

## LESSON 1—DAY 1: FOOD-GROUP EXPERTS

*Exercise Your Options* supports teaching and learning related to standards across the curriculum in order to help middle school students make healthier food and activity choices on a daily basis. The following alignment identifies the end-of-year expectations related to this lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

### CALIFORNIA CONTENT STANDARDS & NUTRITION COMPETENCIES Lesson 1—Day 1: Food-Group Experts

#### HEALTH CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS (2008) GRADES 6 – 8

##### Mental, Emotional, and Social Health

##### 2.0 Analyzing Influences (Grade 6/7/8)

- 2.1.M Analyze the external and internal influences on mental, emotional, and social health.

#### CALIFORNIA NUTRITION EDUCATION COMPETENCIES (2010) GRADES 7 – 8

\*This is also a grade 7 – 8 Nutrition and Physical Activity standard listed in California's Health Education Content Standards (2008).

##### Nutrition Education Competency 1:

Students will know the relationships among nutrition, physiology, and enhancing health.

- Know the six nutrient groups and their functions.**
  - Identify nutrients and their relationships to health.\* (1.2.N)
  - Name the key nutrients in each food group and investigate how the body uses these nutrients.
- Know nutrition and health guidelines.**
  - Analyze the major nutritional benefits of specific plant and animal food products.
- Know factors affecting energy balance.**
  - Analyze the caloric value of foods and beverages.\* (1.6.N)
  - Recognize that different foods contain different amounts of energy which is in the form of Calories.
- Identify the physiological processes in digestion, absorption, and metabolism of nutrients.**
  - Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.\* (1.7.N)

- Explain the influence of nutrition and physical activity on health.**
  - Describe the short- and long-term impact of nutritional choices on health.\* (1.1.N)

##### Nutrition Education Competency 2:

Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.

- Evaluate internal and external influences on food choices.\* (2.2.N)
- Identify how emotions influence food choices, and how food choices may affect emotions.
- Identify examples of barriers to making healthy food and fitness choices.

##### Nutrition Education Competency 3:

Students will demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.

- Distinguish between valid and invalid sources of nutrition information.\* (3.1.N)

##### Nutrition Education Competency 4:

Students will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.

- Demonstrate the ability to use effective skills to model healthy decision making and prevent over consumption of foods and beverages.\* (4.1.N)

##### Nutrition Education Competency 5:

Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

- Use a decision-making process to evaluate daily food intake for meeting nutritional requirements.\* (5.1.N)

R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (E) (Grade 8 only)

##### Craft and Structure

R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

##### Integration of Knowledge and Ideas

R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (Grades 6, 8 only)

R.CCR Anchor Standard 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

##### Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of the year, read and comprehend literary nonfiction in the grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### WRITING STANDARDS

##### Text Types and Purposes

W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write arguments to support claims with clear reasons and relevant evidence.

W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

##### Production and Distribution of Writing

W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR Anchor Standard 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR Anchor Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (E)

##### Research to Build and Present Knowledge

W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

##### Range of Writing

W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### SPEAKING AND LISTENING STANDARDS

##### Comprehension and Collaboration

SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.CCR Anchor Standard 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

##### Presentation of Knowledge and Ideas

SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

### EXERCISE YOUR OPTIONS—LESSON 1—DAY 1: FOOD-GROUP EXPERTS California's Common Core Content Standards, Grade 6 – 8

\* includes College and Career Readiness (CCR) Anchor Standards

#### CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010) GRADES (6 – 8)

##### READING STANDARDS FOR INFORMATIONAL TEXT

###### Key Ideas and Details

R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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**SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010) GRADE 6 – 8**

**RATIOS AND PROPORTIONAL RELATIONSHIPS (6.RP)**

**Understand ratio concepts and use ratio reasoning to solve problems.**

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "*The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.*" "*For every vote candidate A received, candidate C received nearly three votes.*"

3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

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**FOR NATIONAL STANDARDS, PLEASE VISIT DAIRY COUNCIL OF CALIFORNIA'S WEBSITE: [HealthyEating.org](http://HealthyEating.org)**

**LANGUAGE STANDARDS**

**Conventions of Standard English**

**L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

**L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Vocabulary Acquisition and Use**

**L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

**L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## LESSON 1—DAY 2: FOOD-GROUP EXPERTS

*Exercise Your Options* supports teaching and learning related to standards across the curriculum in order to help middle school students make healthier food and activity choices on a daily basis. The following alignment identifies the end-of-year expectations related to this lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

### CALIFORNIA CONTENT STANDARDS & NUTRITION COMPETENCIES Lesson 1—Day 2: Food-Group Experts

#### HEALTH CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS (2008) GRADES 6 – 8

##### Mental, Emotional, and Social Health

##### 2.0 Analyzing Influences (Grade 6/7/8)

- 2.1.M Analyze the external and internal influences on mental, emotional, and social health.

#### CALIFORNIA NUTRITION EDUCATION COMPETENCIES (2010) GRADES 7 – 8

\*This is also a grade 7 – 8 Nutrition and Physical Activity standard listed in California's Health Education Content Standards (2008).

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  - Name the key nutrients in each food group and investigate how the body uses these nutrients.
- Know nutrition and health guidelines.**
  - Analyze the major nutritional benefits of specific plant and animal food products.
- Know factors affecting energy balance.**
  - Analyze the caloric value of foods and beverages.\* (1.6.N)
  - Recognize that different foods contain different amounts of energy which is in the form of Calories.
- Identify the physiological processes in digestion, absorption, and metabolism of nutrients.**
  - Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.\* (1.7.N)

- Explain the influence of nutrition and physical activity on health.**

– Describe the short- and long-term impact of nutritional choices on health.\* (1.1.N)

##### Nutrition Education Competency 2:

Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.

