

Health Framework for California Schools (Middle School: Grades 6-8)

This page outlines the Health Framework “Expectations” for Middle School that are met through completion of the *Exercise Your Options* program. (See the program Scope and Sequence chart for lesson-by-lesson alignment.)

EXPECTATION 1

Students will demonstrate ways in which they can enhance and maintain their health and well-being.

The Human Body

- Recognize and accept differences in body types and maturation levels.

Food Choices

- Make healthy food choices in a variety of settings.
- Compare caloric values of foods according to the percentage of fat, protein, and carbohydrate they contain.
- Establish and maintain healthy eating practices.
 - Select appropriate practices to maintain, lose, or gain weight according to individual needs and scientific research.
 - Prepare a variety of healthy foods.
 - Analyze influences on food choices.

Physical Activity

- Observe safety rules during physical activities.
- Develop and initiate a personal fitness plan.
 - Obtain a sufficient amount of sleep.
 - Explore ways to engage in out-of-school activities that promote fitness and health.
 - Participate regularly in a variety of enjoyable physical activities.

Mental and Emotional Health

- Demonstrate characteristics that contribute to self-confidence and self-esteem.
- Develop and use effective communication skills.
- Manage strong feelings and boredom.
- Develop protective factors that help foster resiliency.
 - Develop and use effective coping strategies, emphasizing coping with feelings of inadequacy, sadness.
 - Avoid self-destructive behaviors.
 - Practice strategies for resisting negative peer pressure.
 - Identify risk factors for negative behaviors and develop effective strategies for counteracting these risk factors.
 - Select entertainment that promotes mental and physical health.

EXPECTATION 2

Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.

Disease Prevention

- Practice good personal hygiene.
- Practice positive health behaviors to reduce the risk of disease.

EXPECTATION 4

Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.

Roles of Family Members

- Demonstrate ways to help support positive family interactions.
- Practice health-promoting behaviors within the family
 - Support and value all family members.
 - Complete self-initiated activities beyond assigned chores to help support the family.

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 peers.

Friendship and Peer Relationships

- Demonstrate positive actions toward others.
- Demonstrate how to resist negative peer pressure.
- Interact effectively with many different people.
- Promote positive health behaviors among peers.
 - Demonstrate acceptable ways to show or express feelings.

School and Community-Based Efforts to Promote and Protect Health

- Understand and follow school rules related to health.
- Participate in school efforts to promote health.

EXPECTATION 6

Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

Life Cycle

- Manage feelings appropriately.
- Develop and use effective communication skills to discuss with parents or other trusted adults the changes that occur during adolescence.

EXPECTATION 7

Students will understand and accept individual differences in growth and development.

Growth and Development

- Demonstrate an understanding of individual differences.
- Develop a realistic body image.
 - Recognize problems associated with not having a realistic body image.

Mental and Emotional Development

- Identify, express, and manage feelings appropriately.
- Develop and use effective communication skills.
- Use coping strategies, including time-management skills.
 - Recognize one's own strengths and limitations.
 - Develop a focus on the future.

EXPECTATION 9

Students will identify information, products, and services that may be helpful or harmful to their health.

Products and Services/Food Choices

- Identify a variety of consumer influences and analyze how those influences affect decisions.
- Use critical thinking skills to analyze marketing and advertising techniques and their influence.
- Develop and apply criteria for the selection or rejection of health products, services, and information.
- Use critical thinking skills to analyze marketing and advertising techniques and their influence on food selection.
 - Use labels to compare the contents of food products.
 - Use valid nutrition information to make healthy food choices.
 - Use effective consumer skills to purchase healthy foods within budget constraints.
 - Use critical thinking skills to distinguish facts from fallacies concerning the nutritional value of foods.
 - Use critical thinking skills to analyze weight modification practices and select appropriate practices to maintain, lose, or gain weight.

Health Framework for California Public Schools—Kindergarten Through Grade Twelve, California Department of Education, 2003.