

Take A Look !!!



Aligned to Newly Adopted California Health Education Content Standards

Scope and Sequence: Exercise Your Options

CALIFORNIA EDUCATION STANDARDS (MIDDLE SCHOOL: GRADES 6-8)		Lesson 1: Options, Choices, Decisions	Lesson 2 (Part 1): Food Group Experts	Lesson 2 (Part 2): Food Group Experts	Lesson 3: Lunch at the Mall	Lesson 4: What's for Breakfast	Lesson 5: Food Records	Lesson 6: Get Moving!	Lesson 7: Roadblock Busters	Lesson 8: A Brand New Day
HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS										
Grade 6: Mental, Emotional and Social Health										
Standard 2: Analyzing Influences	6.2.M.10 Analyze the external and internal influences on mental, emotional, and social health.	•	•	•	•	•	•	•	•	•
Grades 7/8: Nutrition and Physical Activity										
Standard 1: Essential Concepts	7/8.1.N.1 Describe the short- and long-term impact of nutritional choices on health.	•	•	•	•	•	•	•	•	•
	7/8.1.N.2 Identify nutrients and their relationship to health.		•	•	•	•	•			•
	7/8.1.N.6 Analyze the caloric and nutritional value of foods and beverages.		•	•	•	•	•			

	7/8.1.N.7 Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.		•	•	•	•	•			
	7/8.1.N.8 Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.				•	•	•			
	7/8.1.N.9 Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.	•			•	•	•	•	•	•
	7/8.1.N.11 Analyze the cognitive and physical benefits of eating breakfast daily.					•				•
	7/8.1.N.12 Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat.							•	•	•
	7/8.1.N.14 Identify ways to increase daily physical activity.							•	•	

Standard 2: Analyzing Influences	7/8.2.N.17 Describe the influence of culture and media on body image.	•							•	
	7/8.2.N.18 Evaluate internal and external influences on food choices.	•			•	•	•		•	•
Standard 3: Accessing Valid Information	7/8.3.N.24 Identify places where youth and families can be physically active.							•		
Standard 4: Interpersonal Communication	7/8.4.N.26 Demonstrate the ability to use effective skills to model healthy decision making and prevent over consumption of foods and beverages.				•	•	•			•
Standard 5: Decision Making	7/8.5.N.28 Use a decision-making process to evaluate daily food intake for nutritional requirements.				•	•	•			
	7/8.5.N.29 Identify recreational activities that increase physical activity.							•		•
	7/8.5.N.30 Contrast healthy and risky approaches to	•			•	•	•	•		

	weight management.									
Standard 6: Goal Setting	7/8.6.N.32 Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.				•	•	•	•	•	•
	7/8.6.N.33 Set a goal to increase daily physical activity							•	•	•
Standard 7: Practicing Health-Enhancing Behaviors	7/8.7.N.34 Make healthy food choices in a variety of settings.				•	•	•			•
	7/8.7.N.36 Assess personal physical activity levels.							•	•	
	7/8.7.N.37 Examine ways to be physically active throughout a lifetime.							•	•	•
Grades 7/8: Mental, Emotional and Social Health										
Standard 1: Essential Concepts	7/8.1.M.9 Identify the signs of various eating disorders.				•	•	•	•		
Standard 2: Analyzing Influences	7/8.2.M.12 Analyze internal and external influences on mental, emotional, and social health.	•	•	•	•	•	•	•	•	•