- Evaluate internal and external influences on food choices.\* (2.2.N)
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##### Nutrition Education Competency 5:

Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

- Use a decision-making process to evaluate daily food intake for meeting nutritional requirements.\* (5.1.N)

##### Integration of Knowledge and Ideas

R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (Grades 6, 8 only)

##### Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

- By the end of the year, read and comprehend literary nonfiction in the grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## WRITING STANDARDS

### Text Types and Purposes

W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Write arguments to support claims with clear reasons and relevant evidence. (E)

W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- Write informative/explanatory texts including career development documents (e.g., simple business letters and job applications—Grade 8 only) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (E)

### Production and Distribution of Writing

W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR Anchor Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (E)

### Research to Build and Present Knowledge

W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (E)

W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (E)

W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (E)

### Range of Writing

W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## SPEAKING AND LISTENING STANDARDS

### Comprehension and Collaboration

SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.CCR Anchor Standard 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### Presentation of Knowledge and Ideas

SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- Present claims and findings (e.g., argument, narrative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## LANGUAGE STANDARDS

### Conventions of Standard English

L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### EXERCISE YOUR OPTIONS—LESSON 1—DAY 2: FOOD-GROUP EXPERTS California's Common Core Content Standards, Grade 6 – 8

\* includes College and Career Readiness (CCR) Anchor Standards

#### CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010) GRADES (6 – 8)

##### READING STANDARDS FOR INFORMATIONAL TEXT

###### Craft and Structure

R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

### Knowledge of Language

L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Vocabulary Acquisition and Use

L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## READING STANDARDS FOR LITERACY IN HISTORY/ SOCIAL STUDIES, GRADES 6 – 8

### Key Ideas and Details

R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (E)

### Craft and Structure

R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (E)

R.CCR Anchor Standard 6. Assess how point of view or purpose shapes the content and style of a text.

6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### Integration of Knowledge and Ideas

R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

R.CCR Anchor Standard 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

8. Distinguish among fact, opinion, and reasoned judgment in a text.

### Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6 – 8 text complexity band independently and proficiently. (E)

## READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS, GRADES 6 – 8

### Key Ideas and Details

R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (E)

### Craft and Structure

R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6 – 8 texts and topics*. (E)

### Integration of Knowledge and Ideas

R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (E)

R.CCR Anchor Standard 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (E)

R.CCR Anchor Standard 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (E)

### Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6 – 8 text complexity band independently and proficiently. (E)

## WRITING STANDARDS FOR LITERACY IN HISTORY/ SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS, GRADES 6 – 8

### Text Types and Purposes

W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write arguments focused on discipline-specific content. (E)

W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (E)

### Production and Distribution of Writing

W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (E)

W.CCR Anchor Standard 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.CCR Anchor Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. (E)

### Research to Build and Present Knowledge

W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (E)

W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (E)

W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

9. Draw evidence from informational texts to support analysis, reflection, and research. (E)

### Range of Writing

W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (E)

## K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010) GRADE 6 – 8

### RATIOS AND PROPORTIONAL RELATIONSHIPS (6.RP)

Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak."* *"For every vote candidate A received, candidate C received nearly three votes."*
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

**FOR NATIONAL STANDARDS, PLEASE VISIT DAIRY COUNCIL OF CALIFORNIA'S WEBSITE: [HealthyEating.org](http://HealthyEating.org)**

## LESSON 2: LUNCH AT THE MALL

*Exercise Your Options* supports teaching and learning related to standards across the curriculum in order to help middle school students make healthier food and activity choices on a daily basis. The following alignment identifies the end-of-year expectations related to this lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

### CALIFORNIA CONTENT STANDARDS & NUTRITION COMPETENCIES Lesson 2: Lunch at the Mall

#### HEALTH CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS (2008) GRADES 6 – 8

##### Mental, Emotional, and Social Health

###### 1.0 Essential Concepts (Grade 7/8)

- 1.9.M Identify the signs of various eating disorders.

###### 2.0 Analyzing Influences (Grade 6/7/8)

- 2.1.M Analyze the external and internal influences on mental, emotional, and social health.

#### CALIFORNIA NUTRITION EDUCATION COMPETENCIES (2010) GRADES 7 – 8

\*This is also a grade 7 – 8 Nutrition and Physical Activity standard listed in California's Health Education Content Standards (2008).

##### Nutrition Education Competency 1:

Students will know the relationships among nutrition, physiology, and enhancing health.

- Know the six nutrient groups and their functions.**
  - Identify nutrients and their relationships to health.\* (1.2.N)
  - Analyze the nutritional value of foods and beverages.\* (1.6.N)
- Know nutrition and health guidelines.**
  - Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.\* (1.9.N)
- Know factors affecting energy balance.**
  - Analyze the caloric value of foods and beverages.\* (1.6.N)
  - Recognize that different foods contain different amounts of energy which is in the form of Calories.
- Identify the physiological processes in digestion, absorption, and metabolism of nutrients.**
  - Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.\* (1.7.N)
- Explain the influence of nutrition and physical activity on health.**
  - Describe the short- and long-term impact of nutritional choices on health.\* (1.1.N)
- Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.**
  - Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.\* (1.8.N)

##### Nutrition Education Competency 2:

Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.

