X					
c. Programs provide a language arts curriculum.								
d. Adults read stories out loud and expressively and wonder aloud with the children about what might happen next or how one of the characters might be feeling.	X							
e. Children are provided opportunities to explore and interact and reflect on their experience by writing, drawing, or talking about what they did.		X					X	

## II. Teaching and Learning

<p>II – C13: the program promotes each child’s physical development by providing sufficient time, indoor and outdoor space, equipment, materials and guidelines for active play and movement that support the development of gross motor skills. The program promotes each child’s physical development by providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s development level.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
<p>a. Children practice fine motor skills like; grasping objects, pulling toys towards them and learning to pick up finger foods.</p>				X	X			
<p>b. Children use finger paints, paint brushes, large crayons, chalk and puzzles.</p>			X					
<p>f. Child practice writing, lacing beads, weaving, pouring, zipping, molding, cutting, and threading.</p>					X			
<p>II – C14 The program maintains healthy and safe practices. The program includes a nutritional component that ensures that children will have nutritious meals and snacks during the time that they are in the program. Health and nutrition education is integrated into the program activities.</p>	Activity 1 Book	Activity 2 Nutrition	Activity 3 Nutrition	Physical Activity	Recipe	Poems Songs Fingerplay	Other Things To Do	Home Activity Parent Pages
<p>a. (i) The program provides books, pictures, videos, and special guests to provide information related to health and nutrition.</p>	X	X	X	X		X	X	X
<p>(ii) The program includes props and opportunities for learning through dramatic play.</p>				X				
<p>(iii) The program provides experiences in food preparation and sampling of a variety of nutritious foods.</p>						X		
<p>b. The program serves healthy food that is high in nutrients, low in fat, sugar and salt. Drinking water is available at all times.</p>						X		
<p>c. The program promotes effective dental hygiene.</p>								
<p>d. Adults and child wash hands frequently, particularly after using the toilet or before and after preparing food.</p>	X	X	X			X		X