- Evaluate internal and external influences on food choices.\* (2.2.N)
- Compare experiences of making nutritious food choices within a variety of social settings.
- Illustrate how food choices from different cultures meet nutrient needs.

- Identify how emotions influence food choices, and how food choices may affect emotions.
- Identify examples of barriers to making healthy food and fitness choices.

##### Nutrition Education Competency 3:

Students will demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.

- Describe how to access nutrition information about foods offered in restaurants in one's community.\* (3.3.N)
- Identify trusted adults in one's family, school, and community for advice and counseling regarding healthy eating and physical activity.\* (3.5.N)

##### Nutrition Education Competency 4:

Students will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.

- Demonstrate the ability to use effective skills to model healthy decision making and prevent over consumption of foods and beverages.\* (4.1.N)

##### Nutrition Education Competency 5:

Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

- Contrast healthy and risky approaches to weight management.\* (5.3.N)

##### Nutrition Education Competency 6:

Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.

- Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.\* (6.1.N)

##### Nutrition Education Competency 7:

Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.

- Make healthy food choices in a variety of settings.\* (7.1.N)

##### Nutrition Education Competency 8:

Students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.

- Evaluate various approaches to maintaining a healthy weight.
- Encourage peers to eat healthy foods and to be physically active.\* (8.3.N)

### EXERCISE YOUR OPTIONS—LESSON 2: LUNCH AT THE MALL California's Common Core Content Standards, Grade 6 – 8 \* includes College and Career Readiness (CCR) Anchor Standards

#### CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010) GRADES (6 – 8)

##### READING STANDARDS FOR INFORMATIONAL TEXT

###### Key Ideas and Details

R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (E)

###### Craft and Structure

R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

###### Integration of Knowledge and Ideas

R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (Grade 6, 8 only)

###### Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

- By the end of the year, read and comprehend literary nonfiction in the grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

##### WRITING STANDARDS

###### Text Types and Purposes

W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Write arguments to support claims with clear reasons and relevant evidence.

W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications—Grade 8 only) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

###### Production and Distribution of Writing

W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR Anchor Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (E)

###### Research to Build and Present Knowledge

W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

###### Range of Writing

W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

##### SPEAKING AND LISTENING STANDARDS

###### Comprehension and Collaboration

SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

**SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**SL.CCR Anchor Standard 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### **Presentation of Knowledge and Ideas**

**SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **READING STANDARDS FOR LITERACY IN HISTORY/ SOCIAL STUDIES, GRADES 6 – 8**

##### **Key Ideas and Details**

**R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (E)

##### **Craft and Structure**

**R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (E)

##### **Range of Reading and Level of Text Complexity**

**R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.**

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6 – 8 text complexity band independently and proficiently. (E)

#### **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS, GRADES 6 – 8**

##### **Key Ideas and Details**

**R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (E)

##### **Craft and Structure**

**R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6 – 8 texts and topics. (E)

##### **Range of Reading and Level of Text Complexity**

**R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.**

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6 – 8 text complexity band independently and proficiently. (E)

#### **WRITING STANDARDS FOR LITERACY IN HISTORY/ SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS, GRADES 6 – 8**

##### **Text Types and Purposes**

**W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

1. Write arguments focused on *discipline-specific content*. (E)

**W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (E)

##### **Production and Distribution of Writing**

**W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (E)

**W.CCR Anchor Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. (E)

##### **Research to Build and Present Knowledge**

**W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (E)

**W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (E)

**W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

9. Draw evidence from informational texts to support analysis, reflection, and research. (E)

##### **Range of Writing**

**W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (E)

#### **K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010) GRADE 6 – 8**

##### **Ratios and Proportional Relationships (6.RP)**

**Understand ratio concepts and use ratio reasoning to solve problems.**

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "*The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.*" "*For every vote candidate A received, candidate C received nearly three votes.*"

3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

##### **The Number System (6.NS)**

**Compute fluently with multi-digit numbers and find common factors and multiples.**

2. Fluently divide multi-digit numbers using the standard algorithm. (E)

##### **Expressions and Equations (6.EE)**

**Apply and extend previous understandings of arithmetic to algebraic expressions.**

2. Write, read, and evaluate expressions in which letters stand for numbers. (E)

**Reason about and solve one-variable equations and inequities.**

6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (E)

##### **Statistics and Probability (6.SP)**

**Develop understanding of statistical variability.**

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages. (E)

**Summarize and describe distributions.**

5. Summarize numerical data sets in relation to their context, such as by:

a. Reporting the number observations.  
b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. (E)

#### **LANGUAGE STANDARDS**

##### **Conventions of Standard English**

**L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

##### **Knowledge of Language**

**L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

##### **Vocabulary Acquisition and Use**

**L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. (E)

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## **The Number System (7.NS)**

**Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (E)
3. Solve real-world and mathematical problems involving the four operations with rational numbers.

## **Expressions and Equations (7.EE)**

**Solve real-life and mathematical problems using numerical and algebraic expressions and equations.**

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (E)

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**FOR NATIONAL STANDARDS, PLEASE VISIT  
DAIRY COUNCIL OF CALIFORNIA'S WEBSITE:  
HealthyEating.org**

## LESSON 3: POWER UP FOR BREAKFAST

*Exercise Your Options* supports teaching and learning related to standards across the curriculum in order to help middle school students make healthier food and activity choices on a daily basis. The following alignment identifies the end-of-year expectations related to this lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

### CALIFORNIA CONTENT STANDARDS & NUTRITION COMPETENCIES Lesson 3: Power Up For Breakfast

#### HEALTH CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS (2008) GRADES 6 – 8

##### Mental, Emotional, and Social Health

###### 1.0 Essential Concepts (Grade 7/8)

- 1.9.M Identify the signs of various eating disorders.

###### 2.0 Analyzing Influences (Grade 6/7/8)

- 2.1.M Analyze the external and internal influences on mental, emotional, and social health.

#### CALIFORNIA NUTRITION EDUCATION COMPETENCIES (2010) GRADES 7 – 8

\*This is also a grade 7 – 8 Nutrition and Physical Activity standard listed in California's Health Education Content Standards (2008).

##### Nutrition Education Competency 1:

Students will know the relationships among nutrition, physiology, and enhancing health.

- a. **Know the six nutrient groups and their functions.**
  - Identify nutrients and their relationships to health.\* (1.2.N)
  - Analyze the nutritional value of foods and beverages.\* (1.6.N)
  - Name the key nutrients in each food group and investigate how the body uses these nutrients.
- b. **Know nutrition and health guidelines.**
  - Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.\* (1.9.N)
  - Analyze the major nutritional benefits of specific plant and animal food products.
- c. **Know factors affecting energy balance.**
  - Analyze the caloric value of foods and beverages.\* (1.6.N)
  - Recognize that different foods contain different amounts of energy which is in the form of Calories.
- e. **Identify the physiological processes in digestion, absorption, and metabolism of nutrients.**
  - Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.\* (1.7.N)
- f. **Explain the influence of nutrition and physical activity on health.**
  - Describe the short- and long-term impact of nutritional choices on health.\* (1.1.N)
  - Analyze the cognitive and physical benefits of eating breakfast daily.\* (1.11.N)

- g. **Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.**
  - Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.\* (1.8.N)

##### Nutrition Education Competency 2:

Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.

- Evaluate internal and external influences on food choices.\* (2.2.N)
- Identify how emotions influence food choices, and how food choices may affect emotions.
- Identify examples of barriers to making healthy food and fitness choices.

##### Nutrition Education Competency 4:

Students will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.

- Demonstrate the ability to use effective skills to model healthy decision making and prevent over consumption of foods and beverages.\* (4.1.N)
- Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.\* (4.2.N)

##### Nutrition Education Competency 5:

Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

- Use a decision-making process to evaluate daily food intake for meeting nutritional requirements.\* (5.1.N)
- Contrast healthy and risky approaches to weight management.\* (5.3.N)

##### Nutrition Education Competency 6:

Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.

- Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.\* (6.1.N)

##### Nutrition Education Competency 7:

Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.

- Make healthy food choices in a variety of settings.\* (7.1.N)

### EXERCISE YOUR OPTIONS—LESSON 3: POWER UP FOR BREAKFAST

#### California's Common Core Content Standards, Grade 6 – 8

\* includes College and Career Readiness (CCR) Anchor Standards

#### CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010) GRADES (6 – 8)

##### READING STANDARDS FOR INFORMATIONAL TEXT

###### Key Ideas and Details

R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (E)

###### Craft and Structure

R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

R.CCR Anchor Standard 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.

- 5. Analyze how a particular sentence, paragraph, chapter or section fits into overall structure of a text and contributes to the development of the ideas. (E) (Grades 6, 8 only)

R.CCR Anchor Standard 6. Assess how point of view or purpose shapes the content and style of the text.

- 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (E)

###### Integration of Knowledge and Ideas

R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

- 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (Grade 6, 8 only)

R.CCR Anchor Standard 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

###### Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

- 10. By the end of the year, read and comprehend literary nonfiction in the grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

##### WRITING STANDARDS

###### Text Types and Purposes

W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 1. Write arguments to support claims with clear reasons and relevant evidence. (E)

W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2. Write informative/explanatory texts, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.CCR Anchor Standard 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences. (E)

###### Production and Distribution of Writing

W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR Anchor Standard 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (E)

W.CCR Anchor Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (E)

###### Research to Build and Present Knowledge

W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (E)

W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (E)



**W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **Range of Writing**

**W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **SPEAKING AND LISTENING STANDARDS**

#### **Comprehension and Collaboration**

**SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

**SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**SL.CCR Anchor Standard 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### **Presentation of Knowledge and Ideas**

**SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

4. Present claims and findings (**e.g., argument, narrative, informative, response to literature presentations**), sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (Grade 6 only)

**SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **LANGUAGE STANDARDS**

#### **Conventions of Standard English**

**L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

**L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### **Vocabulary Acquisition and Use**

**L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

**L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **READING STANDARDS FOR LITERACY IN HISTORY/ SOCIAL STUDIES, GRADES 6 – 8**

#### **Key Ideas and Details**

**R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **Craft and Structure**

**R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**R.CCR Anchor Standard 6. Assess how point of view or purpose shapes the content and style of the text.**

6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (Grade 6 only)

#### **Integration of Knowledge and Ideas**

**R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words\*.**

7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### **Range of Reading and Level of Text Complexity**

**R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.**

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6 – 8 text complexity band independently and proficiently.

### **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS, GRADES 6 – 8**

#### **Key Ideas and Details**

**R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

#### **Craft and Structure**

**R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6 – 8 texts and topics.

#### **Integration of Knowledge and Ideas**

**R.CCR Anchor Standard 8. Delineate and evaluate the argument and specific claims in a text, including validity of the reasoning as well as the relevance and sufficiency of the evidence.**

8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

**R.CCR Anchor Standard 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

#### **Range of Reading and Level of Text Complexity**

**R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.**

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6 – 8 text complexity band independently and proficiently.

### **WRITING STANDARDS FOR LITERACY IN HISTORY/ SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS, GRADES 6 – 8**

#### **Text Types and Purposes**

**W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

1. Write arguments focused on *discipline-specific content*.

**W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

#### **Production and Distribution of Writing**

**W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.CCR Anchor Standard 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focused on how well purpose and audience have been addressed.

**W.CCR Anchor Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

#### **Research to Build and Present Knowledge**

**W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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**W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

9. Draw evidence from informational texts to support analysis reflection, and research.

### **Range of Writing**

**W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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## **K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010) GRADE 6 – 8**

### **Ratios and Proportional Relationships (6.RP)**

**Understand ratio concepts and use ratio reasoning to solve problems.**

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*

### **The Number System (7.NS)**

**Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**

3. Solve real-world and mathematical problems involving the four operations with rational numbers.

### **Expressions and Equations (7.EE)**

**Solve real-life and mathematical problems using numerical and algebraic expressions and equations.**

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

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**FOR NATIONAL STANDARDS, PLEASE VISIT  
DAIRY COUNCIL OF CALIFORNIA'S WEBSITE:  
HealthyEating.org**

## LESSON 4: FOOD RECORDS

*Exercise Your Options* supports teaching and learning related to standards across the curriculum in order to help middle school students make healthier food and activity choices on a daily basis. The following alignment identifies the end-of-year expectations related to this lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

### CALIFORNIA CONTENT STANDARDS & NUTRITION COMPETENCIES Lesson 4: Food Records

#### HEALTH CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS (2008) GRADES 6 – 8

##### Mental, Emotional, and Social Health

###### 1.0 Essential Concepts (Grade 7/8)

- 1.9.M Identify the signs of various eating disorders.

###### 2.0 Analyzing Influences (Grade 6/7/8)

- 2.1.M Analyze the external and internal influences on mental, emotional, and social health.

#### CALIFORNIA NUTRITION EDUCATION COMPETENCIES (2010) GRADES 7 – 8

\*This is also a grade 7 – 8 Nutrition and Physical Activity standard listed in California's Health Education Content Standards (2008).

##### Nutrition Education Competency 1:

Students will know the relationships among nutrition, physiology, and enhancing health.

- Know the six nutrient groups and their functions.**
  - Identify nutrients and their relationships to health.\* (1.2.N)
  - Analyze the nutritional value of foods and beverages.\* (1.6.N)
- Know nutrition and health guidelines.**
  - Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.\* (1.9.N)
  - Analyze the major nutritional benefits of specific plant and animal food products.
- Know factors affecting energy balance.**
  - Analyze the caloric value of foods and beverages.\* (1.6.N)
- Identify the physiological processes in digestion, absorption, and metabolism of nutrients.**
  - Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.\* (1.7.N)
- Explain the influence of nutrition and physical activity on health.**
  - Describe the short- and long-term impact of nutritional choices on health.\* (1.1.N)
- Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.**
  - Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.\* (1.8.N)

##### Nutrition Education Competency 2:

Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.

- Evaluate internal and external influences on food choices.\* (2.2.N)

- Compare experiences of making nutritious food choices within a variety of social settings.
- Identify how emotions influence food choices, and how food choices may affect emotions.
- Analyze the influence of technology and media on physical activity\* and food choices. (2.4.N)
- Identify examples of barriers to making healthy food and fitness choices.

##### Nutrition Education Competency 3:

Students will demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.

- Distinguish between valid and invalid sources of nutrition information.\* (3.1.N)
- Identify trusted adults in one's family, school, and community for advice and counseling regarding healthy eating and physical activity.\* (3.5.N)

##### Nutrition Education Competency 4:

Students will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.

- Demonstrate the ability to use effective skills to model healthy decision making and prevent over consumption of foods and beverages.\* (4.1.N)
- Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.\* (4.2.N)

##### Nutrition Education Competency 5:

Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

- Use a decision-making process to evaluate daily food intake for meeting nutritional requirements.\* (5.1.N)
- Contrast healthy and risky approaches to weight management.\* (5.3.N)

##### Nutrition Education Competency 6:

Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.

- Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.\* (6.1.N)

##### Nutrition Education Competency 7:

Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.

- Make healthy food choices in a variety of settings.\* (7.1.N)

##### Nutrition Education Competency 8:

Students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.

- Encourage peers to eat healthy foods and to be physically active.\* (8.3.N)

**EXERCISE YOUR OPTIONS—LESSON 4: FOOD RECORDS**  
**California's Common Core Content Standards, Grade 6 – 8**  
\* includes College and Career Readiness (CCR) Anchor Standards

**CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)**  
**GRADES (6 – 8)**

**READING STANDARDS FOR INFORMATIONAL TEXT**

**Key Ideas and Details**

**R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (E)

**Craft and Structure**

**R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**R.CCR Anchor Standard 6. Assess how point of view or purpose shapes the content and style of the text.**

6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**Integration of Knowledge and Ideas**

**R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\***

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (Grade 6, 8 only)

**R.CCR Anchor Standard 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Range of Reading and Level of Text Complexity**

**R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.**

10. By the end of the year, read and comprehend literary nonfiction in the grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**WRITING STANDARDS**

**Text Types and Purposes**

**W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

1. Write arguments to support claims with clear reasons and relevant evidence.

**W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

2. Write informative/explanatory texts, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Production and Distribution of Writing**

**W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.CCR Anchor Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (E)

**Research to Build and Present Knowledge**

**W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

**W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**SPEAKING AND LISTENING STANDARDS**

**Comprehension and Collaboration**

**SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

**SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**SL.CCR Anchor Standard 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Presentation of Knowledge and Ideas**

**SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (Grade 6 only)

**SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**LANGUAGE STANDARDS**

**Conventions of Standard English**

**L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

**L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Vocabulary Acquisition and Use**

**L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (E)

**L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**READING STANDARDS FOR LITERACY IN HISTORY/ SOCIAL STUDIES, GRADES 6 – 8**

**Craft and Structure**

**R.CCR Anchor Standard 6. Assess how point of view or purpose shapes the content and style of the text.**

6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (E)

**Range of Reading and Level of Text Complexity**

**R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.**

10. By the end of grade 8, read and comprehend history/ social studies texts in the grades 6 – 8 text complexity band independently and proficiently.

**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS, GRADES 6 – 8**

**Key Ideas and Details**

**R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (E)

**Craft and Structure**

**R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6 – 8 *texts and topics*. (E)

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### Integration of Knowledge and Ideas

**R.CCR Anchor Standard 8. Delineate and evaluate the argument and specific claims in a text, including validity of the reasoning as well as the relevance and sufficiency of the evidence.**

8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (E)

**R.CCR Anchor Standard 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (E)

### Range of Reading and Level of Text Complexity

**R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.**

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6 – 8 text complexity band independently and proficiently. (E)

## WRITING STANDARDS FOR LITERACY IN HISTORY/ SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS, GRADES 6 – 8

### Text Types and Purposes

**W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

1. Write arguments focused on *discipline-specific content*. (E)

**W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (E)

### Production and Distribution of Writing

**W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (E)

**W.CCR Anchor Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. (E)

### Research to Build and Present Knowledge

**W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (E)

**W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (E)

**W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

9. Draw evidence from informational texts to support analysis reflection, and research. (E)

### Range of Writing

**W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (E)

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## K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010) GRADE 6 – 8

### Ratios and Proportional Relationships (6.RP)

**Understand ratio concepts and use ratio reasoning to solve problems.**

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*

3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

### Statistics and Probability (6.SP)

**Summarize and describe distributions.**

5. Summarize numerical data sets in relation to their context, such as by:

- Reporting the number of observations.
- Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

### The Number System (7.NS)

**Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers, represent addition and subtraction on a horizontal or vertical number line diagram.

3. Solve real-world and mathematical problems involving the four operations with rational numbers.

### Expressions and Equations (7.EE)

**Solve real-life and mathematical problems using numerical and algebraic expressions and equations.**

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

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**FOR NATIONAL STANDARDS, PLEASE VISIT DAIRY COUNCIL OF CALIFORNIA'S WEBSITE: [HealthyEating.org](http://HealthyEating.org)**

## LESSON 5: KEEP MOVING, KEEP FIT!

*Exercise Your Options* supports teaching and learning related to standards across the curriculum in order to help middle school students make healthier food and activity choices on a daily basis. The following alignment identifies the end-of-year expectations related to this lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

### CALIFORNIA CONTENT STANDARDS & NUTRITION COMPETENCIES Lesson 5: Keep Moving, Keep Fit!

#### HEALTH CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS (2008) GRADES 6 – 8

##### Mental, Emotional, and Social Health

###### 1.0 Essential Concepts (Grade 7/8)

- 1.9.M Identify the signs of various eating disorders.

###### 2.0 Analyzing Influences (Grade 6/7/8)

- 2.1.M Analyze the external and internal influences on mental, emotional, and social health.

#### CALIFORNIA NUTRITION EDUCATION COMPETENCIES (2010) GRADES 7 – 8

\*This is also a grade 7 – 8 Nutrition and Physical Activity standard listed in California's Health Education Content Standards (2008).

##### Nutrition Education Competency 1:

Students will know the relationships among nutrition, physiology, and enhancing health.

- b. Know nutrition and health guidelines.
  - Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.\* (1.9.N)
- c. Know factors affecting energy balance.
  - Identify ways to increase daily physical activity.\* (1.14.N)
- f. Explain the influence of nutrition and physical activity on health.
  - Describe the short- and long-term impact of nutritional choices on health.\* (1.1.N)

##### Nutrition Education Competency 2:

Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.

- Analyze the influence of technology and media on physical activity\* and food choices. (2.4.N)
- Identify examples of barriers to making healthy food and fitness choices.

##### Nutrition Education Competency 3:

Students will demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.

- Identify places where youths and families can be physically active.\* (3.4.N)

##### Nutrition Education Competency 5:

Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

- Identify recreational activities that increase physical activity.\* (5.2.N)
- Contrast healthy and risky approaches to weight management.\* (5.3.N)

##### Nutrition Education Competency 6:

Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.

- Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.\* (6.1.N)

##### Nutrition Education Competency 8:

Students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.

- Support increased opportunities for physical activity at school and in the community.\* (8.2.N)
- Encourage peers to eat healthy foods and to be physically active.\* (8.3.N)

#### PHYSICAL EDUCATION CONTENT STANDARDS

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

- 3.4, 3.5 (Grades 6, 7, 8) Participate in moderate to vigorous physical activity a minimum of 4 days per week.
  - 3.4 (Grade 7) Plan a weekly personal physical fitness program in collaboration with the teacher.
  - 3.6, 3.5 (Grades 7 & 8) Periodically assess attainment of, or progress toward personal physical fitness goals, and make necessary adjustments to personal physical fitness program.
- Standard 4: Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.
- 4.2 (Grade 6) Develop a one-day personal physical fitness plan specifying the intensity, time and types of physical activities for each component of physical fitness.
  - 4.5 (Grade 7) Describe the role of physical activity and nutrition on achieving physical fitness.
  - 4.3 (Grade 8) Identify ways to increase physical activity in routine daily activities.
  - 4.5 (Grade 8) Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.

Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

- 5.2 (Grade 7) Accept responsibility for individual improvement.
- 5.2 (Grade 8) Organize and work cooperatively with a group to achieve goals.

### EXERCISE YOUR OPTIONS—LESSON 5: KEEP MOVING, KEEP FIT!

#### California's Common Core Content Standards, Grade 6 – 8

\* includes College and Career Readiness (CCR) Anchor Standards

#### CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010) GRADES (6 – 8)

##### READING STANDARDS FOR INFORMATIONAL TEXT

###### Key Ideas and Details

R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (E)

###### Craft and Structure

R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

###### Integration of Knowledge and Ideas

R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

- 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (Grade 6, 8 only)

###### Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

- 10. By the end of the year, read and comprehend literary nonfiction in the grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

##### WRITING STANDARDS

###### Text Types and Purposes

W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 1. Write arguments to support claims with clear reasons and relevant evidence. (E)

W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2. Write informative/explanatory texts, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (E)

###### Production and Distribution of Writing

W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR Anchor Standard 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (E)

W.CCR Anchor Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (E)

###### Research to Build and Present Knowledge

W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

###### Range of Writing

W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## SPEAKING AND LISTENING STANDARDS

### Comprehension and Collaboration

SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.CCR Anchor Standard 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### Presentation of Knowledge and Ideas

SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## LANGUAGE STANDARDS

### Conventions of Standard English

L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Vocabulary Acquisition and Use

L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## READING STANDARDS FOR LITERACY IN HISTORY/ SOCIAL STUDIES, GRADES 6 – 8

### Key Ideas and Details

R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (E)

### Craft and Structure

R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (E)

### Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6 – 8 text complexity band independently and proficiently. (E)

## READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS, GRADES 6 – 8

### Key Ideas and Details

R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (E)

### Craft and Structure

R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6 – 8 texts and topics. (E)

### Integration of Knowledge and Ideas

R.CCR Anchor Standard 8. Delineate and evaluate the argument and specific claims in a text, including validity of the reasoning as well as the relevance and sufficiency of the evidence.

8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (E)

R.CCR Anchor Standard 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (E)

### Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6 – 8 text complexity band independently and proficiently. (E)

## WRITING STANDARDS FOR LITERACY IN HISTORY/ SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS, GRADES 6 – 8

### Text Types and Purposes

W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write arguments focused on *discipline-specific content*. (E)

W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (E)

### Production and Distribution of Writing

W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (E)

W.CCR Anchor Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. (E)

### Research to Build and Present Knowledge

W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (E)

W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (E)

W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

9. Draw evidence from informational texts to support analysis reflection, and research. (E)

### Range of Writing

W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (E)

## K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010) GRADE 6 – 8

### Ratios and Proportional Relationships (6.RP)

Understand ratio concepts and use ratio reasoning to solve problems.

3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. (E)

### Statistics and Probability (6.SP)

Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.* (E)

Summarize and describe distributions.

5. Summarize numerical data sets in relation to their context, such as by:
  - a. Reporting the number of observations.
  - b. Describing the nature under investigation, including how it was measured and its units of measurement.

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### **Ratio and Proportional Relationships (7.RP)**

**Analyze proportional relationships and use them to solve real-world and mathematical problems.**

2. Recognize and represent proportional relationships between quantities. (E)
3. Use proportional relationships to solve multistep ratio and percent problems. (E)

### **The Number System (7.NS)**

**Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (E)
3. Solve real-world and mathematical problems involving the four operations with rational numbers. (E)

### **Expressions and Equations (7.EE)**

**Solve real-life and mathematical problems using numerical and algebraic expressions and equations.**

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (E)

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**FOR NATIONAL STANDARDS, PLEASE VISIT  
DAIRY COUNCIL OF CALIFORNIA'S WEBSITE:  
HealthyEating.org**



## LESSON 6: OVERCOMING OBSTACLES

*Exercise Your Options* supports teaching and learning related to standards across the curriculum in order to help middle school students make healthier food and activity choices on a daily basis. The following alignment identifies the end-of-year expectations related to this lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

### CALIFORNIA CONTENT STANDARDS & NUTRITION COMPETENCIES Lesson 6: Overcoming Obstacles

#### HEALTH CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS (2008) GRADES 6 – 8

##### Mental, Emotional, and Social Health

##### 2.0 Analyzing Influences (Grade 6/7/8)

- 2.1.M Analyze the external and internal influences on mental, emotional, and social health.

#### CALIFORNIA NUTRITION EDUCATION COMPETENCIES (2010) GRADES 7 – 8

\*This is also a grade 7 – 8 Nutrition and Physical Activity standard listed in California's Health Education Content Standards (2008).

##### Nutrition Education Competency 1:

Students will know the relationships among nutrition, physiology, and enhancing health.

- b. **Know nutrition and health guidelines.**  
– Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.\* (1.9.N)
- c. **Know factors affecting energy balance.**  
– Analyze the caloric value of foods and beverages.\* (1.6.N)  
– Identify ways to increase daily physical activity.\* (1.14.N)
- f. **Explain the influence of nutrition and physical activity on health.**  
– Describe the short- and long-term impact of nutritional choices on health.\* (1.1.N)

##### Nutrition Education Competency 2:

Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.

- Describe the influence of culture and media on body image.\* (2.1.N)  
– Evaluate internal and external influences on food choices.\* (2.2.N)  
– Compare experiences of making nutritious food choices within a variety of social settings.  
– Identify how emotions influence food choices, and how food choices may affect emotions.  
– Analyze the influence of technology and media on physical activity\* and food choices. (2.4.N)  
– Identify examples of barriers to making healthy food and fitness choices.

##### Nutrition Education Competency 3:

Students will demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.

- Distinguish between valid and invalid sources of nutrition information.\* (3.1.N)  
– Identify trusted adults in one's family, school, and community for advice and counseling regarding healthy eating and physical activity.\* (3.5.N)

##### Nutrition Education Competency 4:

Students will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.

- Demonstrate the ability to use effective skills to model healthy decision making and prevent over consumption of foods and beverages.\* (4.1.N)

##### Nutrition Education Competency 5:

Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

- Contrast healthy and risky approaches to weight management.\* (5.3.N)

##### Nutrition Education Competency 6:

Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.

- Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.\* (6.1.N)

##### Nutrition Education Competency 7:

Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.

- Make healthy food choices in a variety of settings.\* (7.1.N)

##### Nutrition Education Competency 8:

Students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.

- Evaluate various approaches to maintaining a healthy weight.  
– Encourage peers to eat healthy foods and to be physically active.\* (8.3.N)

#### PHYSICAL EDUCATION CONTENT STANDARDS

**Standard 4: Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.**

- 4.2 (Grade 6) Develop a one-day personal physical fitness plan specifying the intensity, time and types of physical activities for each component of physical fitness.
- 4.5 (Grade 7) Describe the role of physical activity and nutrition on achieving physical fitness.
- 4.3 (Grade 8) Identify ways to increase physical activity in routine daily activities.
- 4.5 (Grade 8) Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.

**Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.**

- 5.2 (Grade 7) Accept responsibility for individual improvement.
- 5.2 (Grade 8) Organize and work cooperatively with a group to achieve goals.

### EXERCISE YOUR OPTIONS—LESSON 6: OVERCOMING OBSTACLES

#### California's Common Core Content Standards, Grade 6 – 8

\* includes College and Career Readiness (CCR) Anchor Standards

#### CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010) GRADES (6 – 8)

##### READING STANDARDS FOR INFORMATIONAL TEXT

###### Key Ideas and Details

R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events. (Grade 7, 8 only)

###### Craft and Structure

R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

R.CCR Anchor Standard 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.

5. Analyze how a particular sentence, paragraph, chapter or section fits into overall structure of a text and contributes to the development of the ideas. (E) (Grades 6, 8 only)

R.CCR Anchor Standard 6. Assess how point of view or purpose shapes the content and style of the text.

6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (E)

###### Integration of Knowledge and Ideas

R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (Grade 6, 8 only)

R.CCR Anchor Standard 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (E)

R.CCR Anchor Standard 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (E) (Grade 8 only)

###### Range of Reading and Level of Text Complexity

R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of the year, read and comprehend literary nonfiction in the grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### WRITING STANDARDS

##### Text Types and Purposes

W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write arguments to support claims with clear reasons and relevant evidence. (E)

W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

##### Production and Distribution of Writing

W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR Anchor Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (E)

##### Research to Build and Present Knowledge

W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (E)

**W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (E)

**W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (E)

#### **Range of Writing**

**W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **SPEAKING AND LISTENING STANDARDS**

#### **Comprehension and Collaboration**

**SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

**SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**SL.CCR Anchor Standard 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### **Presentation of Knowledge and Ideas**

**SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **LANGUAGE STANDARDS**

#### **Conventions of Standard English**

**L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

**L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### **Vocabulary Acquisition and Use**

**L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

**L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **READING STANDARDS FOR LITERACY IN HISTORY/ SOCIAL STUDIES, GRADES 6 – 8**

#### **Craft and Structure**

**R.CCR Anchor Standard 6. Assess how point of view or purpose shapes the content and style of the text.**

6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (E)

#### **Integration of Knowledge and Ideas**

**R.CCR Anchor Standard 8. Delineate and evaluate the argument and specific claims in text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

8. Distinguish among fact, opinion, and reasoned judgment in a text. (E)

#### **Range of Reading and Level of Text Complexity**

**R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.**

10. By the end of grade 8, read and comprehend history/ social studies texts in the grades 6 – 8 text complexity band independently and proficiently.

### **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS, GRADES 6 – 8**

#### **Integration of Knowledge and Ideas**

**R.CCR Anchor Standard 8. Delineate and evaluate the argument and specific claims in a text, including validity of the reasoning as well as the relevance and sufficiency of the evidence.**

8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (E)

### **WRITING STANDARDS FOR LITERACY IN HISTORY/ SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS, GRADES 6 – 8**

#### **Text Types and Purposes**

**W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

1. Write arguments focused on *discipline-specific content*. (E)

#### **Production and Distribution of Writing**

**W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (E)

**W.CCR Anchor Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. (E)

#### **Research to Build and Present Knowledge**

**W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (E)

**W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (E)

**W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

9. Draw evidence from informational texts to support analysis reflection, and research. (E)

#### **Range of Writing**

**W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (E)

**FOR NATIONAL STANDARDS, PLEASE VISIT DAIRY COUNCIL OF CALIFORNIA'S WEBSITE: [HealthyEating.org](http://HealthyEating.org)**